

The European Union's International Development Policy (K001016)

Course size *(nominal values; actual values may depend on programme)*

Credits 5.0

Study time 150 h

Course offerings and teaching methods in academic year 2024-2025

A (semester 2)

English

Gent

independent work
seminar
lecture

Lecturers in academic year 2024-2025

Debusscher, Petra

PS03

lecturer-in-charge

Offered in the following programmes in 2024-2025

crdts

offering

Master of Science in Teaching in Social Sciences(main subject Political Science)

5

A

Master of Science in Political Science(main subject International Politics)

5

A

International Master of Science in Rural Development

5

A

Master of Arts in Global Studies

5

A

Master of Arts in Global Studies

5

A

Master of Science in Conflict and Development Studies

5

A

Master of Science in EU-Studies

5

A

Master of Science in Sociology

5

A

Exchange Programme Global Studies and World Societies

5

A

Exchange Programme in Political and Social Sciences

5

A

Teaching languages

English

Keywords

European Union, European and international development policy

Position of the course

This is a specialized course in the Master EU Studies (major specialized EU issues), which envisages a critical evaluation of the EU's relations with the so-called Global South. The course starts from the EU's development policy, but pays specific attention to the so-called 'nexuses' or linkages with other policy domains which impact on the Global South, such as climate change, migration, gender, trade and agriculture. The course aims to provide a thorough knowledge of, insight into and a critical attitude towards the EU's relations with the Global South, and its role as a so-called international 'development actor'. Through interaction with the lecturer, students learn to participate in a debate at an academically high level and in another language (English), thus developing relevant professional skills. In addition to academic literature, the course also tries to integrate visions from the "field" (policymakers and NGOs). In this way, students can better understand the relationship between academic research on and the practice of EU development policy.

Via a negotiation simulation or an Oxford Style debate and a position paper on a current dossier in development policy, students learn to defend a certain position making use of substantiated arguments that support their position and train their intercultural and communication competences.

Contents

This course includes three main 'clusters'.

- 1 Contextualization, evolution and problematization of EU development policy: 3 lectures and seminars on respectively (1.1.) The origins of development policy, (1.2.) Evolutions in development thinking and EU development policy, and (1.3.) Current challenges such as the pressure from trade, migration and security agendas, but also the more fundamental questioning of the notions of 'development' and 'development policy'.
- 2 Nexuses between 'development' and other policy areas: 5 (guest) lectures on the link with policy areas such as climate, migration, security, trade/agriculture, gender and intersectionality.
- 3 Debate on EU 'development': at the end of the academic year, a negotiation simulation or an Oxford Style Debate takes place about a current dossier in development policy. Students also prepare a short position paper on this topic.

Initial competences

To have completed the educational components 'European Political Integration' and 'European External Policy', or to have acquired the competences targeted in these components in another way.

To have knowledge of and insight into political science and international relations theories.

Final competences

- 1 Gain knowledge of and insight into the complexity of EU development policy in all its facets
- 2 Apply diverse theoretical perspectives on current questions related to EU development policy
- 3 Critically evaluate the role and activities of the EU as a development actor.
- 4 Participate in a debate on development-related questions in a different language (English) and at an advanced academic level
- 5 Critically summarize and evaluate advanced academic texts on EU development policy
- 6 To defend an assigned position on a specific aspect of EU Development policy and sustainable development in general and enter in a constructive dialogue with other positions
- 7 Write a position on a selected topic on EU Development policy
- 8 Cooperate in a team on a topical question in EU-Global South relations

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Lecture, Independent work

Extra information on the teaching methods

Guided self-study: in preparation of the lectures, students prepare academic and / or policy-oriented texts with help of guiding questions. The texts and preparations are then discussed in class

Lecture - response lecture: supported by slides, insight is provided into the different dimensions of EU development policy (as described above). During the lectures, the preparations of the literature are discussed and the students are encouraged to participate actively, ask questions, and answer each others' questions.

Seminar: after the lecture, students discuss the raised questions in smaller groups based on the acquired knowledge and insights and literature which they have prepared through the self-study. A role play / simulation exercise is also organized at the end of the academic year.

Study material

Type: Other

Name: Selected articles, policy documents and studies (available on UFORA), Lecture slides, Students' personal lecture notes.

Indicative price: Free or paid by faculty

References

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Course content-related study coaching

- Interactive support through UFORA (forums, documents)
- By personal appointment (through e-mail)

Assessment moments

- continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

- Participation, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

- Participation and peer review: students are expected to be present and participate actively during the classes. A student peer review is provided at the end of the course to allow each student to evaluate the performance of the group members. (6/20)
- Reports: students prepare and report about their group discussions. (4/20)
- Assignment: students write a position paper in preparation of the negotiation simulation (5/20).
- Simulation: during the negotiation simulation and the debate, students are assessed on the way in which they can defend a certain position in a negotiation simulation. (5/20)

Attendance in the classes is compulsory. In case of an exceptional absence (with a valid reason), a replacement task will have to be made.

Calculation of the examination mark

Continuous evaluation (100%), of which participation and peer review (30%), reports (20%), assignments (30%) and simulations (20%)

Facilities for Working Students

It is not possible to take this course as a working student as this course is entirely based on continuous assessment and attendance and active participation are required.