

Course Syllabus - Understanding International Development Cooperation

Course Title	:	Understanding International Development Cooperation
Recommended Study Year*:	:	Any
No. of Credits/Term	:	3
Mode of Tuition	:	Sectional approach
Class Contact Hours	:	Total 42 hours (TBC)
Category	:	Management and Society Cluster in Core Curriculum
Discipline*	:	(if applicable)
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirement(s)	:	Nil

Brief Course Description :

In this course, we will consider the concept, patterns, and problems of aid governance from an international or global perspective. International aid to developing and transition countries is one of the principal mechanisms by which policy makers and development practitioners seek to promote economic development and democratization in poor countries. South Korea is the first aid-recipient country which is able to become an emerging donor by joining the donor circle, OECD-DAC in 2010. Japan is the first Asian donor country which joined OECD-DAC to follow the West's donor rules and norms. China is a rising new donor which does not follow the existing norms and principles of international aid and provide a new momentum for changing development landscapes. By launching aid programs like ODA, the government and civil society in each donor country are both facing the demand of aid specialists who can organize and manage foreign international and humanitarian aid to developing countries. Most jobs in development deal in some way with the management of aid. This course will present a broad overview of the difficulties, challenges and debates about effective aid delivery at both the policy and theoretical levels. We will discuss donors, recipients and aid flows, the project cycle, monitoring and evaluation, the incentives of donors and recipients, the challenges they pose to effective aid delivery, aid delivery in conflict, accountability deficit problems, and the rising security risks to aid workers.

Aims:

This course aims at exploring a new field of international development through the introduction of theories and empirics in relations to aid industries, accountability, aid conditionality, aid modality, evaluation and so forth. It aims at enhancing the understanding of the landscape of international development, which can be used for power struggle between donors and recipients, as well as good governance for poverty elimination and sustainable development. As a result, the students will be better equipped theoretically and practically to understand the changing mechanisms of international development.

Learning Outcomes (LOs):

Upon the completion of this course, the students will be able to:

1. Explain the historical evolution of international aid regimes at the global level;
2. Describe key theories of international development studies;
3. Describe major empirical lessons of international development from both perspectives of donors and recipients;
4. Evaluate critically the current structure of global governance in relations to international development;

5. Apply principles and norms of globalized international development into three donors of East Asia: China, Japan and South Korea.

Indicative Content:

- 1) Introduction And Course Outline
- 2) Historical Development of International Aid
- 3) Theories of International Development
- 4) Globalization, Inequality and the Emerging Global Governance
- 5) Global Accountability for Development
- 6) The Aid Industry: Actors & Aid Flows
- 7) Midterm Exam
- 8) Aid & Conditionality
- 9) Aid Modality & Evaluation
- 10) Aid for Promoting Democracy
- 11) Crosscutting Issues: Poverty, Gender, Climate Change, Education
- 12) Conflict, Development & Humanitarian Dilemma
- 13) Alternative Strategies for the Post-2015 Development Agenda
- 14) Final Exam

Teaching Method:

All sessions will be conducted in the combined fashion of instructor's lecture, students' presentation, and class discussions which invite all students enrolled in this course. Both lecture and presentations will be provided by PPTs.

Two Examinations

Students are required to prepare two examinations – mid-term and final – to confirm the degree of their understandings. The examination will be conducted in the two parts: one compulsory (50%) and two optional questions (25% per each).

Presentation & Discussion

All students are required to make verbal presentations on a particular topic which will be learned from the course and be reapplied to the regional context of East Asia. Students will be divided into two groups – pros and cons on a particular issue. They are required to defend their positions by using knowledge and theories they learn from the reading and classes. Discussion topics are attached as Appendix I.

Measurement of Learning Outcomes:

Students' comprehension of key knowledge on theories, practices, and principles in the field international development will be assessed in examination, which comprises essay-type questions (one compulsory and two optional) and evaluates learning outcomes of the students. (LO1, LO2, LO3, LO4, LO5)

Students' ability to apply creatively and critically key global lessons of the course into the regional context of East Asia will be assessed in team presentations which will be reviewed by the instructor including feedback. (LO5)

Assessment:

- Midterm Examination (40%)
- Final Examination (40%)

Presentation (20%)

*Class participation and attendance are a basic requirement that all students enrolled in this course are expected to meet.

Required/Essential Readings: They will be distributed by instructor via emailing.

Introduction And Course Outline

- Finn Tarp, "Aid, Growth and Development."

Historical Development of International Aid

- Roger Riddell, *Does Foreign Aid Really Work?* (Oxford: Oxford University Press, 2008), ch. 2&3.

Theories of International Development

- Potter Binns and Elliott Smith, *Geographies of Development: An Introduction to Development Studies* (Essex: Pearson Education Limited, 2008), ch. 3.

Globalization, Inequality and the Emerging Global Governance

- Haslam, Schafer, and Beauder, *Introduction to International Development*, ch. 6.

Global Accountability for Development

- Alnoor Ebrahim and Edward Weisband (eds.), *Global Accountabilities: Participation, Pluralism and Public Ethics* (Cambridge: Cambridge University Press, 2007), ch. 1.

The Aid Industry: Actors & Aid Flows

- Rodger Riddell, *Does Foreign Aid Really Work?* Ch. 4&5.

Midterm Exam

Aid & Conditionality

- Tony Kellick, Ramani Gunatilaka and Ana Marr, *Aid and the Political Economy of Policy Change* (London: ODI and Routledge, 1998), ch. 1&2.

Aid Modality & Evaluation

- Arjan De Haan, *How the Aid Industry Works: An Introduction to International Development* (Sterling: Kumarian Press, 2009), ch. 4.

Aid for Promoting Democracy

- Thomas Carothers, *Aiding Democracy Abroad: The Learning Curve* (Washington, D.C.: Carnegie Endowment for International Peace, 1999), ch. 2&5.

Crosscutting Issues: Poverty, Gender, Climate Change, Education

- Andrea Martinez, "Gender and Development: Issues and Struggles of Third World Women"

Conflict, Development & Humanitarian Dilemma

- Mark Duffield, *Global Governance and the New Wars: The Merging of Development and Security* (London: Zed Books, 2001), ch. 2.

Alternative Strategies for the Post-2015 Development Agenda

- United Nations, *Transforming Our World: The 2030 Agenda for Sustainable Development*, 2015 (http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E).

Final Exam

Recommended/Supplementary Readings:

- Adam, Christopher, Gérard Chambas, Patrick Guillaumont, Sylviane Guillaumont Jeanneney, "Performance-based Conditionality: A European Perspective," *World Development* 32(6), 2003.
- Bano, Masooda, "Dangerous Correlations: Aid's Impact on NGOs' Performance and Ability to Mobilize Members in Pakistan," *World Development* 36(11), 2008.
- Barrett, Christopher and Daniel Maxwell, *Food Aid after Fifty Years: Recasting its Role* (New York: Routledge, 2005), ch. 1 & 7.
- Bebbington, Anthony and Roger Riddell, "The Direct Funding of Southern NGOs by Donors: New Agendas and Old Problems," *Journal of International Development* 7(6), 1995.
- Buiter, Willem H., "Country Ownership: A term whose time has gone," in Stefan Koeberle, Harold Bedoya, Peter Silarszky, and Gero Veriheyen (eds.), *Conditionality Revisited: Concepts, Experiences, and Lessons* (Washington, D. C.: World Bank, 2005).
- Burnside, Craig and David Dollar, "Aid, Policies, and Growth," *American Economic Review* 90(4), 2000.
- Carothers, Thomas, "The Elusive Synthesis," *Journal of Democracy* 21(4), 2010.
- Clemens, Michael A., Charles J. Kenny, and Todd J. Moss, "The Trouble with the MDGs: Confronting Expectations of Aid and Development Success," *Center for Global Development Working Paper* 40, 2004.
- Danieli, Yael (ed.), *Sharing the Front Line and the Back Hills: Peacekeepers, Humanitarian Aid Workers and the Media in the Midst of Crisis* (Amityville: Baywood Publishing Co., 2002).
- De Renzio, Paolo, "Aid, Budgets and Accountability: A Survey Article," *Development Policy Review* 24(6), 2006.
- Drèze, Jean and Amartya Sen, *Hunger and Public Action* (Oxford: Oxford University Press, 1989), ch. 1 & 5.
- Easterly, William and Tobias Pfütze, "Where Does the Money Go? Best and Worst Practices in Foreign Aid," *Journal of Economic Perspectives* 22(2), 2008.
- International Development Association and International Monetary Fund, *Review of the Poverty Reduction Strategy Paper (PRSP) Approach: Main Findings* (<http://www.imf.org/External/NP/prspen/review/2002/031502a.htm>).
- Kim, Taekyoon, "Contradictions of Global Accountability: The World Bank, Development NGOs, and Global Social Accountability," *Journal of International and Area Studies* 18(2), 2011.
- Kim, Taekyoon, "Strategizing Aid: US-China Food Aid Relations to North Korea in the 1990s,"
- Meier, Gerald M. and Dudley Seers (eds.), *Pioneers in Development* (New York: Oxford University Press, 1984).
- Sachs, Jeffrey, "The Development Challenge," *Foreign Affairs* 84(2), 2005.
- Shihata, Ibrahim F. I., *The World Bank Inspection Panel: In Practice* (Oxford: Oxford University Press, 2000).
- Smith, Daniel, *A Culture of Corruption: Everyday Deception and Popular Discount in Nigeria* (Princeton: Princeton University Press, 2007), ch. 3.

Stedman Jones, Gareth, *An End to Poverty? A Historical Debate* (New York: Columbia University Press, 2004).

Thorbecke, Erik, "The Evolution of the Development Doctrine and the Role of Foreign Aid, 1950-2000," in Finn Tarp (eds.), *Foreign Aid and Development: Lessons Learnt and Directions for the Future* (London: Routledge, 2000).

Wheeler, Nicholas J., *Saving Strangers: Humanitarian Intervention in International Society* (Oxford: Oxford University Press, 2000), ch. 1.

Woods, Ngaire, "Whose Aid? Whose Influence? China, Emerging Donors and the Silent Revolution in Development Assistance," *International Affairs* 84(6), 2008.

World Bank, *Conditionality in Development Policy Lending* (Washington, D. C.: World Bank, 2007)
(<http://siteresources.worldbank.org/PROJECTS/Resources/40940-1114615847489/Conditionalityfinalreport120407.pdf>).

World Bank, *Impact Evaluation: The Experience of the Independent Evaluation Group of the World Bank* (Washington, D. C.: World Bank, 2006)
([http://lnweb90.worldbank.org/oed/oeddoelib.nsf/24cc3bb1f94ae11c85256808006a0046/35bc420995bf58f885257e00068c6bc/\\$FILE/impact_evaluation.pdf](http://lnweb90.worldbank.org/oed/oeddoelib.nsf/24cc3bb1f94ae11c85256808006a0046/35bc420995bf58f885257e00068c6bc/$FILE/impact_evaluation.pdf)).

*optional items

Reference materials on writing of "Learning Outcomes" and "Measurement of Learning Outcomes" and other useful information featuring Outcome-based Approaches to Teaching and Learning (OBATL) are available from TLC's webpage <<http://study.ln.edu.hk/obatl/obatl-overview>>.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3* hours of class contact and 6* hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.

* Numbers of hours are subject to adjustment for individual courses.

APPENDIX I.

DISCUSSION TOPICS

Historical Development of International Aid

“The history of international aid is a logical outgrowth of wealthy countries’ strategic architecture controlling global capitalism.” Discuss.

Theories of International Development

Do you agree that all the patterns of economic development in different societies can be convergent on a particular way of theorizing?

Globalization, Inequality and the Emergence of Global Governance

Is it true that globalization should be regarded as a negative impact on global governance which is aimed to reduce inequality in a global world?

Global Accountability for Development

What makes development aid more accountable to the poor who are badly affected by aid disbursements?

The Aid Industry: Actors & Aid Flows

Which way between bilateral and multilateral aid is more likely to be effective in promoting aid flow?

Aid Conditionality

Is it justifiable to impose adjustment conditionality on foreign aid to the Third World?

Aid Modality & Evaluation

Why is the evaluation of development aid important in enhancing its accountability?

Aid for Promoting Democracy

Is it fair to state that aid should be delivered to the poverty-stricken countries whose political regimes are democratic or who are ready to accept democracy?

Crosscutting Issues: Poverty, Gender, Climate Change, Education

Do you think that crosscutting issues for development play a significant role in achieving the improvement of human dignities or they make aid relations more complicated?

Conflict, Development & Humanitarian Dilemma

Taking a developing country today that you are familiar with, do you see any parallel with the role of conflict in its development? What accounts for similarities and differences?

Alternative Strategies for the Post-2015 Development Agenda

Which agenda should be included as new post-2015 development agendas? How can the international community achieve those new agendas for the post-2015 era?