

Political Science 4P22/5P22

**Canada and the Developing World
Fall 2017**

Dr. Hevina S. Dashwood

Office: Plaza 337

Office Hours: Thursdays: 1-2; OR by appointment

Phone: ext. 3894

e-mail: hdashwood@brocku.ca

COURSE DESCRIPTION

Canada and the Developing World provides an extensive overview and intensive analysis of Canada's international development assistance policies. The course is divided into three parts. Part I addresses the problem of global inequalities, shifting global power structures, the extent and nature of Canada's (and our) ethical obligations towards the developing world and evolving global norms that influence Canada's relations with the global South. Part II provides an overview of the historical trends and recurring themes in Canada's official development assistance policies, as well as theoretical explanations of those policies. In Part III we examine a number of pressing issues in Canada's international development assistance and related policies.

LEARNING OBJECTIVES

The primary objective of this course is to help you develop an informed understanding of Canadian international assistance policy as it pertains to the developing world/global South. A variety of key interpretive issues will be raised with respect to the influences on Canada's relations with the developing world, and the policy dilemmas surrounding those relations. Through seminar discussion and presentations, students will refine their ability to articulate ideas clearly and concisely and to communicate in a respectful manner considerate of the views of others. The major essay and presentation will provide students the opportunity to develop logical and coherent arguments and provide empirically grounded solutions to challenging policy dilemmas that reflect differing interpretations and world views.

EVALUATION COMPONENTS AND DUE DATES

Evaluation Component	Grade Weight	Due Date
Minor review papers (2)	20%	1 before reading week/1 after
Seminar presentation	25%	Topic dependent
Seminar participation	25%	On-going
Major essay	30	December 7, 2017
Total	100%	

SEMINAR FORMAT/COURSE COMMUNICATIONS

Seminar sessions will begin with student presentations. Due to the size of this seminar, it will be necessary to have two student presentations in some sessions. In the event a class has to be cancelled, an announcement will be posted on Sakai. In the event of inclement weather, check the Brock website for announcements of potential closure of campus.

MEDICAL EXEMPTION POLICY

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: www.brocku.ca/health-services/policies/exemption

ACADEMIC ACCOMMODATION

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Assignments:

MINOR REVIEW PAPERS

Each member of the class will write two brief review papers on the assigned readings. The *first* review paper must be on the assigned readings from your choice of Weeks 2, 3, 4 OR 5. The choice of assigned readings for your *second* review paper will be from Weeks 6 to 12. Note that your brief review papers may not be on the same topic as your seminar presentation. Each review should be 5 typed, double-spaced pages in length, and must include a Bibliography and direct citations (with page numbers) of the readings being reviewed. The review articles should identify and analyse the main themes or issues covered in the readings and the major arguments presented by the authors. *These review papers must be handed in at or before the beginning of the seminar session discussing the readings being reviewed.* None will be accepted after the relevant session. The purpose of these reviews is to help ensure the quality of the seminar discussions. Each review is worth 10% of your total grade.

SEMINAR PRESENTATIONS

Undergraduate students are expected to give a **15-** minute presentation. Your presentation should provide some context to the topic, and include a brief historical

background to the topic and/or Canada's past practice. Your presentation should then provide an overview of the key issues/questions/arguments raised by the authors. In your conclusion, you should consider how your topic relates to broader themes in the course. Where there are two presenters on the same day, a division of labour that ensures an equitable work load between the presenters and other students will be worked out, in consultation with the instructor.

Graduate students are expected to give a **20-** minute presentation. The presentation should not simply be a summary of the assigned readings, but should identify the key debates, themes and/or issues that arise from the readings. You should develop a position or thesis/central argument around these issues, and draw on the readings to develop your argument(s). Graduate students are expected to relate the readings to the broader theoretical and/or conceptual issues under consideration, as well as recurring/cross-cutting themes.

For both undergraduate and graduate students, in addition to the assigned readings, where appropriate, you should consult recent news sources to ensure you are up to date on the latest developments. After their presentations, students are expected to identify questions and/or topics for the ensuing discussion relevant to the assigned readings.

SEMINAR PARTICIPATION

Students are expected to come to each class having done all the required readings and to be prepared to contribute regularly during the seminar sessions. Students not presenting should prepare a few questions that reflect the central issues arising out of the readings and that can form the basis of an agenda for the seminar discussion. It is essential that you attend *all* seminars, as they constitute an important component of your grade. Failure to attend a seminar will result in a grade of *zero* for that missed session, unless documented explanation relating to personal illness or family emergency can be provided. Regrettably, work conflicts do not constitute a valid reason for missing a seminar. *Students who miss a seminar for medical or family reasons are still expected to make up for the missed session, by preparing an additional short review essay on the missed topic.*

The success of the seminar depends on how well prepared you are, your willingness to engage in seminar discussion, and the quality of the presentations. My role will be to facilitate and guide informed discussions and ensure a respectful atmosphere is maintained, but not to lecture.

A note on technology: Computers/tablets/notebooks are allowed in this seminar, provided they are used exclusively for the purpose of *consulting assigned readings*. I allow this reluctantly, because if such devices are not used appropriately, they detract from the valuable "face time" that the seminar experience affords. However, this concern is balanced against the benefit of saving you costs as well as the environment. If I find anyone using their device other than for the purpose of consulting assigned readings for the course, I will deduct 10% from that person's seminar participation grade for that day. Cell phones are to be *turned off* and stored out of sight and away from easy access.

The following schema provides a guide to the criteria I use for assigning seminar grades:

“A” - Has done all the readings and has a clear understanding of the main arguments in them. Contributes regularly to discussion and offers informed analysis that draws on the arguments in the assigned readings.

“B” - Has done the readings and has a fairly good understanding of the main arguments. Contributes regularly to discussion for the most part, and makes useful comments that draw from the assigned readings.

“C” - Not clear that all the readings have been done and/or, that an effort has been made to reflect upon the key arguments that arise from the readings. Makes sporadic contribution to discussion and arguments tend not to be well supported.

“D or below” - Little evidence that readings have been done, and comments reflect improvisation rather than arguments backed up by the readings. Occasionally or rarely contributes to the discussion.

MAJOR ESSAY

Students may write their major essays on an expanded version of their seminar presentations. You may also write your essay on a blended topic that draws on topics covered in other weeks of this course. Students wishing to write their essays on a different topic from their presentations and/or this course, **must** consult with the instructor **before** reading week. Essays should begin with an introduction that identifies the over-arching question that the topic pertains to, and that identifies your own position/thesis/argument on the question. Your introduction should also briefly indicate how the essay will be organized. Typically, essays will have a section that outlines the broader global context in which the topic is situated (drawing from readings in Part 1). There is flexibility in terms of how you might want to approach this essay assignment. Students are **strongly** encouraged to show the instructor a brief (200 words) outline of their essay after which we can meet to discuss. In addition to assigned readings, students are required to conduct additional research by compiling a wide variety of sources (minimum 15 sources) and including current news articles (where relevant) to bring their topics up to date. You may wish to consult the *Canadian International Development Platform* for data and up-to-date information and analysis: <http://cidpnsi.ca/>. Students are strongly encouraged to speak with the instructor at any stage of the essay writing process.

Graduate students, in addition to the above, are required to consider the theoretical implications/context of their arguments, drawing from the readings in Part I of this course.

The essay should be between 12-14 typed, double-spaced pages in length for *undergraduate* students, and 18-20 typed, double-spaced pages for *graduate* students.

The essay is due **December 7, 2017**. Essays can be handed to me in person, or placed in the Political Science Department's essay drop box, beside the administrative office. The department's policy on late papers will apply.

Note on plagiarism software: Students are required to submit their essays to Turnitin.com; details to follow. You, in turn, have the right to refuse to submit your essay to Turnitin.com, but in that case, you will be required to submit your research notes and rough drafts. You are required to inform the instructor of your refusal no later than October 1st. Submitting the same essay, or an essay with largely the same content, in more than one course is unacceptable, and is a form of academic misconduct. If you have any doubts in this regard, please consult with the instructor.

READINGS

There is no textbook. All readings are posted on Sakai. Some readings may be changed, but only after consultation and with students' consent. Pay careful attention to required page numbers, as often the entire document is up-loaded for your future reference, but you are only required to read the pages specified.

Week 1 Introduction and Organization
September 7

PART I: Ethical and Conceptual Issues

Week 2 Global Inequalities and Transformations
September 14

Centre for International Policy Studies (CIPS), “Megatrends: A Rapidly Evolving Global Context”, in *Towards 2030: Building Canada's Engagement with Global Sustainable Development*, Ottawa (2015): 9-17. (entire document uploaded for your reference).

Arie Kacowicz, “Globalization, Poverty, and the North-South Divide”, *International Studies Review* 9, 4 (2007): 565-580

Robert Hunter Wade, “The Rising Inequality of World Income Distribution”, in Mitchell A. Seligson and John T. Passe-Smith, eds., *Development and Underdevelopment: The Political Economy of Global Inequality*, (Lynne Rienner, 2014), pp. 33-39.

“Towards the end of poverty: The world's next great leap forward”. *The Economist*, Vol 407, 1 June 2013: p. 11.

United Nations Development Program, “Overview”, *Human Development Report 2016* (March 2017): pp. 1-21.

Recommended (required for graduate students and presenters)

John T. Passe-Smith, “Characteristics of the Income Gap Between Countries, 1960-2010”, pp. 17-32 in Mitchell A. Seligson and John T. Passe-Smith, eds., *Development and Underdevelopment: The Political Economy of Global Inequality*, (Lynne Rienner, 2014): 11-32

Week 3 Global Context: Evolution of Global Development Norms
September 21

OECD, *The Paris Declaration on Aid Effectiveness and the Accra Agenda for Action*, (Development Assistance Committee – DAC, 2005/08):
<http://www.oecd.org/dac/effectiveness/34428351.pdf>, pp. 1-8.

Kate Higgins, *Reflecting on the MDGs and Making Sense of the Post-2015 Development Agenda* (NSI Research Report, 2013), pp. iv-viii; pp 1-12.

United Nations, *Transforming Our World: the 2030 Agenda for Sustainable Development*, (New York: UN Resolution adopted 25 September, 2015):
http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E, pp. 1-14.

United Nations, *Sustainable Development Goals, 2015-2030*:
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/> (1 page)
For up-dates and more context, see the *Sustainable Development Knowledge Platform*:
<https://sustainabledevelopment.un.org/post2015/transformingourworld>

Ngairé Woods, “Whose Aid? Whose Influence? China, Emerging Donors and the Silent Revolution in Development Assistance”, *International Affairs*, Vol. 84, No. 6 (November 2008): 1205-21.

Recommended (required for graduate students and presenters):

J. Hickel, “The True Extent of Global Poverty and Hunger: questioning the good news narrative of the millennium development goals”, *Third World Quarterly*, Vol. 37, No. 5, (2016): 749-67.

Week 4 Ethical Dimensions: Ethical Responsibilities of Governments
September 28 (and Us)

Henry Shue, Ch. 1, “Security and Subsistence”, pp. 13-34 AND
Ch. 2, “Correlative Duties”, pp. 35-64, in *Basic Human Rights: Subsistence, Affluence and U. S. Foreign Policy* (Princeton, 1980).

Jugal Shah, “Do Sierra Leonean Lives Matter?”, *Canadian International Council*, August 28, 2017: <https://www.opencanada.org/features/do-sierra-leonean-lives-matter/> (aprox. 2 pages).

Presenter(s) may refer to other current developments (e.g. refugee crisis, global health ‘crisis’, etc.) as an empirical referent for their presentation.

PART II: Canada's Official Development Assistance Policies

Week 5: Explaining Canadian ODA: Theoretical Perspectives

October 5

Cranford Pratt, "Competing Perspectives on Canadian ODA", *International Journal* (1996): 235-258.

Kristina R. Proulx, Arne Ruckert and Ronald Labonté, "Canada's flagship development priority: maternal, newborn and child health (MNCH) and the Sustainable Development Goals (SDGs)", *Canadian Journal of Development Studies*, Vol. 38, No. 1 (2017): 39-53.

David Black, "Introduction: Theorizing Canadian Policy to Africa", in *Canada and Africa in the New Millennium*, (Waterloo: Wilfrid Laurier University Press, 2015): pp. 15-36

Edward Akuffo, "Canada's Moral Identity in Africa", in Rosalind Warner, ed., *Unsettled Balance: Ethics, Security and Canada's International Relations*, (BC: UBC Press, 2015): 249-269.

Recommended (required for graduate students and presenters):

Kim Nossal, "Mixed Motives Revisited: Canada's Interest in Development Assistance", *Canadian Journal of Political Science*, (March 1988), pp. 35-56.

****October 9: Thanksgiving/Reading Week – No Classes****

Week 6

October 19 Canadian ODA: Recurring Themes and On-going debates

Stephen Brown, "Aid Effectiveness and the Framing of New Canadian Aid Initiatives", in Duane Bratt and Christopher J. Kukucha, eds., *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* (Oxford University Press, 2011): 469-486.

CIDA, "Canada Introduces a New Effective Approach to its International Assistance" (May 20, 2009): www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-5208514-G7B (1 page)

"Federal Budget Folds CIDA into Foreign Affairs, (March 22, 2013), CBC News, <http://www.cbc.ca/news/politics/story/2013/03/21/pol-cida-dfait-merger-advancer.html>

House of Commons, Canada, *Development Cooperation for a more Stable, Inclusive and Prosperous World: A Collective Ambition*, Report of the Standing Committee on Foreign Affairs and International Development, Ottawa: November 2016: pg. 3-9.

Government of Canada, *Official Development Assistance Accountability Act*, Ottawa: 2008 (amended June 2013), 8 pages

Laura Macdonald and Arne Ruckert, “Continental Shift? Rethinking Canadian Aid to the Americas”, in Stephen Brown, Molly den Heyer and David Black, eds., *Rethinking Canadian Aid* (Ottawa: University of Ottawa Press, 2016): 133-150.

CIDA, “Countries of Focus”, (July 2014), <http://www.international.gc.ca/development-developpement/countries-pays/index.aspx?lang=eng#focus> (1 page)

Molly den Heyer, “Power and Policy: Lessons from Aid Effectiveness”, in Stephen Brown, Molly den Heyer and David Black, eds., *Rethinking Canadian Aid* (Ottawa: University of Ottawa Press, 2016): pg. 71-87.

Recommended (required for graduate students and presenters):

Ian Smillie, “Institutional Corruption and Canadian Foreign Aid”, *Canadian Foreign Policy*, Vol. 23, No. 1 (2017): 47-59.

Week 7 Current Approaches and Issues in Canadian ODA October 26

Stephen Brown, Molly den Heyer and David Black, “The need to rethink Canadian aid”, in Stephen Brown, Molly den Heyer and David Black, eds., *Rethinking Canadian Aid* (Ottawa: University of Ottawa Press, 2016): **1-5**

Government of Canada, *Canada’s Feminist International Assistance Policy*, Ottawa: June 2017: http://international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng (aprox. 15 pages)

Rebecca Tiessen, “Gender Equality and the “Two CIDAs”: Successes and Setbacks, 1976-2015” in Stephen Brown, Molly den Heyer and David Black, eds., *Rethinking Canadian Aid* (Ottawa: University of Ottawa Press, 2016) :189-204

John Sinclair, *Canada’s new feminist development policy: the good, the bad and the next steps*, Canadian International Council (June 16, 2017): <https://www.opencanada.org/features/canadas-new-feminist-development-policy-good-bad-and-next-steps/> (aprox. 2 pages)

Canadian Council for International Cooperation (CCIC), *Reviewing Canada’s New Feminist International Assistance Policy*, Ottawa: August 2017. (9 pages)

Canadian International Development Platform, *Responding to the Changing Global Development Context: How Can Canada Deliver?*, Summary of findings from a CIDP Conference held in April, 2017, Ottawa: June 2017. (17 pages)

Recommended: (Required for graduate students and presenters):

Global Affairs Canada (GAC), *International Assistance Review: Discussion Paper* (May 2016): <http://www.international.gc.ca/world-monde/assets/pdfs/iar-consultations-eai-eng.pdf> (28 pages)

Week 8 Canada's Food Aid Policies
November 2

Mark W. Charlton, "Continuity and Change in Canadian Food Aid", in Pratt, *Canadian International Development Assistance Policies*: *75-86. (*section starting as 'The Canadian Food Aid Basket' – entire chapter provided for benefit of presenters)

Jennifer Clapp, "Responding to the Food Crisis: The Untying of Canadian Food Aid", in Fen Osler Hampson and Paul Heinbecker, *Canada Among Nations: 2009-10* (McGill - Queen's University Press: 2010): 360-367.

Shalendra D. Sharma, "The Other Global Crisis: Combating the Food and Humanitarian Crisis", *International Journal* (Spring 2009): 501-520.

"The New Face of Hunger", *The Economist* (April 19, 2008): 31-34.

Denis Cote and Dominique Caouette, "CIDA's Land and Food-Security Policies: A Critical Review", in Brown (ed.), *Struggling for Effectiveness* (2012): 167-182.

Food Security Information Network (FSIN), "Global Overview of Food Crises" (Chapter 2) in *Global Report on Food Crises in 2017* (March 2017): 13-21.

Recommended (required for graduate students and presenters):

Jennifer Clapp, "The Political Economy of Food Aid in an Era of Agricultural Biotechnology", *Global Governance*, 11, 4 (October-December, 2005): 467-482.

November 6: last date to withdraw without academic penalty

PART III: Issues in Canada's International Assistance Policies and Practice

Week 9 Canada's Approach to International Humanitarian Assistance
November 9

Rosalind Warner, "Resilience or Relief: Canada's Response to Global Disasters", *Canadian Foreign Policy Journal*, Vol. 19, No. 2, (2013): 223-235.

Laurent Belsie, “After Hurricane Matthew, Haitians are worried aid groups will overstay their welcome”, *Christian Science Monitor* (October 17, 2016): <http://www.businessinsider.com/after-hurricane-matthew-haitians-are-worried-aid-groups-will-overstay-their-welcome-2016-10> (aprox. 4 pages).

Arne Ruckert, “Global Health Governance after the Financial Crisis: making health equity matter”, *Canadian Foreign Policy Journal*, Vol. 19, No. 3 (2013): 340-353.

Geoffrey York, “Ebola is a warning of a much bigger crisis”, *The Globe and Mail*, (August 22, 2014): <http://www.theglobeandmail.com/news/world/ebola-is-a-warning-sign-of-a-much-bigger-crisis/article20179143/> (1 page)

United Nations Development Program, *Human Development Report 2014: Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*, (UNDP 2014), Chapter 1, pp. 15-32.

The Economist, “How to Cope with Floods”, *The Economist*, (September 2nd, 2017): 9

Kevin McCoy and Tom Tulloch, “Why Canada Needs a Humanitarian Assistance and Disaster Relief Ship”, *Canadian Naval Review*, Vol. 13, No. 1 (2017): *4-6 (*entire article provided FYI).

TBA

Recommended: (Required for Graduate Students/presenters)

United Nations General Assembly, *One Humanity: Shared Responsibility*, Report of the Secretary General for the World Humanitarian Summit, 2nd February, 2016: <http://sgreport.worldhumanitariansummit.org/> (skim)

Week 10 Development Assistance and Multi-stakeholder Partnerships November 16

Ian Smillie, “Tying up the Cow: CIDA, Advocacy, and Public Engagement” in Brown, ed., *Struggling for Effectiveness*, (2012): 269-286.

Canadian Council for International Cooperation (CCIC), *Establishing an Enabling Environment for Civil Society Organizations in Canada: Key Issues Affecting Canadian International Development and Humanitarian Organizations* (Ottawa: CCIC, June 2014), (14 pages).

Department of Foreign Affairs, Trade and Development (DFATD), *International Development and Humanitarian Assistance Partnership Policy* (Government of Canada, February 6, 2015): <http://www.international.gc.ca/development-developpement/cs-policy-politique-sc.aspx?lang=eng> (3 pages)

Catherine Coumans (2011) “Whose Development? Mining, Local Resistance, and Development Agendas” in Julia Sagebien and Nicole Marie Lindsay (eds) *Governance Ecosystems: CSR in The Latin American Mining Sector*, Palgrave: 114-132.

David Black and Ben O’Bright, “International Development and the Private Sector: The Ambiguities of ‘Partnership’”, *International Journal* (March 2016): pp. *144-152 and 165-166.

Shannon Kindornay and Fraser Reilly-King, “Promotion and Partnership: Bilateral Donor Approaches to the Private Sector”, *Canadian Journal of Development Studies* (2013): pp. *543-548 (*last 6 pages of article).

4th High Level Forum on Aid Effectiveness, *Busan Partnership for Effective Development Cooperation* (Busan Declaration), Busan, South Korea: 1 December, 2011, (12 pages)

Recommended (required for graduate students and presenters):

Lee Berthiaume (2010). “Cutting out the Development NGO ‘Heart’”, *Embassy*, (9 June): <http://soutenez.alternatives.ca/node/2275> (3 pages) **OR**

Standing Committee on Foreign Affairs and International Development (2012), *Driving Inclusive Economic Growth: The Role of the Private Sector in International Development*, Chapter 6: “Public-Private Partnerships”: 47-58
<http://www.parl.gc.ca/content/hoc/Committee/411/FAAE/Reports/RP5732913/faaerp06/faaerp06-e.pdf>

Week 11 The Development/Security Nexus and State Fragility
November 23

Erin Simpson, “From Inter-Dependence to Conflation: Security and Development in the Post-9/11 Era”, *Canadian Journal of Development Studies* Vol. 28, No. 2 (2007): 263-275.

Janice Gross Stein and Eugene Lang, “The 3Ds in Afghanistan”, in *The Unexpected War: Canada in Kandahar* (Viking, 2007): pp. 259-283.

Tom Keating, ‘Responding to Failed and Fragile States: The Evolution of Canadian Policy’, in Michael K. Carroll and Greg Donaghy, eds, *From Kinshasa to Kandahar: Canada and Fragile States in Historical Perspective* (Calgary: University of Calgary Press, 2016): 9-31.

Stephen M. Saideman, “Six Years in Kandahar: Understanding Canada’s Multidimensional Effort to Build a Sustainable Afghan State”, in Michael K. Carroll and

Greg Donaghy, eds, *From Kinshasa to Kandahar: Canada and Fragile States in Historical Perspective* (Calgary: University of Calgary Press, 2016): 165-184.

Stephen Baranyi and Themrise Khan, “Canada and Development in Other Fragile States: Moving Beyond the ‘Afghanistan Model’”, in Stephen Brown, Molly den Heyer and David Black, eds., *Rethinking Canadian Aid* (Ottawa: University of Ottawa Press, 2016): 237-254.

Recommended (required for graduate students and presenters):

Nipa Banerjee, “Aid Development for a Secure Afghanistan”, *Policy Options* (November 2010): 48-52: <http://www.irpp.org/po/archive/nov10/banerjee.pdf> **OR**

Ngairé Woods, “The Shifting Politics of Foreign Aid”, *International Affairs*, Vol. 81, No. 2 (March 2005): 393-409.

**Week 12 Trade and Investment to Promote Development: Corporate
November 30 Social Responsibility and Poverty Alleviation**

Standing Committee on Foreign Affairs and International Development (2012), *Driving Inclusive Economic Growth: The Role of the Private Sector in International Development* Chapter 1: “Background: The Changing Landscape of International Development”: 3-12:
<http://www.parl.gc.ca/content/hoc/Committee/411/FAAE/Reports/RP5732913/faaerp06/faaerp06-e.pdf>

Frederick Bird, “Ethical Reflections on the Challenges Facing International Businesses in Developing Areas”, in Frederick Bird and Stewart W. Herman, eds., *International Business and the Challenges of Poverty in the Developing World* (Palgrave, 2004): pp. 14-33.

Dragana Bodruzic, “Promoting International Development through CSR: the Canadian Government’s Partnership with Canadian Mining Companies”, *Canadian Foreign Policy Journal*, Vol. 21, 2 (2015): 129-145.

United Nations Human Rights Office of the High Commissioner, *Statement at the end of the visit to Canada by the United Nations Working Group on Business and Human Rights*, Ottawa: 1 June, 2017:
<http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=21680&LangID=E> (approx. 10 pages)

Shannon Kindornay, “A New Approach to Private Sector Engagement in Canadian Development Cooperation?” (January 2016): <http://cidpnsi.ca/a-new-approach-to-private-sector-engagement-in-canadian-development-cooperation/> (3 pages).

Geoffrey York, "Blood and Stone: Extreme Capitalism at Barrick Gold's North Mara Mine", *Report on Business, The Globe and Mail* (September 2011): pp. 24-35.

Hevina S. Dashwood, "Corporate Social Responsibility in Fragile and Stable States: Dilemmas and Opportunities in South Sudan and Ghana", in Michael Carol and Gregory Donaghy, eds., *Canadian Engagement with Failed and Fragile States in Historical Perspective*, University of Calgary Press, 2016, 207-235.

http://prism.ucalgary.ca/bitstream/1880/51199/12/From_Kinshasa_to_Kandahar_2016_chapter10.pdf

Recommended (required for graduate students and presenters):

SCFAIT (Standing Committee on Foreign Affairs and International Trade) 2005. *Mining in Developing Countries and Corporate Social Responsibility* Government of Canada (June):

<http://www2.parl.gc.ca/HousePublications/Publication.aspx?DocId=1961949&Language=E&Mode=1&Parl=38&Ses=1>).

DEPARTMENT OF POLITICAL SCIENCE

STATEMENT ON ACADEMIC MISCONDUCT

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Polices" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

POLICY ON LATE ESSAYS

The policy of the Department is that essays received by the instructor or deposited in the Political Science Department Essay box after 4:00 p.m., or at a time designated by the instructor, of the date on which they were due will be penalized **two per cent** for each day late from Monday through Friday and **five per cent** for the period from Friday 4:00 p.m. to Monday 8:30 a.m. No paper will be accepted two weeks after the due date.

An essay is considered received when the **original** hard copy of the paper is in the hands of the instructor or in the box outside the Political Science Department's office. (ALL ESSAYS MUST INCLUDE A TITLE PAGE WITH THE FOLLOWING

INFORMATION CLEARLY MARKED: STUDENT NUMBER, TA and INSTRUCTOR'S NAME, COURSE NAME and NUMBER).

Having an essay date-stamped by security, or the library, or anyone else does **not** constitute receipt of the essay by the Political Science Department. Instructors may require that essays be submitted electronically through turnitin.com. In this case, students must consult with the Instructor on what constitutes a late essay.

Instructors may establish more restrictive deadlines or more severe penalties in particular courses – check the course outline. Extensions of due dates are granted only in circumstances that are beyond the student's control, such as health problems that are supported by a medical certificate or other, clearly equivalent, situations.

Time management problems are not grounds for extensions. You are strongly urged to avoid these penalties by beginning to work on essays early in the term; by setting your own target dates for completion that are several days before the due date; and by carefully budgeting your time.

POLICY ON RETURNING MARKED ESSAYS

Marked essays will normally be returned during class meetings or at the final examination. Students who are not in class to receive their essays or do not receive them at the final examination can obtain them in two ways:

- directly from the instructor during his/her office hours (unless the instructor specifies in the course outline or by notice on his/her office door that this option is not available), and/or
- directly from the instructor on specific days and at specific times announced in class or posted on his/her office door.

Note: Essays that are not picked up within six months after the end of term will be shredded.