TEACHING GUIDE - 2026-2027

International Development

UGRA_013006

Departments	Department of Society, Politics and Sustainability, Global Governance
Teaching Languages	English
ECTS	7
Teacher responsible	Keyi Tang - keyi.tang@esade.edu

Course Goals

By the end of the course, the students will acquire a well-grounded foundation of the key debates, themes, and challenges of global development. Throughout the course, students will improve their analytical, communication, and teamwork competencies. Specifically, the course will enable students to recognize concepts from across the international development field and place them in their relevant contexts. A deeper understanding of the challenges facing the Global South will provide students with the opportunity to actively contribute to the growing trend of corporate social responsibility in the private sector. Furthermore, familiarity with contemporary development processes will enable them to pursue careers in international organizations, governmental institutions, NGOs, and social enterprises. Lastly, the course will aim to develop an appetite for further learning for those who are interested in pursuing a postgraduate degree.

Previous knowledge

There is no required previous knowledge for this subject, but preferably, students have some basic knowledge on statistics, microeconomics, and macroeconomics.

Prerequisits

International Development course unpacks the domain of international development by tracing its emergence and evolution over the past few decades. There are no specific prerequisites for enrolling in this course. However, students may find it beneficial to have a background in political science, economics, sociology, or other social science. Such foundational knowledge will aid in understanding the interdisciplinary nature of international development and enhance the appreciation of its theoretical, policy, and practical approaches and concepts.

Teaching methodology

Course Objectives

Unlike many of your ESADE courses, this is not a “skills” class – it instead focuses on laying the intellectual foundation to inform the application of skills you acquire via the program. The quality of the course itself depends heavily on your discussion and participation. The objective of this course is to assist you in being able to:

- Consider and analyze development challenges from an even wider range of perspectives than you do currently
- Question your own assumptions about what constitutes “development”
- Better justify your own personal answer to questions like “What is Development?” and “What impact do I seek in the world?”
- Adapt your perspective to better convince others who may not share your priorities

Course Structure
Each class, students will:

- Read assigned articles or book chapters.
- Submit two comments/questions on the readings
- Participate in group presentations, with two students presenting one reading.
- Engage in class discussions and debates on the ideas presented.

Assessment criteria

1. Participation (20%)

You are expected to complete readings before each class and attend all sessions. Attendance and active, respectful participation in discussions are essential and will be graded based on engagement, quality of contributions, ability to listen and consider diverse perspectives, and non-dominance in discussions. ESADE requires a minimum attendance of 80% (20 of 24 classes); missing more than four classes will result in a failing grade.

2. Quizzes (20%)
Students will take a short quiz with 3 to 6 short questions about the weekly readings during one of the two classes each week.

3. Group Presentation (20%)

Objective:
In groups, you will deliver a 15-minute presentation on two of the readings from the syllabus. Your presentation should cover the research question, methods, and findings of the selected readings. The presentation will conclude with one discussion question to engage the class in further dialogue.

Group Formation:

- Groups will be formed during the first class.
- You will sign up for your preferred readings using a Google

Sheet that will be provided. Early sign-ups will have a higher chance of securing their preferred readings.

- To encourage collaboration with a variety of peers, you must form two different groups for your two presentations. This ensures you work with different classmates for each assignment.

Grading:
Each presentation will account for 10% of your final grade.

Key Requirements for Presentations:

a. Thrilled:
   - Clearly articulates the research question of the reading.
   - Explain the methods used in the study.
   - Summarize the key findings and their significance.

b. Discussion Questions:
   - Conclude your presentation with one thought-provoking question to spark class debate. This question should allow at least two opposing arguments.

c. Delivery:
   - Do not read directly from notes or slides. Presentations must be delivered naturally, with a focus on engaging the audience.
   - If any group member reads word-for-word from notes or slides, the group will be penalized by 3% of the presentation grade (out of the 7.5% total grade for each presentation).
   - Ensure equal participation from all group members.
   - Be prepared to answer follow-up questions. You must demonstrate a clear understanding of the content you present, as we will ask follow-up questions on any part of your presentation.

4. Individual Oral Exam (20%)
You will participate in a 5-minute in-person oral exam to assess your learning from the course. You will be randomly asked 1 question from a list of 10 questions that will be distributed to you before hand. The exam will be held on the first session of week 10 and worth 20% of the final grade. A signup sheet will be provided for you to select a time slot, and you are only required to attend during your designated time. Punctuality is crucial—late arrivals will result in a failing grade for the exam.

5. In-Class Group Debates (20%)
After completing key sections of the course, you will participate in a group debate on a pre-assigned topic (eg, “Democracy is a necessary condition for economic development?; "Governments should focus on poverty alleviation regardless of the potential environmental harm?; Is fair trade beneficial for farmers in developing countries? etc.). Each pair of groups will argue opposing sides, drawing on course material to support their stance. Requirements include:

- An in-class debate assessed on originality, topic understanding, organization, counter-arguments, and presentation delivery, also worth 20% of the final grade.

Grade Breakdown

1. Class participation and discussion (20%)*
2. Quiz (20%)
3. Group presentation (20%)
4. Individual oral exam (20%)
5. Group debate (20%)

*A minimum attendance of 80% (20 classes) is required to pass the course and for participation grades to count toward the final grade.
** Students who get peer-to-peer grades below 3.8 (out of 5) due to inadequate participation in group work must submit an additional essay on a topic assigned by the professor to pass the course.

Description

Course contribution to program

This course provides students with an introduction to and a critical appreciation of the interdisciplinary field of international development. It unpacks the domain of international development by tracing its emergence and evolution over the past few decades. The emphasis is on synthesis, positioning, and familiarization with the field's theoretical, policy, and practical approaches and concepts.

The standards and course materials for this class are modeled after some of the best private universities in the United States. As such, students should be prepared to be challenged intellectually, but they will also gain a deep understanding of some of the most important issues in development. The readings will feature works from some of the most influential thinkers of the 20th and 21st centuries, including economists, political scientists, sociologists, and anthropologists.

Weekly readings will be dense and demanding but highly rewarding, offering students the opportunity to engage with groundbreaking ideas and debates. By the end of the course, students will have a solid foundation in the key theories, policies, and practices of international development, as well as the ability to critically analyze complex issues.

Short description

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Program Learning Objectives

GEL23-Bachelor in Global Governance, Economics and Legal Order

- Systemic and Strategic Thinking
  - Apply tools, frameworks, and perspectives in an integrative way to analyze the interrelations between different actors in the global context.

- International Relations and Global Governance
  - Apply geopolitical analysis to decision-making by the different actors involved in international relations.

- Economic Analysis
  - Suggest proposals for international conflict resolution and international security management considering the main instruments available and the role of international organisations.

Content

#	Topic
1	Introduction
2	State as A Development Institution: Origin
3	State as A Development Institution: Consequence
4	The regime: Democracy and the modernization theory
5	Autocracy and Development
6	Can foreign aid help, hinder, or neither?
7	Who pays for development aid?
8	Conflict and Development
9	Non-state actors in development
10	Individual Oral Review

Assessment

Tool	Assessment tool	Category	Weight %
Quizzes/tests	In-class quiz	Ordinary round	20.00%
In-class analysis and discussion of issues	Participation in class discussions	Ordinary round	20.00%
Group project	In-class group debate	Ordinary round	20.00%
Written and/or oral exams	Oral Exam	Ordinary round	20.00%

Tool	Assessment tool	Category	Weight %
Group project	Group Presentations	Ordinary round	20.00%
Written and/or oral exams	Oral Exam	Retake	100.00%

PROGRAMS

BEL24-Bachelor in Global Governance, Economics and Legal Order (Undergraduates: Law)
BEL24 Year 2 (Optative)

G114S-Global Governance Exchange Program (Undergraduates: Law)
G114S Year 1 (Optative)

GBL24-Double Degree in Business Administration and Global Governance, Economics and Legal Order (Undergraduates: Business)
GBL24 Year 2 (Optative)

GBL25-Double Degree in Business Administration and Global Governance, Economics and Legal Order (Undergraduates: Business)
GBL25 Year 3 (Optative)

GDL20-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)
GDL20 Year 2 (Optative)

GDL23-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)
GDL23 Year 2 (Optative)

GDL25-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)
GDL25 Year 2 (Optative)

GEL19-Bachelor in Global Governance, Economics and Legal Order (Undergraduates: Law)
GEL19 Year 2 (Optative)

GEL23-Bachelor in Global Governance, Economics and Legal Order (Undergraduates: Law)
GEL23 Year 2 (Optative)

GEL25-Bachelor in Global Governance, Economics and Legal Order (Undergraduates: Law)
GEL25 Year 2 (Optative)