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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**

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

**COURSE SYLLABUS**

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**International Development Assistance**

course title

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

**46.03.01 ИСТОРИЯ**

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field of studies / speciality code and title

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

**ИСТОРИЯ**

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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)
PC-1	Able to conduct research activities with the application of modern methods and research methods, using knowledge in the field of humanities and social sciences and related fields scientific knowledge	PC-1.1 Able of searching, processing, presenting information, work with databases; PC-1.2 Able of understanding, structuring, critically analyze and interpret basic historical information and concepts of different historiographic schools;
PC-4	Able to work with information to support activities of analytical centers, public and government organizations, mass media	PC-4.1 Can prepare and process analytical information to support practical activities. information to support the practical activity of analytical and research centers, public and state organizations and mass media information; PC-4.2 Knows the principles of working with information to support the activities of analytical centers, public and state organizations, mass media mass media; PC-4.3 Can work with information material to support the activities of analytical centers, public and state organizations, mass media;
PC-5	Able to work with information for decision making decision-making bodies public administration and local government	PC-5.1 Is able to process analytical information for decision-making by authorities. information for decision-making by public administration and local self-government bodies state administration and local self-government; PC-5.2 Knows the principles of working with information for decision-making by public

Competence code	Competence descriptor	Competence formation indicators (within this course)
		administration and local self-governance bodies decision-making by public administration and local self-government bodies; PC-5.2 local self-government bodies;

### 3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

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

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*
PC-1	Able to conduct research research activities with the application of modern methods and research methods, using knowledge in the field of humanities and social humanities and social sciences and related fields scientific knowledge	Основы исторической антропологии; История России начала XX в.; История России 1917-1945 гг.; История исторической науки; История Азии новейшего времени; История Латинской Америки; Цифровые технологии и искусственный интеллект в профессиональной деятельности историка; История культуры России X - XVII вв. **; Изобразительное искусство в истории мировых цивилизаций**; История культуры России XVIII - XIX вв. **; Средневековая арабомусульманская цивилизация**; История военного	

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<p>искусства в древности и средневековье**;  Социоестественная история**;  Археология Нового Света**;  Логика**;  История и культура арабских стран в Новое время**;  История войн и военных конфликтов Нового и новейшего времени**;  История общественной мысли эпохи Возрождения**;  История общественнополитической мысли России XIX - начала XX вв. **;  La Russie et la France: l'histoire des relations diplomatiques et culturelles (XVIII-XXI siecles)**;  Ethnic and Religious Conflicts**;  Внешняя политика Китая**;  История Латинской Америки в новейшее время**;  Мифология и литература античности**;  История этических учений**;  История философии;  Вспомогательные исторические дисциплины;</p>	
PC-4	Able to work with information to support activities of analytical centers, public and government organizations, mass media	<p>Источниковедение: методика исследования;  История России 1945 - начала XXI в.;  Новейшая история;</p>	...

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		<p>История Азии новейшего времени;  История Африки;  Методика написания выпускной работы;  Россия в системе мировых цивилизаций**;  История и культура арабских стран в Новое время**;  История внешней политики России X-XIX вв. **;  История войн и военных конфликтов Нового и новейшего времени**;  Роль личности в истории**;  История общественнополитической мысли России XIX - начала XX вв. **;  La Russie et la France: l'histoire des relations diplomatiques et culturelles (XVIII-XXI siecles)**;  Ethnic and Religious Conflicts**;  История военного дела и вооружения в России**;  История Латинской Америки в новейшее время**;  Внешняя политика Китая**;</p>	
PC-5	Able to work with information for decision making decision-making bodies public administration and local government	<p>История России 1945 - начала XXI в.;  История исторической науки;  Новейшая история;  Архивы в научном исследовании;  Методика написания выпускной</p>	

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
		работы; История внешней политики России X-XIX вв.**; История войн и военных конфликтов Нового и новейшего времени**; Роль личности в истории**; История общественнополитической мысли России XIX - начала XX вв.**; La Russie et la France: l'histoire des relations diplomatiques et culturelles (XVIII-XXI siecles)**; История военного дела и вооружения в России**;	

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

\*\* Elective disciplines /practices.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

##### Possible wording

The total workload of the course “International Development Assistance” is 3 credits (108 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
			8
<i>Contact academic hours</i>		56	56
Lectures (LC)		28	28
Lab work (LW)		0	0
Seminars (workshops/tutorials) (S)		28	28
<i>Self-studies</i>		43	43
<i>Evaluation and assessment (exam/passing/failing grade)</i>		9	9
<b>Course workload</b>	academic hours	<b>108</b>	<b>108</b>
	credits	<b>3</b>	<b>3</b>

## 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

<b>Topic titles</b>	<b>Topic contents</b>	<b>Academic activities types *</b>
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 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

<b>Topic titles</b>	<b>Topic contents</b>	<b>Academic activities types *</b>
	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
	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
	This seminar gives students a background of USSR development cooperation and the new institutions that are used currently such as Россотрудничество	Seminar
International Organizations as donors	This seminar discusses the new multilateral institutions such as China's AIIB, BRICS NDB, 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.	
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., 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 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 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>

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](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/>
- 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/>

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:**

**Senior Lecturer, Department of Theory and History of  
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**Claire A. Amuhaya**

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position, department

name and surname

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