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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University**

Faculty of Humanities and Social Sciences

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Foreign Aid and Foreign Policy

course title

Recommended by the Didactic Council for the Education Field of:

41.04.05 INTERNATIONAL RELATIONS

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

**WORLD POLICY: CONCEPTUAL BASES
AND CROSS-CULTURAL INTERACTION**

higher education programme profile/specialisation title

1. COURSE GOAL(S)

The main goal of the course “International Development Assistance” is to introduce to student’s key concepts, theories, with the main objectives to ensure that the students

- 1) awareness of the SDGs and understanding of its role to the international community;
- 2) understand the main tools and forms of cooperation in the field of sustainable development;
- 3) deepen students’ knowledge in the relationship between foreign aid and foreign policy

2. REQUIREMENTS FOR LEARNING OUTCOMES

Development of the course “International Development Assistance” is aimed at developing the following competencies (elements of competencies:

Table 2.1. List of competences that students acquire through the course study

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-1	Able to search for, critically analyze problem situations on the basis of a systematic approach, develop a strategy action strategy.	GC-1.1 Systematically analyzes professional situations and Demonstrates critical thinking skills; GC-1.2 Comprehensively analyzes a source of information in terms of its temporal and spatial context. Analyze information source comprehensively in terms of temporal and spatial conditions of its Objectivity and reliability; GC-1.3 Systematically analyzes previously established in science approaches and explanations previously established in science, identifies their strengths and weaknesses. strengths, weaknesses, explanatory power and limitations; GC-1.4 On the basis of a systematic approach, constructs own strategy of scientific search and logic of scientific arguments;
GC-5	Able to analyze and take into account the diversity cultures in the process of intercultural interactions	GC-5.1 Understands the specifics of development and socio-cultural differences of different countries and peoples, taking into account their historical background. differences of different countries and peoples, taking into account their historical background and is able to take these peculiarities into account in the course of intercultural interaction; GC-5.2 Constructively interacts with representatives of different countries and peoples within the framework of professional decision-making

Competence code	Competence descriptor	Competence formation indicators (within this course)
		Constructively interacts with representatives of different countries and peoples in solving professional tasks; tasks; GC-5.3 Demonstrates a deep understanding of the specifics of traditions, history and the role of Russia in the world-historical process and is able to professionally and reasonably and is capable of professionally and reasonably explain these specifics in the course of intercultural communication;
PC-1	Able to independently plan and conduct research in the field of humanities and social humanities and social sciences.	PC-1.3 Conduct research within the framework of individual and Conduct research within individual and collective research projects; PC-1.4 Independently prepare research texts in compliance with the modern requirements of domestic and collective research projects complying with modern requirements of domestic and foreign academic publications;

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) that contribute to the achievement of the expected learning outcomes as results of the “International Development Assistance” course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Able to search for, critically analyze problem situations on the basis of a systematic approach, develop a strategy action strategy.	Научно-исследовательская работа в семестре; Мегатренды и глобальные проблемы; Прикладной количественный анализ и моделирование международных отношений; Региональные	Научно-исследовательская работа; Профессиональная практика; Преддипломная практика;

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<p>подсистемы международных отношений в XXI веке; Внешнеполитический процесс и формирование внешней политики РФ; Моделирование и прогнозирование международных отношений; Analysis of Situational Models in World Policy; Негосударственные участники мировой политики; Международный терроризм как проблема в международных отношениях; История и методология исследования международных отношений и мировой политики; Концептуальные основы внешней политики ЕС**; Лоббизм в международных отношениях**; История религий России; Экологические проблемы в международных отношениях**</p>	
GC-4	Able to analyze and take into account the diversity cultures in the process of intercultural interactions	<p>Научно-исследовательская работа в семестре; Мегатренды и глобальные проблемы; Прикладной количественный анализ и моделирование</p>	<p>Научно-исследовательская работа; Профессиональная практика; Преддипломная практика;</p>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<p>международных отношений; Региональные подсистемы международных отношений в XXI веке; Внешнеполитический процесс и формирование внешней политики РФ; Теория дипломатии и современная дипломатическая система; Моделирование и прогнозирование международных отношений; Типология и структура акторов международных отношений; Analysis of Situational Models in World Policy; Негосударственные участники мировой политики; Международный терроризм как проблема в международных отношениях; История и методология исследования международных отношений и мировой политики; Концептуальные основы внешней политики ЕС**; Риски в международных отношениях**; Проблема энергетической безопасности в международных отношениях**; Лоббизм в</p>	

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<p>международных отношениях**; Этноконфессиональный фактор в мировой политике**; Экологические проблемы в международных отношениях**;</p>	
PC-1	<p>Able to independently plan and conduct research in the field of humanities and social humanities and social sciences</p>	<p>Научно-исследовательская работа в семестре; Прикладной количественный анализ и моделирование международных отношений; Мегатренды и глобальные проблемы; Региональные подсистемы международных отношений в XXI веке; Иностранный язык в профессиональной деятельности**; Теория дипломатии и современная дипломатическая система; Русский язык в профессиональной деятельности**; Моделирование и прогнозирование международных отношений; Analysis of Situational Models in World Policy; История и методология исследования международных отношений и мировой политики; Риски в международных отношениях**;</p>	<p>Научно-исследовательская работа; Профессиональная практика; Преддипломная практика;</p>

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		Типология и структура акторов международных отношений; Проблема энергетической безопасности в международных отношениях**; Лоббизм в международных отношениях**; Этноконфессиональный фактор в мировой политике**; Экологические проблемы в международных отношениях**; Внешнеполитический процесс и формирование внешней политики РФ; Негосударственные участники мировой политики; Международный терроризм как проблема в международных отношениях; Концептуальные основы внешней политики ЕС**; 	

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

Possible wording

The total workload of the course “International Development Assistance” is 2 credits (72 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)*

Type of academic activities	Total academic hours	Semesters/training modules
		3
Contact academic hours	34	34

Type of academic activities	Total academic hours	Semesters/training modules
		3
Lectures (LC)	17	17
Lab work (LW)	0	0
Seminars (workshops/tutorials) (S)	17	17
<i>Self-studies</i>	20	20
<i>Evaluation and assessment (exam/passing/failing grade)</i>	18	18
Course workload	academic hours	72
	credits	2

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Topic titles	Topic contents	Academic activities types *
Introduction/ Aid motivation	Aid motivation lecture introduces students to the reasons for Aid from the perspective of donors. For example, what are their main motivation to give assistance to the developing countries, is it that they are driven for altruistic reasons or they have deeper motivations. This helps students to analyse different aid mechanisms better.	Lecture
	Seminar Topic 1. History of Development Cooperation This seminar introduces students to aid motivation with clear examples from the Seminar Presentation list. For example, while examining the reverse side of UK and US assistance then students can understand the aid motivations even further.	Seminar
Main terms and concepts of Development Cooperation	There are different terms used in aid for example most countries use the term international assistance or foreign assistance but for Russia the use the term international development cooperation. The lecture also explains terms within the context of recipients/subjects and types of aid)	Lecture
	Seminar 2. Theories of Development (This seminar discusses theories such as Dependency Theory & Latin American Structuralists & World-System Theory that are mainly used for development cooperation)	Seminar
Concept of ODA	This lecture in depth definition of Official development assistance (ODA) as defined by the OECD Development Assistance Committee (DAC) as government aid that promotes and	Lecture

Topic titles	Topic contents	Academic activities types *
	specifically targets the economic development and welfare of developing countries.	
	Seminar 3. Anglo-Saxon Donors (US & UK), national mechanisms (This seminar describes the traditional donor's mechanisms of assistance with the example of US, UK, Germany by analysing their assistance institutions for example USAID, DFID, BMZ etc)	Seminar
Main theories of development	The students are taught theories by simplifying them into 3 categories, international relations theories such as liberalism, realism, Economic theories such neo keynesian, Walt Rostows theory of phases of economic growth and lastly the concept of Global Justice	2 Lectures
	Тема 4.2. East Asian Donors (Japan & China), national mechanisms (The seminar will be able to discuss the comparison of emerging donor/ China vs Traditional donor Japan)	Seminar
National Strategies of Donors	This lecture students will be taught the approaches that donors use for assistance, for example bilateral aid is the most expensive but the easiest to impose conditions as such the US strategy is to have agents and offices all over the world, while some countries are limited to conduct the services through the MFA.	Lecture
	Seminar 5. Recipient countries national mechanisms (Recipient countries seminar discusses aid from the perspective of the Global South, for example countries that receive infrastructure aid get most of the assistance from which donors.)	Seminar
International architecture of Development Cooperation	This lecture introduces the UN development decades that were replaced by the millennium development goals and later sustainable development goals.	Lecture
	Тема 6.2. International Organizations as donors (1) (This seminar discusses traditional multilateral institutions such as the World Bank, UNDP, IMF,)	Seminar
Emerging donors. Russia as a donor.	This lecture gives students a background of USSR development cooperation and the new institutions that are used currently such as (Россотрудничество)	Lecture
	Тема 7.2. International Organizations as donors (2) (This seminar discusses the new multilateral institutions such as China's AIIB, BRICS NDB,	Seminar

Topic titles	Topic contents	Academic activities types *
	OPEC fund among other global south institutions)	
	Discussion of test # 2 results. Grades	Seminar

* - to be filled in only for **full**-time training: *LC* - lectures; *LW* - lab work; *S* - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	List of specialised equipment, stands, visual posters, etc.
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. (Overview) - Malacalza B. The Politics of Aid from the Perspective of IR Theories. In: Olivie I., Perez A. (Eds). Aid, Power & Politics. Routledge, 2019.
2. Political realism (1) - Morgenthau H. A political theory of foreign aid // APSR. 1962. 56 (02). 301-309.
3. Political realism (2) - Huntington S. F. Foreign Aid: For What and For Whom // Foreign policy. 30.12.1971.
4. Political neorealism - Lancaster C. Foreign Aid. Diplomacy, Development, Domestic Politics. The University of Chicago Press, 2007.
5. Aid as positive sanction (IPE) - Baldwin D. Economic Statecraft. Princeton University Press, 2020.
6. Aid as Global public good (liberal paradigm) - Kaul I. et al. (Eds.) Providing Global Public Goods. Managing Globalization. Oxford University Press, 2003

7. Aid & Global justice (political philosophy) - a) Pogge Th. Eradicating Systemic Poverty: brief for a global resources dividend // JHD. 2001. 02 (01). 59-77. b) Pogge Th. An Egalitarian Law of Peoples
8. Aid & Constructivism (1) - Lumsdaine D. Moral vision in international politics. The Foreign Aid Regime (1949-1989). Princeton University Press, 1993.
9. Aid & Constructivism (2) - a) Therien J.-P., Noel A. From domestic to international justice: the welfare state and foreign aid // International Organization. 1995. 49 (03). 523-553. b) Therien J.-P. Debating foreign aid: right VS left // TWQ. 2002. 23 (03). 449-466; c) Therien J.-P., Noel A. Political parties and foreign aid // APSR, 2000. 94 (01). 151-162.
10. Marxism - Hayter T. Aid as Imperialism. Penguin Books, 1971.
11. Neomarxism - Sogge D. Donors Helping Themselves. In: Handbook on the Economics of Foreign Aid. Edward Elgar Publishing, 2015.
12. Postcolonial approach - a) Strongman L. Postcolonialism and international development studies: a dialectical exchange? // TWQ. 2014. 35 (08). 1343-1354; b) Kim J., Garland J. Development cooperation and post-colonial critique: an investigation into the South Korean model // TWQ. 2019. 40 (07). 1246-1264; c) Six C. The Rise of Postcolonial States as Donors: a challenge to the development paradigm? // TWQ. 2009. 30 (06). 1103-1121.
13. Amuhaya C., Degterev D. A Century of East African Integration. – Cham : Palgrave Macmillan, 2022. – 263 p.
14. Mawdsley, E., Fourie, E., & Nauta, W. (Eds.) (2019). Researching South-South development cooperation: the politics of knowledge production. Routledge/Taylor & Francis Group. Rethinking Development <https://doi.org/10.4324/9780429459146>.
15. Pomerantz, P.R. (2023). Foreign Aid: Policy and Practice (1st ed.). Routledge. <https://doi.org/10.4324/9781003265320>
16. Jakupec, V., Kelly, M., & de Percy, M. (Eds.). (2022). COVID-19 and Foreign Aid: Nationalism and Global Development in a New World Order (1st ed.). Routledge. <https://doi.org/10.4324/9781003273844>
17. Jakupec, V., Kelly, M., & Makuwira, J. (2020). Rethinking Multilateralism in Foreign Aid: Beyond the Neoliberal Hegemony (1st ed.). Routledge. <https://doi.org/10.4324/9780367853808>
18. Rakhmangulov Mark R (2010) Stanovlenie sistemy sodeystviya mezhdunarodnomu razvitiyu v Rossii [Establishing Russia's International Development Assistance Policy] INTERNATIONAL ORGANISATIONS RESEARCH JOURNAL, 2, pp. 196-215 (in Russian)
19. Mehmood, S., & Seror, A. (2019). The political economy of foreign aid and growth: Theory and evidence. ESI Working Paper 19-10.
20. Hammett, D. (2023). Global Development: The Basics (1st ed.). Routledge. <https://doi.org/10.4324/9781003155652>
21. Seyfried, C. (2023). African Bargaining Power with China: Foreign Investment and Rising Influence (1st ed.). Routledge. <https://doi.org/10.4324/9781003308768>
22. Hammett, D. (2023). Global Development: The Basics (1st ed.). Routledge. <https://doi.org/10.4324/9781003155652>
23. Dietrich S. States, Markets, and Foreign Aid. Cambridge University Press; 2021.
24. Stokke O. (2019). The drivers of ODA: What can they tell about the future? In: EADI global development series (pp. 343–384). Palgrave Macmillan.
25. Melina C. Kalfelis, « Beyond Donor Memory. On Time and Power behind the Curtain of Transnational Development in Burkina Faso », Anthropologie & développement [En ligne], 53 | 2022, mis en ligne le 25 avril 2023, consulté le 08 avril 2024. URL :

<http://journals.openedition.org/anthropodev/1803> ; DOI :
<https://doi.org/10.4000/anthropodev.1803>

26. Silva, A. L. (2021). Innovation in development cooperation: emerging trajectories and implications for inclusive sustainable development in the 21st century. *Innovation and Development*, 11(1), 151–171. <https://doi.org/10.1080/2157930X.2020.1807100>

27. de Bengy Puyvallée A, Bjørkdahl K, eds. *Do-Gooders at the End of Aid: Scandinavian Humanitarianism in the Twenty-First Century*. Cambridge University Press; 2021.

Supplementary readings:

[Development Cooperation \(ENG\). World Bank Lecture Course.](#)

[-Interdependances et l'Aide Publique au Development \(FRA\). MAE de France.](#)

-ODA at DAC OECD web-site - <https://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/official-development-assistance.htm>

ODA (official development assistance)
Please read the methodology here:

<http://www.oecd.org/dac/stats/methodology.htm>

Especially this presentation:

<http://www.oecd.org/dac/stats/documentupload/IsitODA.pdf>

DAC List of recipient countries is here - <http://www.oecd.org/dac/stats/daclist.htm>

DAC list of international institutions - recipients of ODA is here -
<http://www.oecd.org/dac/stats/annex2.htm>

Please find Aid statistics (annexed, Excel file) <http://stats.oecd.org/>

National mechanism of assistance:

[-US Aid](#)

[-Chinese Aid](#)

[-Russian Aid](#)

[-Indian Aid](#)

[-French Aid](#)

[-EU Aid](#)

[-Military Aid](#)

[-Trilateral Aid](#)

[-Aid Evaluation and Effectiveness](#)

[-Multilateral architecture of development](#)

Internet sources:

1. Electronic libraries of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- "Lan:" <http://e.lanbook.com/>
- RUDN Electronic Library System: <http://lib.rudn.ru/MegaPro/Web>
- "Student Consultant:" www.studentlibrary.ru
- "University Library Online:" <http://www.biblioclub.ru>
- "Yurayt:" <http://www.biblio-online.ru>

1.

2. Databases and search engines:

- Academia: <https://www.academia.edu>
- History of the European Union. University of Nicosia: European Documentation Centre: <https://edc.library.unic.ac.cy/history-eu-0> .
- ResearchGate: <https://www.researchgate.net>
- Social Science Research Network (SSRN): <https://www.ssrn.com/index.cfm/en/>
- Springer Nature Link: <https://link.springer.com>
- Yandex search engine: <https://www.dzen.ru/>

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:

- RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
- EL "University Library Online" <http://www.biblioclub.ru>
- EL "Yurayt" <http://www.biblio-online.ru>
- EL "Student Consultant" www.studentlibrary.ru
- EL "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the completion of the "International Development Assistance" course are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local regulatory act of RUDN University (regulation / order).

DEVELOPERS:

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