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ФИО: Ястребов Олег Александрович  
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**Federal State Autonomous Educational Institution of Higher Education**

**PATRICE LUMUMBA PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA**

**Faculty of Humanities and Social Sciences**

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

**COURSE SYLLABUS**

International Development Assistance

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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 / specialty code and title

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

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

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higher education program profile/specialization 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 the students acquire during the studying process*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
GC-1	Expected to conduct research and critical analysis of problems by using the systems approach and developing an action strategy	GC-1.1 Systemically analyzes professional situations and demonstrates critical thinking skills GC-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity, and reliability GC-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the abilities and limitations GC-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on the systems approach
GPC-1	Expected to build professional communications using the official language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment, based on various communication technologies, as well as considering the specifics of the business and spiritual culture of Russia and foreign countries	GPC-1.1 Builds contacts with partners based on the relevant goals and conditions, identifying and responding appropriately to cultural, linguistic, and other features that affect professional communication and dialogue GPC-1.2 Uses communicative media technologies, taking into account the specifics of business and spiritual culture of Russia and foreign countries GPC-1.3 Organizes, conducts, and evaluates the effectiveness of international negotiations within conciliation procedures GPC-1.4 Systemically formulates his/her own position on international relations using scientific terminology, both in writing and the oral form

GPC-2	Expected to search for and apply perspective pieces of information and communication technologies, as well as software tools for complex formulation and solution of problems related to professional activity	GPC-2.1 Applies modern technologies for searching, processing, and analyzing data to interpret and forecast the developments of international political processes GPC-2.2 Uses specialized databases and software tools to quickly search for information necessary for solving professional problems
		GPC-2.3 Adequately assesses the accumulated information to identify the existing information gaps. Identifies the attempts related to foreign propaganda and manipulative influence, following the requirements of information security GPC-2.4 Quantifies qualitative information and meaningfully interpret quantitative data
GPC-9	Able to participate in the implementation of basic professional and supplementary educational programs	GPC-9.2 Monitors and evaluates the students' mastering of courses, disciplines (modules) of professional training programs, basic professional education, and additional education
PC-1	Expected to individually plan and conduct research in the field of humanities and social sciences	PC-1.1 Identifies major scientific problems of international relations, develops methodological tools PC-1.2 Draws up a step-by-step plan and program for the implementation of scientific research PC-1.3 Conducts research within the framework of individual and collective research projects PC-1.4 Individually prepares research texts in compliance with the updated domestic and foreign requirements for academic publications PC-1.5 Expected to understand the political and legal specifics of the stances of the regions of the Russian Federation and foreign countries towards interstate relations, understanding the possibilities and limitations of cross-border and other international relations of regions

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course "International Development Assistance" refers to the core/variable/elective\* component of Block B1.O.01.03 of the higher educational curriculum.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

*Table 3.1. List of the higher education program's components/disciplines that contribute to the achievement of the expected learning outcomes upon the completion of the course*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Expected to conduct research and critical	Semester research work; IR and Development	Semester research work; Professional practice; Pre-

	analysis of problems by using the systems approach and developing an action strategy	Theories; Global Security	diploma practice; Semester research work; Academic writing in International Relations; Contemporary Foreign Policy of Russia and International Conflicts; International Conflict of New Generation and Its Settlement; South-South Cooperation; Development and the Environment
GPC-1	Expected to build professional communications using the official language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment, based on various communication technologies, as well as considering the specifics of the business and spiritual culture of Russia and foreign countries	Foreign Language in Professional Practice; Russian Language in Professional Practice; Great and emerging powers in global politics; Global Security; Professional Ethics in International Relations; Semester research work	Contemporary Foreign Policy of Russia and International Conflicts; Foreign Language in Professional Practice; Russian Language in Professional Practice; Research work; Professional practice; Pre-diploma practice; Semester research work
GPC-2	Expected to search for and apply perspective pieces of information and communication technologies, as well as software tools for complex formulation and solution of problems related to professional activity	Semester research work; Foreign policy process and decision-making in Russia; World Politics	Research work; Professional practice; Pre-diploma practice; Semester research work; Quantitative Analysis of Situational Models in World Policy
GPC-9	Able to participate in the implementation of basic professional and supplementary educational programs	Semester research work; Foreign policy process and decision-making in Russia; World Politics	Research work; Professional practice; Pre-diploma practice; Semester research work; Contemporary Foreign Policy of Russia and International Conflicts
PC-1	Expected to individually plan and conduct research in the field of humanities and social sciences	Foreign Language in Professional Practice; Russian Language in Professional Practice; IR and Development Theories; Great and emerging powers in global politics; Foreign	Quantitative Analysis of Situational Models in World Policy; Contemporary Foreign Policy of Russia and International Conflicts; Foreign Language in Professional Practice; Russian Language in Professional

		policy process and decision-making in Russia; Development Cooperation; World Politics; Global Security; Professional Ethics in International Relations; Semester research work	Practice; Non-state participants of international relations and world politics; Human Rights and the International Security; International Conflict of New Generation and Its Settlement; South – South Cooperation; Development and the Environment; Academic Writing in International Relations; Research work; Professional practice; Pre-diploma practice; Semester research work
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\* To be filled in according to the competence matrix of the higher education program.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

##### Possible wording

1)The total workload of the course “International Development Assistance” is 3 credits (108 academic hours).

*Table 4.1. Types of academic activities during implementation of the higher education program (full-time training)\**

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>In-class academic hours</i>	32		32		
including:					
Lectures (LC)	16		16		
Lab work (LW)	0		0		
Seminars (workshops/tutorials) (S)	17		17		
<i>Self-studies</i>	76		76		

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
<i>Evaluation and assessment (exam/passing/failing grade)</i>					
<b>Course workload</b>	academic hours	<b>108</b>		<b>108</b>	
	credits	<b>3</b>		<b>3</b>	

\* To be filled in regarding the higher education program correspondence training mode.

#### 5. COURSE CONTENTS

*Table 5.1. Course’s content and the types of academic activities*

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.	Lecture

Topic titles	Topic contents	Academic activities types *
	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.	
	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 specifically targets the economic development and welfare of developing countries.	Lecture
	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	Lecture

Topic titles	Topic contents	Academic activities types *
	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.	
	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, OPEC fund among other global south institutions)	Seminar
Раздел 8.	Тема 8.1. 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	

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	
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\* 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., Degtarev 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](http://www.studentlibrary.ru)
  - “University Library Online:” <http://www.biblioclub.ru>
  - “Yurayt:” <http://www.biblio-online.ru>
  
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/>

**8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR  
EVALUATION OF STUDENTS’ COMPETENCES LEVEL UPON THE  
COURSE’S COMPLETION**

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).

**DEVELOPER:**

**Senior Lecturer, Department of Theory and  
History of International Relations**

**Claire A. Amuhaya**

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position, department

name and surname

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**HEAD OF EDUCATIONAL DEPARTMENT:**

**Department of Theory and History  
of International Relations**

**Konstantin P. Kourylev**

---

name of department

name and surname

---

**HEAD**

**OF HIGHER EDUCATION PROGRAMME:**

**Professor, Department of Theory and History  
of International Relations**

**Marina A. Shpakovskaya**

---

position, department

name and surname

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