

DISCIPLINE DESCRIPTION

1. Information about the program

1.1 Higher education institution	Babeş–Bolyai University, Cluj–Napoca
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science
1.4 Field of study	International Development
1.5 Level of study	Graduate
1.6 Study program / Qualification	Master

2. Information about the discipline

2.1 Discipline title	International development (UME 1103)						
2.2 Course lecturer	Dr. Daniel Pop (daniel.pop@fspac.ro)						
2.3 Seminar assistant	-						
2.4 Year of study	2	2.5 Semester	1	2.6. Evaluation type	E	2.7 Discipline type	Compulsory

3. Total estimated time (hours of didactic activities per semester)

3.1 Number of hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours in the study plan	56	of which: 3.5 course	28	3.6 seminar/laboratory	28
Time distribution: face to face 4 hours; individual study 7 hours					Hrs
Studying the manual, course reader, bibliography and notes:					40
Supplementary documentation in the library, on electronic platforms and in the field:					28
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					24
Tutorials					4
Examinations					2
Other activities:					
3.7 Total hours of individual study	98				
3.8 Total hours per semester	154				
3.9 Number of credits	6				

4. Prerequisites (where applicable)

4.1 based on the curriculum	<ul style="list-style-type: none"> Not required
4.2 based on competences	<ul style="list-style-type: none"> Not required

5. Conditions (where applicable)

5.1 for the course	<p>The notion of plagiarism is defined in accordance with the Department of Political Science policies (http://fspac.ubbcluj.ro/resurse/formulare-regulamente/regul-etice-si-deontologice/). Plagiarism and attempted fraud in examination is punishable by 1 to this note and the case is presented to the Dean to take appropriate administrative measures. Final exam fraud is punishable by removal from the exam.</p>
5.2 for the seminar/laboratory	<p>According to article 29(2) from the Babes-Bolyai University Student's status, seminar attendance is mandatory in a proportion of at least 75%. Failing to comply with the regulation leads to not being accepted to take the final exam, in either the regular session of exams and in retakes. In such cases, the subject will have to be retaken in the next academic year.</p> <p>The grade for the seminar cannot be modified during regular exams or retakes. If the criteria for seminar participation are not met, the student will have to re-enrol in the same subject in the next academic year.</p>

6. Accumulated specific competencies

Professional competencies	<ul style="list-style-type: none"> • Analysis of a concrete situation through applying some principles, theories and fundamental methods in political science, international relations, and international development. • The ability to compare and contrast major schools of thought in the field of international development. • Developing, individual or in a team, of a project on social on a international development topic. • The ability to apply the main concepts from political science, international development, and development fields. • To use the conceptual framework from political science, international development, and development in assessing the relevance and impact of socio-political theories. • To operate with fundamental concepts from political science and international theory in describing and explaining the genesis and evolvement of political events of relevance for international development. • Adequate use of fundamental concepts in the interpretation of concrete socio-political-economic development situations. • Expand the understanding and use of research design, methodology and methods in international development.
Transversal competencies	<ul style="list-style-type: none"> • Managing information to solve complex tasks in specific context (reception, transmission, processing, storing business information in documents profile). • Capacity to build and present strong arguments and bring evidence, • Capacity to understand and relate to different socio-political-economic contexts, • Ability to work in teams and discuss/debate on international development, political science, and international relations topics, • Ability to explain in simple words complex phenomena and corresponding conceptual underpinnings.

7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	<p>The course aims to introduce students to and provide a comprehensive understanding of international relations theory key themes in international development. The course reviews the main approaches (schools and paradigms) to international relations and development. The role played by various international organizations in international development will be evaluated in the light of their involvement, activity, and internal dynamics. The course will as well cover perspectives on various issues and topics which define the international development agenda. The activity of several development assistance providers will be evaluated considering the different phases of the intervention-cycle: agenda setting, decision making, implementation and evaluation. Finally, strengths and weaknesses of specific development interventions, unintended consequences, the role of cultural awareness in interventions and the learning capacity of international development assistance providers will be among the topics addressed by the course.</p>
7.2 Specific objectives	<p>By the end of the course students will:</p> <ul style="list-style-type: none"> ▪ have a thorough understanding of the theories of international relations which concern international development; ▪ have a thorough understanding of the theoretical approaches to international development; ▪ have an in-depth understanding of the evolution of international development debates; ▪ be able to analyze in a comparative manner the functioning, internal dynamics, activity, and impact of the Sustainable Development Goals.

8. Contents

8.1 Course	Teaching methods	Observations
<p>1. Course Introduction. Research design and academic writing requirements. Course objectives and requirements. Peet, Richard and Elaine Hartwick (2015) <i>Theories of Development: Contentions, Arguments, Alternatives</i>, Third Edition, Guilford Press: New York, London., chapter. 1, pp. 1 – 22.</p>	Conceptual framing and presentation of core theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<p>2. Classical theories of international development. <i>Classical and neoclassical economics; from Keynesian economics to Neoliberalism; development as modernization</i> Peet, Richard and Elaine Hartwick (2015) <i>Theories of Development: Contentions, Arguments, Alternatives</i>, Third Edition, Guilford Press: New York, London., chapter 2, pp. 25-62, chapter 3, pp. 63-118., chapter 4, pp. 119-159.</p>	Conceptual framing and presentation of core theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<p>3. Nonconventional, critical theories of development – <i>Marxism, Socialism, and development; Poststructuralism, Postcolonialism, and Post-developmentalism; Feminist theories of development</i> Peet, Richard and Elaine Hartwick (2015) <i>Theories of Development: Contentions, Arguments, Alternatives</i>, Third Edition, Guilford Press: New York, London., chapter 5, pp. 163-221, chapter 6, pp. 222-268, chapter. 7, pp. 269-305.</p>	Conceptual framing and presentation of core theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<p>4. Critical Modernism and democratic development Peet, Richard and Elaine Hartwick (2015) <i>Theories of Development: Contentions, Arguments, Alternatives</i>, Third Edition, Guilford Press: New York, London., chapter. 8, pp. 309-324.</p>	Conceptual framing and presentation of core theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<p>5. The institutional framework of international development Kim, R. E. (2020). Is global governance fragmented, polycentric, or complex? The state of the art of the network approach. <i>International Studies Review</i>, 22(4), 903-931.</p>	Interactive discussion of examples.	Students are required to read and discuss the proposals of their peers
<p>6. Key agenda in international development Harrington, A. R. (2021). <i>International Law and Global Governance: Treaty Regimes and Sustainable Development Goals Implementation</i>. Routledge. Chapter 1. pp. 1-22</p>	Conceptual framing and presentation of core theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<p>7. International frameworks to measure development, I Alaimo, L. S., & Seri, E. (2023). Measuring human development by means of composite indicators: open issues and new methodological tools. <i>Quality & Quantity</i>, 1-33.</p>	Conceptual framing and presentation of core theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<p>8. International frameworks to measure development, II Hickel, J. (2020). The sustainable development index: Measuring the ecological efficiency of human development in the anthropocene. <i>Ecological economics</i>, 167, 106331. Singh, H. V., Bocca, R., Gomez, P., Dahlke, S., & Bazilian, M. (2019). The energy transitions index: An analytic framework for understanding the evolving global energy system. <i>Energy Strategy Reviews</i>, 26, 100382.</p>	Conceptual framing and presentation of core theories. Interactive discussion of examples.	Students are required to read the literature indicated in the syllabus
<p>9. Planetary existential threats and challenges Kim, R. E., & Kotzé, L. J. (2021). Planetary boundaries at the intersection of Earth system law, science and governance: A state-of-the-art review. <i>Review of European, Comparative & International Environmental Law</i>, 30(1), 3-15.</p>		
<p>10. Just transition pathways Garvey, A., Norman, J. B., Büchs, M., & Barrett, J. (2022). A “spatially just” transition? A critical review of regional equity</p>	Conceptual framing and presentation of core	Students are required to read the literature

<p>in decarbonisation pathways. <i>Energy Research & Social Science</i>, 88, 102630.</p>	<p>theories. Interactive discussion of examples.</p>	<p>indicated in the syllabus</p>
<p>11. Development cooperation global goals frameworks, and contested global governance Chaturvedi, S., Janus, H., Klingebiel, S., Li, X., Mello e Souza, A. D., Sidiropoulos, E., & Wehrmann, D. (2021). Development cooperation in the context of contested global governance. <i>The Palgrave Handbook of Development Cooperation for Achieving the 2030 Agenda: Contested Collaboration</i>, pp. 1-21.</p>	<p>Interactive discussion of examples.</p>	<p>Students are required to read and discuss the proposals of their peers</p>
<p>12. The UN development agenda - Sustainable Development Goals Bandola-Gill, J., Grek, S., & Tichenor, M. (2022). The Sustainable Development Goals as Epistemic Infrastructures. In <i>Governing the Sustainable Development Goals: Quantification in Global Public Policy</i>. Cham: Springer International Publishing. (pp. 1-17)</p>		
<p>13. The implementation of Sustainable Development Goals UN (2023). <i>The Sustainable Development Goals Report 2023. Special Edition.</i></p>	<p>Conceptual framing and presentation of core theories. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>14. Future challenges and alternative developmental perspectives</p>		
<p>Mandatory bibliography Alaimo, L. S., & Seri, E. (2023). Measuring human development by means of composite indicators: open issues and new methodological tools. <i>Quality & Quantity</i>, 1-33.</p> <p>Bandola-Gill, J., Grek, S., & Tichenor, M. (2022). The Sustainable Development Goals as Epistemic Infrastructures. In <i>Governing the Sustainable Development Goals: Quantification in Global Public Policy</i>. Cham: Springer International Publishing. (pp. 1-17)</p> <p>Chaturvedi, S., Janus, H., Klingebiel, S., Li, X., Mello e Souza, A. D., Sidiropoulos, E., & Wehrmann, D. (2021). Development cooperation in the context of contested global governance. <i>The Palgrave Handbook of Development Cooperation for Achieving the 2030 Agenda: Contested Collaboration</i>, pp. 1-21.</p> <p>Garvey, A., Norman, J. B., Büchs, M., & Barrett, J. (2022). A “spatially just” transition? A critical review of regional equity in decarbonisation pathways. <i>Energy Research & Social Science</i>, 88, 102630.</p> <p>Harrington, A. R. (2021). <i>International Law and Global Governance: Treaty Regimes and Sustainable Development Goals Implementation</i>. Routledge. Chapter 1. pp. 1-22</p> <p>Hickel, J. (2020). The sustainable development index: Measuring the ecological efficiency of human development in the anthropocene. <i>Ecological economics</i>, 167, 106331.</p> <p>Kim, R. E. (2020). Is global governance fragmented, polycentric, or complex? The state of the art of the network approach. <i>International Studies Review</i>, 22(4), 903-931.</p> <p>Peet, Richard and Elaine Hartwick (2015). <i>Theories of Development: Contentions, Arguments, Alternatives</i>, Third Edition, Guilford Press: New York, London.</p> <p>Singh, H. V., Bocca, R., Gomez, P., Dahlke, S., & Bazilian, M. (2019). The energy transitions index: An analytic framework for understanding the evolving global energy system. <i>Energy Strategy Reviews</i>, 26, 100382.</p>		
<p>8.2 Seminar / laboratory</p>	<p>Teaching methods</p>	<p>Observations</p>

<p>1. Course introduction. Research design and academic writing requirements. Course objectives and requirements. Growth versus development</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>2. Discussions on classical theories of development Lowe, A. (1954). The classical theory of economic growth. <i>Social Research</i>, 127-158.</p> <p>Caldentey, E. P. (2008). The concept and evolution of the developmental state. <i>International Journal of Political Economy</i>, 37(3), 27-53.</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>3. Discussions on nonconventional, critical theories of development Veltmeyer, H. (2020) Capitalism, development, imperialism, globalization: a tale of four concepts, <i>Globalizations</i>, 17:8, 1335-1349, DOI: 10.1080/14747731.2019.1699706</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>4. Discussions on critical modernism and democratic development Pashby, K., da Costa, M. Stein, S. & Andreotti, V. (2020) A meta-review of typologies of global citizenship education, <i>Comparative Education</i>, 56:2, 144-164, DOI: 10.1080/03050068.2020.1723352</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>5. Discussion on the institutional architecture of international development Bogers, M., Biermann, F., Kalfagianni, A., Kim, R. E., Treep, J., & De Vos, M. G. (2022). The impact of the Sustainable Development Goals on a network of 276 international organizations. <i>Global Environmental Change</i>, 76, 102567.</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>6. Key agenda in international development Harrington, A. R. (2021). <i>International Law and Global Governance: Treaty Regimes and Sustainable Development Goals Implementation</i>. Routledge. – read any of the treaty regime chapters of your choice. Prepare to present and discuss the chapter you chose.</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>7. Review – intermediary quiz</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>8. World Development Indicators, Human Development Index Hallegatte, S., Vogt-Schilb, A., Rozenberg, J., Bangalore, M., & Beaudet, C. (2020). From poverty to disaster and back: A review of the literature. <i>Economics of Disasters and Climate Change</i>, 4, 223-247.</p> <p>Roy, I. (2023). Southern Multilateralism: India's engagement with Africa and the emergence of a multiplex world order. <i>Journal of International Development</i>, 35(4), 566-582. https://doi.org/10.1002/jid.3744</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>9. Risks factors and mitigation strategies Rockström, J., Steffen, W., Noone, K., Persson, Å., Chapin, F. S., Lambin, E. F., ... & Foley, J. A. (2009). A safe operating space for humanity. <i>Nature</i>, 461(7263), 472-475.</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>

<p>IPCC, 2023: Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, 184 pp., doi: 10.59327/IPCC/AR6-9789291691647.</p>		
<p>10. Justice deficits in international development pathways Wang, X., & Lo, K. (2021). Just transition: A conceptual review. <i>Energy Research & Social Science</i>, 82, 102291.</p> <p>Baldwin-Cantello, W., Tickner, D., Wright, M., Clark, M., Cornelius, S., Ellis, K., ... & Young, L. (2023). The Triple Challenge: synergies, trade-offs and integrated responses for climate, biodiversity, and human wellbeing goals. <i>Climate policy</i>, 23(6), 782-799.</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>11. Sustainable Development Goals – political institutions, SDG targets and measurements Soergel, B., Kriegler, E., Weindl, I., Rauner, S., Dirnaichner, A., Ruhe, C., ... & Popp, A. (2021). A sustainable development pathway for climate action within the UN 2030 Agenda. <i>Nature Climate Change</i>, 11(8), 656-664.</p> <p>van Vuuren, D. P., Zimm, C., Busch, S., Kriegler, E., Leininger, J., Messner, D., ... & Soergel, B. (2022). Defining a sustainable development target space for 2030 and 2050. <i>One Earth</i>, 5(2), 142-156.</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>12. The development agenda Estoque, R. C. (2023). Complexity and diversity of nexuses: A review of the nexus approach in the sustainability context. <i>Science of The Total Environment</i>, 854, 158612.</p> <p>Kim, R. E. (2023). Augment the SDG indicator framework. <i>Environmental Science & Policy</i>, 142, 62-67.</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>13. Middle-term assessment on SDG realization pathways and geographic variations Leal Filho, W., Trevisan, L. V., Rampasso, I. S., Anholon, R., Dinis, M. A. P., Brandli, L. L., ... & Mazutti, J. (2023). When the alarm bells ring: Why the UN sustainable development goals may not be achieved by 2030. <i>Journal of Cleaner Production</i>, 407, 137108.</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>14. Student research paper presentation n</p>	<p>Detailing and illustrating the concepts and theories discussed during the course. Interactive discussion of examples.</p>	<p>Students are required to read the literature indicated in the syllabus</p>
<p>Mandatory bibliography Baldwin-Cantello, W., Tickner, D., Wright, M., Clark, M., Cornelius, S., Ellis, K., ... & Young, L. (2023). The Triple Challenge: synergies, trade-offs and integrated responses for climate, biodiversity, and human wellbeing goals. <i>Climate policy</i>, 23(6), 782-799.</p> <p>Bogers, M., Biermann, F., Kalfagianni, A., Kim, R. E., Treep, J., & De Vos, M. G. (2022). The impact of the Sustainable Development Goals on a network of 276 international organizations. <i>Global Environmental Change</i>, 76, 102567.</p> <p>Caldentey, E. P. (2008). The concept and evolution of the developmental state. <i>International Journal of Political Economy</i>, 37(3), 27-53.</p>		

Estoque, R. C. (2023). Complexity and diversity of nexuses: A review of the nexus approach in the sustainability context. *Science of The Total Environment*, 854, 158612.

Hallegatte, S., Vogt-Schilb, A., Rozenberg, J., Bangalore, M., & Beaudet, C. (2020). From poverty to disaster and back: A review of the literature. *Economics of Disasters and Climate Change*, 4, 223-247.

Harrington, A. R. (2021). *International Law and Global Governance: Treaty Regimes and Sustainable Development Goals Implementation*. Routledge. – read any of the treaty regime chapters of your choice. Prepare to present and discuss the chapter you chose.

Kim, R. E. (2023). Augment the SDG indicator framework. *Environmental Science & Policy*, 142, 62-67.

Leal Filho, W., Trevisan, L. V., Rampasso, I. S., Anholon, R., Dinis, M. A. P., Brandli, L. L., ... & Mazutti, J. (2023). When the alarm bells ring: Why the UN sustainable development goals may not be achieved by 2030. *Journal of Cleaner Production*, 407, 137108.

Lowe, A. (1954). The classical theory of economic growth. *Social Research*, 127-158.

IPCC, 2023: Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, 184 pp., doi: 10.59327/IPCC/AR6-9789291691647.

Pashby, K., da Costa, M. Stein, S. & Andreotti, V. (2020) A meta-review of typologies of global citizenship education, *Comparative Education*, 56:2, 144-164, DOI: 10.1080/03050068.2020.1723352

Rockström, J., Steffen, W., Noone, K., Persson, Å., Chapin, F. S., Lambin, E. F., ... & Foley, J. A. (2009). A safe operating space for humanity. *Nature*, 461(7263), 472-475.

Roy, I. (2023). Southern Multilateralism: India's engagement with Africa and the emergence of a multiplex world order. *Journal of International Development*, 35(4), 566-582.

<https://doi.org/10.1002/jid.3744>

Soergel, B., Kriegler, E., Weindl, I., Rauner, S., Dirnaichner, A., Ruhe, C., ... & Popp, A. (2021). A sustainable development pathway for climate action within the UN 2030 Agenda. *Nature Climate Change*, 11(8), 656-664.

van Vuuren, D. P., Zimm, C., Busch, S., Kriegler, E., Leininger, J., Messner, D., ... & Soergel, B. (2022). Defining a sustainable development target space for 2030 and 2050. *One Earth*, 5(2), 142-156.

Veltmeyer, H. (2020) Capitalism, development, imperialism, globalization: a tale of four concepts, *Globalizations*, 17:8, 1335-1349, DOI: 10.1080/14747731.2019.1699706

Wang, X., & Lo, K. (2021). Just transition: A conceptual review. *Energy Research & Social Science*, 82, 102291.

9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program's corresponding field

The course intends, among others, to develop students' critical thinking and general understanding of globally relevant social issues and problems. Students are learning about the field also from a professional perspective, understanding better the array of potential employers and what kind of activities and work they undertake, including what is needed on their side to access jobs in the field.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Evaluation of expert knowledge taught in class. Assessment of exposition and clarity of expression in the term essays.	a) Intermediary quiz (wk. 7) b) Submission of original research paper of 4,000 - 5,000 words. c) Final exam	15% 20% 30%
10.5 Seminar/laboratory	Work in the seminars	a) Quality of replies to questions about the topics discussed in seminars. Active presence and informed discussions. b) Presentation of student research papers.	15% 10%

10.6 Minimum performance standard

Course attendance is not compulsory, but strongly recommended. Grading:

- Students are required to attend at least 75% of seminars, and to complete assigned readings, and to actively and substantively engage in seminar exercises (15%).
- To enter the final exam each student needs to complete seminar activities according to requirements.
- Students will also prepare and deliver a prior agreed original case presentation during the semester following the format requirements and guidelines provided by the instructor. This will count for 20% of your final grade.
- A written final exam comprising of all course readings will be up 30% of the final grade. Failing to obtain a passing grade (an at least 50% score) at the final exam implies failing the class.

The notion of plagiarism is defined in accordance with the Department of Political Science regulations.

Any academic paper relies on information with proper sources cited according to scientific rules. It is strongly recommended to use one of the existing bibliographical styles (APA, MLA, Chicago, etc.). The Department of Political Sciences recommends using the [APSA](#) style (American Political Science Association). If any other style is preferred, it should be used consistently throughout the paper. Evaluation of the papers will take into consideration also the correct use of the bibliographical style.