

International Development: Global Trends via Local Perspectives



SYLLABUS

VU Amsterdam Summer School

6 to 20 July 2024



Any general questions for the Summer School support team? Contact amsterdamsummerschool@vu.nl.

Course Details

Title	International Development: Global Trends via Local Perspectives
Coordinator(s) / Lecturer (s)	Jorn Dormans and Dr Oleksandr Khyzhniak (Centre for International Cooperation, CIS-VU)
Other lecturers	Dr. Denyse J. Snelder , Dr. Henk van den Heuvel , Dr. Prosper S. Maguchu , Dr. Halyna Kravchenkova , Dr. Lilian Omondi + more to be announced
Course level	Advanced Bachelor (2nd/3rd year bachelor level 300)
Study credits	3 ECTS
Form(s) of tuition	On campus, with guest lecturers, group work based on videos, real-life experience sharing, excursion and case study discussions.
Approximate contact hours	46
Approximate self-study hours	38

Teaching staff (in order of appearance)

[Jorn Dormans](#),

[Dr Oleksandr Khyzhniak](#),

[Dr. Denyse J. Snelder](#),

[Dr. Henk van den Heuvel](#),

[Dr. Prosper S. Maguchu](#),

[Dr. Halyna Kravchenkova](#),

[Dr. Lilian Omondi](#)

Course description

As the world changes and becomes more interconnected, there is an increasing need for experts who know how to tackle global challenges. Globalisation has brought prosperity to countries in many parts of the world, but in recent years there has been increasing concern about the negative aspects of globalization, and especially whether the world's poorest countries will share in its benefits.

The traditional North-South divide in international development is losing relevance as global challenges such as resource scarcity, newly emerged inequalities, food security threats, global warming, migration issues, and armed conflicts now affect both developed and developing regions. Furthermore, globalisation has given rise to complex societal issues that require collaboration among diverse actors, leading to multi-stakeholder cooperation. However, this approach assumes that assembling the right stakeholders will automatically yield solutions, neglecting power imbalances and diverse interests that can lead to exclusion or domination of less powerful actors. Despite increasing collaboration, many development actors still view social change as a linear, controllable process. Organisations are now assessed based on their performance and value for money rather than good intentions. However, the intricate and unpredictable nature of development challenges calls for new and innovative ways to understand, manage, and evaluate development processes and outcomes.

The course intends to provide insights into the complexities of international development from various such as Education, Rule of Law, Health and Food Security. We will further zoom in on cross-cutting phenomenon like migration, conflicts, digitalization and newly emerging inequalities as key challenges that shapes current state and present the situation through local cases of Kenya, Ethiopia, Lebanon, Ukraine, Indonesia etc.

The Centre for International Cooperation at VU Amsterdam emphasizes an integrated, interdisciplinary, and transdisciplinary approach to global challenges, collaborating closely with VU faculties and international partners since 1955. It draws on the expertise of various experts engaged in coordinating and executing capacity-building, education, research, and outreach programs with partners in Africa, Asia, and Latin America.

In this course we focus on the Global South, i.e. the economically disadvantaged regions, and how people can empower themselves to improve their well-being and tackle the inequalities and global challenges we are facing. From a global perspective we will discuss the UN's Sustainable Development Goals (2016-2030) including the position and role of the Global North.

Learning objectives

- Participants understand the complexities and key trends and debates that have historically shaped the sector of international development cooperation;
- Participants can recognize and critically reflect upon the concept of development and debate their position in international and global development practices;
- Participants are aware of the strength and weaknesses of the SDGs
- Participants can identify different forms of power and describe how power relates to inequality and shapes processes of exclusion and inclusion.
- Participants understand the importance and can apply insights of local perspectives in thinking about international development
- Participants can understand how to select and critically review the literature, extract key messages of different learning material (lecturers, literature) and share their insights via a blog with their peers;

Furthermore, participants will learn and sharpen their skills regarding:

- Writing blogs

- Debating
- Public speaking
- Team work
- Literature review / contextualising

Assignments and Assessment

To achieve a passing grade for the course, students will need to pass at least 50%+ of all assignments. The results consist of:

- the group assignment and presentation are 50%
- the Blog is 30%
- the debate is 20%

This course is designed so that each of the learning goals listed is achieved through active participation in the course activities and self-study.

1) Group assessment:

Group assessments would be implemented both during contact hours in class and after class. Students take one of the topics of the course and prepare a presentation on listed variants. They will receive the assignment in advance as well as the assessment form for the presentation. Groups will need to submit a one or two-pager on their chosen topic and idea for a go-ahead. Students also need to reflect on the workload and designated tasks within their group as part of the final assessment. This final group presentation and discussion follows will take place during the last meetings and will serve as final assessment.

2) Blog assignment in pairs (depending on the amount of participants):

Each pair should write a blog about 1 of the topics/lectures. A blog will be shared with all participants digitally. A table and schedule will be provided on the first day who will write a blog on which day.

3) Debate:

Participants will do a debate during the first week. Each participant will be assigned a role. There will be an in-class individual assessment on the debate. Students will receive the criteria for this debate in advance.

Additional Info on assessment:

Goal Blog:

- Encourage students to discover an innovative, captivating, and concise way to convey the central concepts of the lecture to an external audience
- to invite them to critically reflect and contribute to debates

Blog requirements:

should serve as a platform for you to express creativity or provoke thoughts regarding the main message of the lecture. There's no strict requirement to write; you may choose any format you prefer. Feel free to create a cartoon, craft a photo story, record a spoken column, or produce a video if that suits your style!

- Your blog should establish a connection between the lecture's content and something beyond the program, such as ongoing debates, personal anecdotes, multimedia content, exhibitions, or parliamentary discussions.
- Whenever possible, include website links as references. Keep your content concise and engaging.
- Additionally, ensure your blog includes an accompanying picture (at least 800x500 px) with a clear label for reuse and a relevant title.
- Submit your blog via email no later than the next day's lecture.

Blogs will not be presented during class unless requested/required. A brief introduction and background are given by the creators and there will be a brief moment for Q&A and feedback.
Assessment

Provisional reading list

Otzelberger, A. (2018, January 24). Five questions you need to ask yourself if you (want to) work in international development. Medium; The Good Jungle. <https://medium.com/the-good-jungle/five-questions-you-need-to-ask-yourself-if-you-want-to-work-in-international-development-79b32b8c8f6d>

Jan, N. P. (2001). Development Theory: Deconstructions/Reconstructions. *Progress in Development Studies*, 246-248.

Easterly, W. (2015). The SDGs should stand for senseless, dreamy, garbled. *Foreign Policy*, 28, 1-5.

Webb, S., Holford, J., Hodge, S., Milana, M., & Waller, R. (2017). Lifelong learning for quality education: exploring the neglected aspect of sustainable development goal 4. *International Journal of Lifelong Education*, 36(5), 509-511.

Etana Dula, Denyse J. Snelder, Cornelia F.A. van Wesenbeeck, Tjard de Cock Buning (2020). Climate Change, In-situ Adaptation, and Migration Decisions of Smallholder Farmers in Central Ethiopia, *Migration and Development*, DOI: 10.1080/21632324.2020.1827538.

<https://journals.sagepub.com/doi/10.1080/21632324.2020.1827538>

Angeles, L., & Gurstein, P. (2000). Planning for participatory capacity development: The challenges of participation and North-South partnership in capacity building projects. *Canadian Journal of Development Studies/Revue canadienne d'études du développement*, 21(sup1), 447-478.

Pavletic, I. (2009). The Political Economy of Asset Recovery Processes. *International Centre for Asset Recovery*, 5570284-1257172052492.

Gebresenbet, F., & Tariku, Yo. (2023). "The Pretoria Agreement: mere cessation of hostilities or heralding a new era in Ethiopia?" *Review of African Political Economy*, 20 VOL. 50, NO. 175, 96–106

<https://doi.org/10.1080/03056244.2023.2196714>

Roape. (2023, June 15). A response to "The Pretoria Agreement: Mere cessation of hostilities or heralding a new era in Ethiopia?" - ROAPE. ROAPE. <https://roape.net/2023/06/15/a-response-to-the-pretoria-agreement-mere-cessation-of-hostilities-or-heralding-a-new-era-in-ethiopia/>

Nehrey, M., Kostenko, I., Kravchenko, Y. (2023). Digital Transformation in Ukraine During Wartime: Challenges and Prospects. In: Hu, Z., Wang, Y., He, M. (eds) *Advances in Intelligent Systems, Computer Science and Digital Economics IV. CSDEIS 2022. Lecture Notes on Data Engineering and Communications Technologies*, vol 158. Springer, Cham, 380-391.

https://doi.org/10.1007/978-3-031-24475-9_33

Course Schedule

Knowing the timetable of the course and hour distribution can really help students know in advance if they can join a course and also to get a good idea of what to expect. Please be as specific as possible. You can include a timetable.

**Please take into consideration the following schedule when completing your timetable:*

Weekends off

First Monday of the course, classes must run between 10:00 – 15:00

Wednesdays must stop after 12:30

Final Friday of the course, classes must stop after 15:00

We understand that if something is really pressing, the course goes before the social programme, but please try and keep those time free so that students can join the extra activities.

Day	Date	Theme/topics
08.07.2024	Morning session: 10:00-14:30	1. What is International Development VS Global development: <ul style="list-style-type: none"> o International classifications and school of thought (theories) o Historic perspective and SDG's
09.07.2024	Morning session: 09:30-12:00	2. What is International Development VS Global development (continuation): <ul style="list-style-type: none"> o Overview of the field of ID. 'traditional' actors and 'new actors' o Power and inequality o Dignity and media
	Afternoon session: 13:30-16:00	
10.07.2024	Morning session: 09:30-12:30	3. Thematic sectors common in international development: <ul style="list-style-type: none"> o Education (SDG 4)
11.07.2024	Morning session: 09:30-12:00	4. Thematic sectors common in international development (continuation): <ul style="list-style-type: none"> o Righting Wrongs: Repatriation for Development and Justice (Rule of Law - SDG 16)
	Afternoon session: 13:30-16:00	
12.07.2024	Morning session: 09:30-12:00	5. Thematic sectors common in international development (continuation): <ul style="list-style-type: none"> o Ethiopia Good Governance and Democratisation
	Afternoon session: 13:30-16:00	
15.07.2024	Morning session: 09:30-12:00	6. The influence of global phenomena (challenges) like: <ul style="list-style-type: none"> - migration - conflicts <p>Afternoon: Debate</p>
	Afternoon session: 13:30-16:00	
16.07.2024	Morning session: 09:30-12:00	7. Food systems and climate change: Global trends and local perspectives from the Global South
	Afternoon session: 13:30-16:00	
		8. Localization; how do development challenges manifest locally? Case examples of: <ul style="list-style-type: none"> - Kenya, - Ethiopia, - Lebanon, - Ukraine <p>What are the opportunities.</p>

17.07.2024	Final schedule will be provided in February 2024	Study visit
18.07.2024	Morning session: 09:30-12:00	<ul style="list-style-type: none"> • Students presentations • Q&A • Graduation ceremony • Evaluation
	Afternoon session: 13:30-15:00	

