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**Federal State Autonomous Educational Institution of Higher Education  
Peoples' Friendship University of Russia named after Patrice Lumumba  
RUDN University**

**Faculty of Humanities and Social Sciences**

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

**COURSE SYLLABUS**

**FOREIGN AID AND FOREIGN POLICY**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**41.04.05 INTERNATIONAL RELATIONS**

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field of studies / speciality code and title

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

**WORLD POLITICS: CONCEPTUAL FOUNDATIONS  
AND INTERCULTURAL INTERACTION**

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higher education programme profile/specialisation title

## 1. COURSE GOALS

The course "Foreign Aid and Foreign Policy" is part of the master's program "World Politics: Conceptual Foundations and Intercultural Interaction" in the 41.04.05 "International Relations" program and is studied in the third semester of the second year. The course is offered by the Department of Theory and History of International Relations. It consists of eight sections and 15 topics and focuses on understanding the SDGs and their role for the international community.

The objectives of this course are: 1) understanding the SDGs and their role for the international community; 2) understanding the main instruments and forms of cooperation in sustainable development; 3) understanding the relationship between international aid and foreign policy.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

The course "Foreign Aid and Foreign Policy" is designed to develop the following competences (or parts thereof) in students:

*Table 2.1. List of competencies developed in students upon completion of the course (learning outcomes)*

Code	Competence	Indicators of competence achievement (within the scope of this course)
GC-1	Capable of conducting research and critical analysis of problematic situations using a systems approach, and developing an action strategy.	GC-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills; GC-1.2 Comprehensively analyzes information sources in terms of the temporal and spatial conditions of their origin, objectivity, and reliability; GC-1.3 Systematically analyzes previously established scientific approaches and explanations, identifying their strengths and weaknesses, explaining their capabilities and limitations; GC-1.4 Based on a systems approach, develops an individual's own strategy for scientific research and the logic of scientific argumentation;
GC-5	Capable of analyzing and considering cultural diversity in intercultural interactions.	GC-5.1 Understands the developmental characteristics and sociocultural differences of different countries and peoples, taking into account their historical past, and is able to take these characteristics into account in intercultural interaction; GC-5.2 Constructively interacts with representatives of different countries and peoples to solve professional problems; GC-5.3 Demonstrates a deep understanding of the specific traditions, history, and role of Russia in the global historical process and is able to professionally and convincingly explain these characteristics in intercultural communication;
PC-2	Capable of independently planning and conducting research in the humanities and social sciences.	PC-2.3 Conduct research within the framework of individual and collective research projects; PC-2.4 Independently prepare research texts in compliance with the current requirements of domestic and international academic publications;

### 3. COURSE IN THE HIGHER EDUCATION PROGRAM STRUCTURE

The course "Foreign Aid and Foreign Policy" is part of the educational relations section of Block 1 "Disciplines (Modules)" of the higher education program formed by the participants of educational relations.

As part of the higher education program, students also master other disciplines and/or practices that contribute to the achievement of the planned outcomes of the course "Foreign Aid and Foreign Policy."

*Table 3.1. List of components of the higher education program contributing to the achievement of the planned learning outcomes for the discipline*

Code	Name of competence	Prerequisite subjects/modules, practices*	Subsequent subjects/modules, placements*
GC-5	Capable of analyzing and considering cultural diversity in intercultural interactions.	Research project per semester; History and methodology of international relations and world politics; Conceptual foundations of EU foreign policy**; Lobbying in international relations**; History of religions in Russia; Environmental issues in international relations**; Megatrends and global problems; Applied quantitative analysis and modeling of international relations; Regional subsystems of international relations in the 21st century; Foreign policy process and the formation of Russian foreign policy; Modeling and forecasting of international relations; Non-state actors in world politics; International terrorism as a problem in international relations;	Research work; Professional internship; Pre-graduation internship;

GC-1	Capable of conducting research and critical analysis of problematic situations using a systems approach, and developing an action strategy.	<p>Megatrends and global problems; Applied quantitative analysis and modeling of international relations; Regional subsystems of international relations in the 21st century; Foreign policy process and the formation of Russian foreign policy; Theory of diplomacy and the modern diplomatic system; Modeling and forecasting of international relations; Historiography of international relations; Analysis of international situations; Non-state actors in world politics; International terrorism as a problem in international relations; History and methodology of the study of international relations and world politics; Conceptual foundations of EU foreign policy**; Risks in international relations**; The problem of energy security in international relations**; Lobbying in international relations**; The ethno-confessional factor in world politics**; Environmental issues in international relations**; Research work per semester;</p>	Research work; Professional internship; Pre-graduation internship;
PC-2	Capable of independently planning and conducting research in the humanities and social sciences.	<p>Research project per semester; Applied quantitative analysis and modeling of international relations; Megatrends and global problems; Regional subsystems of international relations in the 21st century; Diplomacy theory and the modern diplomatic system; Modeling and forecasting of international relations; Analysis of international situations; History and methodology of research into international relations and world politics; Risks in international relations**; The problem of energy security in international relations**; Lobbying in international relations**; The ethno-confessional factor in world politics**; Environmental issues in international relations**; Foreign policy process and the formation of Russian foreign policy; Non-state actors in world politics; International terrorism as a problem</p>	Research work; Professional internship; Pre-graduation internship;

		in international relations; Conceptual foundations of EU foreign policy**; Historiography of international relations;	
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\* - To be filled in according to the competence matrix of the higher education programme;

\*\* - elective courses

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

1) The total workload of the course is 3 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
			2
<i>Contact academic hours</i>	34		34
including:	17		17
Lectures (LC)	0		0
Lab work (LW)	17		17
Seminars (workshops/tutorials) (S)	20		20
<i>Self-studies</i>	18		18
<b>Course workload</b>	<b>academic hours</b>	72	72
	<b>credits</b>	2	2

## 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)		Topic contents	Acad emic activiti es types
Section 1. Introduction	1.1	Motivations for Aid (The lecture "Motivations for Aid" introduces students to the reasons for providing aid from the perspective of donors. For example, what are their primary motivations for helping developing countries? Are they driven by altruistic considerations or do they have deeper motives? This will help students better analyze various aid mechanisms.)	Motivations for Aid (The lecture "Motivations for Aid" introduces students to the reasons for providing aid from the perspective of donors. For example, what are their primary motivations for helping developing countries? Are they driven by altruistic considerations or do they have deeper motives? This will help students better analyze various aid mechanisms.)	LC
	1.2	History of Development Cooperation (This seminar introduces students to the motivations for aid using illustrative examples from the seminar presentations. For example, by examining the downsides of UK and US aid, students can further deepen their understanding of the motivations for aid.)	History of Development Cooperation (This seminar introduces students to the motivations for aid using illustrative examples from the seminar presentations. For example, by examining the downsides of UK and US aid, students can further deepen their understanding of the motivations for aid.)	S
Section 2. Key Theories and Concepts	2.1	Key Terms and Concepts of Development Cooperation (There are various terms used in the aid field. For example, most countries use the terms international aid or foreign aid, but Russia uses the term international development cooperation. The lecture also explains these terms in the context of recipients/agents and types of aid.)	Key Terms and Concepts of Development Cooperation (There are various terms used in the aid field. For example, most countries use the terms international aid or foreign aid, but Russia uses the term international development cooperation. The lecture also explains these terms in the context of recipients/agents and types of aid.)	LC

	2.2	Development Theories (The seminar examines theories such as dependency theory, Latin American structuralism, and world-system theory, which are primarily used in the context of development cooperation.)	Development Theories (The seminar examines theories such as dependency theory, Latin American structuralism, and world-system theory, which are primarily used in the context of development cooperation.)	S
Section 3. The Concept of ODA	3.1	This lecture provides an in-depth definition of official development assistance (ODA), as defined by the OECD Development Assistance Committee (DAC) as government aid that promotes the economic development and welfare of developing countries and is targeted at their specific objectives.	This lecture provides an in-depth definition of official development assistance (ODA), as defined by the OECD Development Assistance Committee (DAC) as government aid that promotes the economic development and welfare of developing countries and is targeted at their specific objectives.	LC
	3.2	Anglo-Saxon Donors (USA and UK), National Mechanisms (This seminar examines the aid mechanisms of traditional donors using the examples of the US, UK, and Germany by analyzing their aid institutions, such as USAID, DFID, BMZ, etc.)	Anglo-Saxon Donors (USA and UK), National Mechanisms (This seminar examines the aid mechanisms of traditional donors using the examples of the US, UK, and Germany by analyzing their aid institutions, such as USAID, DFID, BMZ, etc.)	S
Section 4. Main Theories of Development	4.1	Students will explore theories, simplifying them into three categories: international relations theories such as liberalism and realism; economic theories such as neo-Keynesianism; Walt Rosthous's theory of phases of economic growth; and, finally, the concept of global Justice.	Students will explore theories, simplifying them into three categories: international relations theories such as liberalism and realism; economic theories such as neo-Keynesianism; Walt Rosthous's theory of phases of economic growth; and, finally, the concept of global Justice.	LC
	4.2	East Asian Donors (Japan and China), National Mechanisms The seminar will discuss a comparison of developing donors/China and the traditional donor, Japan.	East Asian Donors (Japan and China), National Mechanisms The seminar will discuss a comparison of developing donors/China and the traditional donor, Japan.	S
Section 5. National Donor Strategies	5.1	In this lecture, students will learn about the approaches donors use to deliver aid. For example, bilateral aid is the most expensive but also the easiest to attach conditions	In this lecture, students will learn about the approaches donors use to deliver aid. For example, bilateral aid is the most expensive but also the easiest to attach conditions to. Therefore, the US strategy is	LC

		to. Therefore, the US strategy is to have agents and offices around the world, while some countries limit themselves to providing services through their Foreign Ministry.	to have agents and offices around the world, while some countries limit themselves to providing services through their Foreign Ministry.	
	5.2	National Mechanisms of Recipient Countries (The recipient country seminar discusses aid from a Global South perspective; for example, countries receiving infrastructure aid receive the most aid from which donors.)	National Mechanisms of Recipient Countries (The recipient country seminar discusses aid from a Global South perspective; for example, countries receiving infrastructure aid receive the most aid from which donors.)	S
Section 6. International Organizations as Donors	6.1	The International Architecture of Development Cooperation This lecture introduces the UN Development Decades, which were followed by the Millennium Development Goals and then the Sustainable Development Goals.	The International Architecture of Development Cooperation This lecture introduces the UN Development Decades, which were followed by the Millennium Development Goals and then the Sustainable Development Goals.	LC
	6.2	The seminar examines traditional multilateral organizations such as the World Bank, UNDP, and the IMF.	The seminar examines traditional multilateral organizations such as the World Bank, UNDP, and the IMF.	S
Section 7. Developing Countries as Donors	7.1	Developing Donors. Russia as a Donor. (This lecture introduces students to the history of development cooperation in the USSR and new institutions currently in use, such as Rossotrudnichestvo).	Developing Donors. Russia as a Donor. (This lecture introduces students to the history of development cooperation in the USSR and new institutions currently in use, such as Rossotrudnichestvo).	LC
	7.2	International Organizations as Donors. This seminar discusses new multilateral institutions, such as the Chinese AIIB, the BRICS NDB, the OPEC Fund, and other institutions of the Global South.	International Organizations as Donors. This seminar discusses new multilateral institutions, such as the Chinese AIIB, the BRICS NDB, the OPEC Fund, and other institutions of the Global South.	S
Section 8. Summary of the course	8.1	Discussion of test # 2 results. Grades	Discussion of test # 2 results. Grades	S

\* - 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 seminar-type classes, group and individual consultations, ongoing monitoring and midterm assessment, equipped with a set of specialized furniture and technical means for multimedia presentations.	
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  
Aid & Constructivism (1) - Lumsdaine D. Moral vision in international politics. The Foreign Aid Regime (1949-1989). Princeton University Press, 1993.
8. 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.
9. Marxism - Hayter T. Aid as Imperialism. Penguin Books, 1971.
10. Neomarxism - Sogge D. Donors Helping Themselves. In: Handbook on the Economics of Foreign Aid. Edward Elgar Publishing, 2015.
11. 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.
12. Amuhaya C., Degterev D. A Century of East African Integration. – Cham : Palgrave Macmillan, 2022. – 263 p.
13. 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>.
14. Pomerantz, P.R. (2023). Foreign Aid: Policy and Practice (1st ed.). Routledge. <https://doi.org/10.4324/9781003265320>
15. 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>
16. 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>
17. 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)
18. Mehmood, S., & Seror, A. (2019). The political economy of foreign aid and growth: Theory and evidence. ESI Working Paper 19-10.
19. Hammett, D. (2023). Global Development: The Basics (1st ed.). Routledge. <https://doi.org/10.4324/9781003155652>
20. Seyfried, C. (2023). African Bargaining Power with China: Foreign Investment and Rising Influence (1st ed.). Routledge. <https://doi.org/10.4324/9781003308768>

21. Hammett, D. (2023). *Global Development: The Basics* (1st ed.). Routledge.  
<https://doi.org/10.4324/9781003155652>

22. Dietrich S. *States, Markets, and Foreign Aid*. Cambridge University Press; 2021.

23. Stokke O. (2019). The drivers of ODA: What can they tell about the future? In: *EADI global development series* (pp. 343–384). Palgrave Macmillan.

24. 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>

25. 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>

26. 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.

#### *Additional readings:*

1. Development Cooperation (ENG). World Bank Lecture Course.  
-Interdependances et l'Aide Publique au Développement (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 (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](http://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/>
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

*Training toolkit for self- studies to master the course* \*:

### 1. The set of lectures on the course «Development and the Environment»

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

**DEVELOPERS**

Senior Lecturer

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Position

**HEAD OF EDUCATIONAL DEPARTMENT:**

HEAD OF DEPARTMENT

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Position

**HEAD OF HIGHER EDUCATION PROGRAM**

Professor

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Position

Amuhaya C.A.

---

Surname, name

Kourylev K.P.

---

Surname, name

Shpakovskaya M.A.

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Surname, name