

# GSP Curriculum

IDC

## International Development Cooperation (IDC)

For many developing economies, development assistance plays a significant role. Who decides what resources are given or lent, to which countries and under what conditions? What types of aid are effective? What are the post-emergency priorities in countries suffering from the effects of human or natural disasters, and how can international aid work best in such conditions?

The Department of International Development Cooperation (IDC) was established in 2008 as the first of its kind in Korea to promote interdisciplinary postgraduate teaching and research on the processes of social, political and economic development and change. The course is dedicated to deepening the understanding of development and underdevelopment, the complex modes of development assistance in the global context, the political and socio-economic systems in developing world, and project management and consulting skills.

The teaching staff have considerable experience in living and working in the developing world as well as within international organizations, and most have engaged in policy-relevant research and consultancy work with international development agencies or consulting firms. Upon graduation, Students have successfully found employment in a wide variety of government, academic and private sector organizations.

<b>Major Required</b>	
<b>Course</b>	<b>Applied Economics (GSPIT 711)</b>
<b>Course Summary</b>	This course is primarily designed to introduce principles of economics in a practical way for those students who have not taken any rigorous economics courses. Accordingly, emphasis will be laid on the way economists think, and on practical issues, rather than on mathematical details. After taking this course, it is hoped that the students can understand and have their own views on economic issues that appear in the news media, albeit rudimentary. The textbook written by Gregory Mankiw was chosen, keeping this emphasis in mind. It is almost without mathematics, but with some graphs, case studies and newspaper articles. On the other hand, modern economies seem more concerned with macro-economic issues. In that regard, a second textbook on macroeconomics was added to the required reading list, which is also designed for non-degree seeking students in economics. Additionally, I also strongly recommend students to read a book written by Paul Krugman for easy understanding and explanation for the economic way of thinking in the past
<b>Recommended Background Courses</b>	None

Course	<b>Project Cycle Management (GSPDC 757)</b>
Course Summary	This course is designed to provide the IDC students with practical knowledge of project cycle management (PCM) methods, skills and tools in the public sector that manage ODA development projects through project programming, identification, design, appraisal, implementation and evaluation, using the Project Design & Monitoring Framework (PDMF) and participatory approaches. By the end of this lecture the students should understand and be able to utilize the various tools of project cycle management.
Recommended Background Courses	None

Course	<b>Understanding International Development Cooperation (GSPDC 711)</b>
Course Summary	<p>Understanding International Development Cooperation (IDC) is the foundation course of GSP's IDC program, addressing salient issues to international development studies. Trying to incorporate theories and viewpoints from multiple disciplines – from political science to economics, it aims to provide a well-rounded view of development as well as insights on stakeholders and precise issues of international development.</p> <p>This is strictly a class of participation: Students must actively participate in the class discussion, prepare for summary presentations, and submit an essay, and be ready for responding on-spot request for contribution. –In digital era, knowledge is only useful when it is combined with logical framework. Talk, Challenge, and Discuss!</p> <p>There's no definite reading list for this class with an exception of some basic materials. Please try to be open any useful sources to strengthen your intellectual maturity with up-to-date information.</p>
Recommended Background Courses	None

Course	<b>Economics of Development (GSPDC 721)</b>
Course Summary	<p>This class discusses underdevelopment or development of less-developed countries from the economic perspective. It will address important questions as follows: What problems are poor economies suffering from? What are main obstacles to overcoming those problems? What policies can be applied to eliminate those obstacles? Economic data and various episodes will help you picture the current economic conditions of developing countries. Further, economic theories and models on various development issues will provide you with analytic tools for those economies. We will start with concepts and measurement of economic development or growth. Then, we turn to basic economic growth models and poverty related issues such as inequality and population. Half of this course covers macroeconomic issues on development such as investment and savings, financial development, foreign debt and aid, trade policy.</p>
Recommended Background Courses	Applied Economics is a prerequisite for this course

Course	<b>Theory of Economics (GSPIT 811)</b>
Course Summary	<p>This course aims to provide advanced theories in microeconomics and macroeconomics. The microeconomics part includes topics in consumer and producer theory and international trade. The macroeconomics part covers tools for building and solving macroeconomic models with applications to economic growth and government policy. Upon successful completion of the class, the students should be able to understand and critically assess contemporary advanced economic theory across a broad spectrum of economic topics and identify how such theory can provide a basis for further theoretical and applied research. It is strongly recommend for advanced students to read books written by Krugman &amp; Wells and Frank, Bernanke, Antonovics &amp; Heffetz for relatively deep understanding.</p>
Recommended Background Courses	None

Course	<b>Economics of Development Cooperation (GSPDC 821)</b>
Course Summary	<p>This class provides an introduction to economic analysis on international development cooperation or foreign aid. The two key questions to be addressed by the course are: What are the critical and fundamental factors for economic development? How and whether can foreign aid help poor countries gain the factors? More specific questions are: What is the role of external assistance in economic development? How effective is foreign aid on economic growth? How do institutions affect the aid effectiveness? How is aid related to institutional building such as corruption containment? How can we measure the effect of an aid project? Is it possible and desirable to incorporate market mechanism into aid? Using contemporary studies the class discusses these topics. One of aims of the discussion is to search for a better way that foreign aid contributes to economic growth in recipient countries. This course runs on the basis of student's presentations of reading summary and, thereafter, discussions.</p> <p>Another important goal of this course is to provide students with knowledge on how to write an academic paper. Through reading and reviewing papers, students will be able to learn how to construct a structure, how to elaborate a research question, how to choose relevant research methods, how to mine and process data, how to enhance accuracy and coherence, and how to draw conclusions. Obtaining those skills requires students to carefully examine the framework or logical structure adopted in papers they read.</p> <p>A third goal is to enable students to read and interpret the results of statistical analysis. Above all, they are expected to be able to draw conclusions from the empirical results. Furthermore, students will learn how to construct empirical models so as to test hypotheses or theoretical conjectures.</p>
Recommended Background Courses	None

Course	<b>Social Survey Methodology (GSPDC 884)</b>
Course Summary	<p>This course is designed for IDC graduate &amp; Ph.D. students who plan to write a thesis. The purpose of the course is an in-depth study of the survey research methodology, which include design of the survey, sampling, data collection, analysis, and interpretation. Whenever possible, we will use examples and data from real surveys employed by academic researchers, professional survey firms, and so on. Course assignments will require students to actively participate in every stage of the survey process, from initial design to final analysis.</p>
Recommended Background Courses	Managerial Statistics or equivalent course (This class assumes not only that you have taken a basic Statistics course, but that you really understand it.)

Course	<b>Econometric Analysis (GSPIT 883)</b>
Course Summary	<p>This course is designed to provide you with an advanced knowledge of the statistical and econometric methods. However, we will not go into all the theories, rather we will reveal to you a rich area of economic applications. Thus emphasis is on intuition, applicability and practices, but not on pure theory. I assume that you have taken basic probability and statistics courses such as managerial statistics, quantitative methods and/or equivalents. I also assume that you have studied basic mathematics. Hopefully you understand the calculus concepts of differentiation and integration, though these tools are not required for success in this class. To complete the course, you have to be familiar with statistical programs like STATA and/or EViews. Also you definitely need a calculator and a laptop computer for classroom activities.</p>
Recommended Background Courses	<p>Managerial Statistics, Quantitative Methods and/or Equivalents (This course assumes not only that you have taken the pre-requisites, but you really understand them.)</p>

Course	<b>Econometric Analysis (GSPIT 883)</b>
Course Summary	<p>This course is designed to provide you with an advanced knowledge of the statistical and econometric methods. However, we will not go into all the theories, rather we will reveal to you a rich area of economic applications. Thus emphasis is on intuition, applicability and practices, but not on pure theory. I assume that you have taken basic probability and statistics courses such as managerial statistics, quantitative methods and/or equivalents. I also assume that you have studied basic mathematics. Hopefully you understand the calculus concepts of differentiation and integration, though these tools are not required for success in this class. To complete the course, you have to be familiar with statistical programs like STATA and/or EViews. Also you definitely need a calculator and a laptop computer for classroom activities.</p>
Recommended Background Courses	<p>Managerial Statistics, Quantitative Methods and/or Equivalents (This course assumes not only that you have taken the pre-requisites, but you really understand them.)</p>

Course	<b>Statistical Analysis (GSPIB 881)</b>
Course Summary	This course is designed for students who have never taken any college level statistics. The purpose of the course is to introduce basic concepts of statistics and statistical methods and apply them to the real world. Students are not expected to have had any mathematical or statistical training beyond the high school level of mathematics. Students, however, who have never been exposed to any mathematics at college may have difficulty in following the course. The course will emphasize data analysis skills. At the end of the semester, the students are expected to have high proficiency of Excel and statistical skills to implement appropriate methods for various data analyses.
Recommended Background Courses	None

Course	<b>Consulting Skills 1:Career Visioning (GSPDC 781) for MIDAC</b>
Course Summary	This course aims to build necessary capacities applicable to actual project implementation for future development consultant. Throughout the course, students will learn basic business consulting skills initially, to be extended to more development project friendly skills.
Recommended Background Courses	None

Course	<b>Consulting Skills 2:Professional Training (GSPDC 782) for MIDAC</b>
Course Summary	<p>This course is designed to provide the students with an opportunity to learn and to experience working as a professional international development consultant with multilateral development banks (MDBs).</p> <p>In order to achieve this objective, the students will be required to (1) register as an individual international development consultant either with the Asian Development Bank (ADB) or the World Bank (WB), (2) select a Technical Assistance (TA) project in a specific country, sector, and area; (2) virtually implement the TA project and (3) prepare a final report. In the process, the students will be able to learn about the business opportunities and processes of MDBs, implementation methods of the project and acquire skills required for an international development consultant.</p>
Recommended Background Courses	None

Course	<b>International Marketing and Management (GSPDC 785) for MIDAC</b>
Course Summary	The course focuses on business level marketing strategy and uses the marketing planning process as the framework for understanding the integration and coordination of marketing decisions. The student will develop skills in creating and evaluating marketing plans, strategies, and implementation programs so that the student will be better prepared to manage the marketing problems he or she will encounter in his/her profession. As part of the course requirements, the student will prepare marketing cases for class discussion, conduct environmental, competitive, and customer analyses, and develop several strategic marketing plans. The course also makes extensive use of team-based assignment and active class discussion.
Recommended Background Courses	None

Course	<b>Project Cycle Management (GSPDC 757) for MIDAC</b>
Course Summary	<p>This course aims to train future development consultants who are capable of identifying, designing, conceptualizing, and implementing development projects. A development project is a complex organ as it operates at multiple layers in diverse ways. Development projects can also be distinguished according to sector, purpose, relationships, objectives, scope, target beneficiaries, and other factors. Nevertheless, there are synchronized patterns and principles in pursuing development projects, thanks to the series of efforts by international society since the Paris Declaration of 2005. They all undergo a salient transition from inception to maturity that is referred to as the development project cycle (for example, 1. identification of projects, 2. formulation and preparation, 3. appraisal, 4. implementation and monitoring, 5. evaluation).</p> <p>Project Cycle Management (PCM) is a methodology for managing the entire project cycle using results-oriented management tools such as the Logical Framework Approach. Nowadays in providing Official Development Assistance (ODA) to developing countries, the key issue in the international development community is to improve its effectiveness, given its limited resources in the face of its ever-increasing importance to address the massive development obstacles facing developing countries. To this end, PCM is an integral part to ensure an improved delivery.</p> <p>Nevertheless, this class does not concern the whole process of the PCM for two reasons: (1) It is increasingly being phased out in the development circle with the introduction of many other techniques to secure effectiveness of projects such as Theory of Change (ToC); (2) The cycle is mainly of a concern of donor agencies, not development consulting in the private sector where most of the class members</p>
Recommended Background Courses	None



Course	<b>Consulting Skills III (GSPDC783) for MIDAC</b>
Course Summary	<p>This course will be useful for MIDAC students who may work as international development consultants or in international development agencies, either as project managers or program leaders.</p> <p>Development Consulting Skills II is <i>not</i> a prerequisite for this course. But assuming that MIDAC students will already have taken Level II, this Level III course will mostly avoid material covered in the Level II course.<sup>1</sup></p> <p>Moving beyond the Level II perspective of individual technical assistance (TA) projects, Level III will also use country strategy and financing examples from donor agencies (mainly the World Bank) to teach and reinforce essential consulting skills.</p> <p>A —complete consulting engagement involves four substantive phases: (1) problem definition; (2) factual discovery, data collection, and analysis; (3) recommendations and presentation; and (4) implementation. Phases may overlap, and an iterative re-visit of earlier phases may be necessary. Implementation is the goal. A Consultant report that sits on the client’s bookshelf without informing decision or guiding implementation may be seen as <i>useless</i>. Client perceptions of uselessness will <i>not</i> encourage repeat business for the Consultant.</p> <p>The first three consulting phases require the consultant to listen to the client (and perhaps the government counterpart); think logically and critically; develop and test hypotheses; pursue necessary information, both quantitative and qualitative data; arrange and analyze these; and clearly communicate through speaking, written reports, and Power Point presentations. While Level III students will already have had some practice at these skills, they will gain more in this course.</p> <p>Many donor initiatives/projects and consultants fail at Phase 4 because of poor implementation. Effective implementation planning and execution requires careful consideration of the capabilities of implementing agencies; interactions among key players in the overall –system for implementation; and personal incentives for various stakeholders to support, oppose, or even rip off a project. Assessing all this requires the consultant to evaluate the situation in operational/political/psychological terms and exercise sound judgment. Long-time professionals note that (1) there is no substitute for experience, and (2) while good judgment comes from experience, experience usually comes from bad judgment. This Level III course allows students to make mistakes in a safe learning environment in order to gain experience—and hasten their professional journey down the learning curve.</p>
Recommended Background Courses	None

Course	<b>Economics of Development (GSPDC721) for MIDAC</b>
Course Summary	<p>This class discusses underdevelopment or development of less-developed countries from the economic perspective. It will address important questions as follows: What problems are poor economies suffering from? What are main obstacles to overcoming those problems? What policies can be applied to eliminate those obstacles? Economic data and various episodes will help you picture the current economic conditions of developing countries. Further, economic theories and models on various development issues will provide you with analytic tools for those economies. We will start with concepts and measurement of economic development or growth. Then, we turn to basic economic growth models and poverty related issues such as inequality and population. Half of this course covers macroeconomic issues on development such as investment and savings, financial development, foreign debt and aid, and trade policy.</p>
Recommended Background Courses	None

## Major Electives

Course	<b>Advanced Seminar in IDC (GSPDC 719)</b>
Course Summary	<p>This course aims to help students write a thesis and improve thesis quality. Every student is expected to prepare for her or his thesis at least at the level of the thesis proposal when the class begins. The student will have opportunities to check whether their thesis writing has logical consistency and whether their thesis satisfies key requirements of thesis such as purpose, contribution, and motivation.</p> <p>In particular, thesis purpose will be evaluated by asking whether the student can accomplish his or her thesis purpose. Typical errors or failures are as follows. First, the purpose of thesis cannot be accomplished because reliable data or methodology is not available to achieve the thesis purpose. Second, the main results or findings of the thesis do not logically provide any meaning or implications with regard to the thesis purpose. Third, the thesis contains bundles of contents from other references but there are no logical links. In other words, the thesis purpose is addressed, but the writing is not directly related to thesis purpose. After main chapters of thesis are finished, the conclusion and introduction will be evaluated. Prerequisite is the Introduction to Social Science Research.</p>
Recommended Background Courses	None

Course	<b>PPP and CSR (GSPDC 736)</b>
Course Summary	<p>This course covers the most salient issue in today's development cooperation: mobilizing private resources for development especially on Corporate Social Responsibility (CSR) and Public Private Partnerships (both PPP and PDA [Public-Private Development Alliance]) as alternatives to the traditional modalities of development cooperation relying on public resources.</p> <p>CSR provides a platform for corporations to be involved in economic development, especially in improving the well-being of disadvantaged people. Developing countries have gained a serious position as production, sourcing and sales markets for multinational companies. Their economies are more and more integrated into international product value chains meanwhile the international drivers of these value chains play a very important role making increasing use of synergies and leverage efforts. It is also one of the most controversial sources of emerging private funding resources in development cooperation.</p> <p>PPP is gaining strength ever as the most typical financial architecture to meet the growing infrastructure needs, especially in developing economies. At the same time, there's a growing consensus over the critical importance of PDA for development. Global challenges such as poverty, hunger, environmental degradation and climate change jointly as result of politics, business activities and civil society. A vast array of co-operations among these actors has been established under the common objective of sustainable economic, environmental and social development.</p>
Recommended Background Courses	None

Course	<b>Development and Social Policy in Developing Countries (GSPDC 755)</b>
Course Summary	<p>The seminar explores key theories and concepts, developed by international leaders in both academic and professional field that cover the emergence of global social policy for development as a dynamic and expanding field. Rather than perceiving social policy for development as static policies or programs, it seeks to examine the transformation of welfare from a predominantly national to a global field of action, and the impact of globalization on key welfare discourses and governance mechanisms for development. The seminar is designed for postgraduate students in a range of social science subjects, including development studies, international relations, politics, social and public policy, educational health studies, sociology. Particularly, it is designed for the graduate students who are enthusiastic about linking theories and concepts with the areas of student's interests based on qualitative research angle.</p> <p>* Key words: International development, social development policy and practices, qualitative research</p>
Recommended Background Courses	None

Course	<b>MDB (Multilateral Development Bank) Project Analysis (GSPDC 755)</b>
Course Summary	<p>This course is especially intended for students who may lead projects at an international development assistance agency or oversee such projects or agency. There is an old saying: –Good judgment comes from experience; experience comes from bad judgment.¶ This course will allow students to practice their judgment and gain some experience in a benign classroom environment.</p> <p>In 2015, MDBs committed an estimated \$60+ billion for investment projects.<sup>1</sup> This included lending for –hard¶ infrastructure (e.g., energy, transportation, water, waste treatment) as well as for social programs (e.g.,</p>
Recommended Background Courses	None

Course	<b>Strategies of Development Assistance Projects (GSPDC 756)</b>
Course Summary	<p>In development programs and projects, the particular combination of rationalities –may materialize through a combination of factors, such as: a general political and administrative culture of the society; established policy of a donor agency; ideas of individuals involved in planning; and the constellation of actors in idea generation, plan formulation and decision-making¶ (Dale, 2004: 10). The main concern of strategy formulation is improvement in the quality of life in developing countries. More specifically, strategies for achieving the development goals include addressing poverty issues and tackling factors following questions: Who decides what resources are given or lent, to which countries and under what conditions? What types of aid are effective? What are the post-emergency priorities in countries suffering from the effects of man- made or natural disasters and how can international development assistance work best in such conditions?</p> <p>The course will examine the specific development issues in the context of development programs. It is designed for nurturing international development consultants in the future. Hence, all students should actively engage to play the role of project manager in case analyses in each project. These cases will be addressed through a combination of core readings, weekly lectures, discussions, games, and presentations from development consulting projects.</p>
Recommended Background Courses	None

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<sup>1</sup> MDBs include the World Bank Group (WBG), Asia Development Bank (ABD), Inter-American Development Bank (IDB), African Development Bank (AfDB), and European Bank for Reconstruction and Development (EBRD).

Course	<b>Aid and Development (GSPDC 811) for MIDAC</b>
Course Summary	The class is lecture-based and participants are expected to prepare in advance from the assigned readings for each session and actively participate in discussions and make presentations individually or in teams under the topics that will be decided during the course. As many of Korean projects shall be analysed and discussed as case study, the working knowledge in Korean language is essential to take this course.
Recommended Background Courses	None

Course	<b>English Writing and Presentation Skills (GSPDC 789) for MIDAC</b>
Course Summary	<p>This course covers the core academic skills required for successful graduate study. This course aims to increase student confidence and satisfaction with their presentations at GSP and in their future professional lives. The course focuses on improving skills and correcting the problems that students have identified as areas of concern. Some topics covered will include developing relevant and interesting content, creating a clear and logical structure, study of other presenters, improving voice quality and delivery, managing time and handling audience interactions. The focus is improvement in writing and presentation skills. Students will be encouraged to reflect on their own areas of improvement, develop strategies for improving these areas, and seek feedback to become more effective writers and presenters. Students will be given the opportunity to influence course content and tailor it to their needs. The course also encourages students to further develop their writing skills and strategies so that students can write better formal research papers, projects or theses, especially with regard to their major research projects to be completed as a MIDAC requirement.</p> <p>Emphasis will be placed on the specific genres (types) of writing common at the graduate level. Students are expected to discuss the standards, expectations and conventions of academic discourse with a focus on the practical application to a specific project upon which they are working. Students will develop a deeper awareness of the characteristics of research writing, identify, analyze and apply the information structure found in academic texts, refine their grammar and vocabulary, and strengthen their revising and editing skills. In order to do this, considerable concentration is given to the close reading of authentic (often published) papers and sample theses/research papers.</p>
Recommended Background Courses	None

Course	<b>Development and Society in Africa(GSPDC 748) for MIDAC</b>
Course Summary	<p>Africa receives about 70% of global aid cash flows, and is known as the –the Main Land of International Development Cooperation. We can tell nothing about global aid and development without considering African countries. However, Africa is not a country, but the name of a bundled 54 states, which vary in all aspects of history and socio-economic situations. Since this course is designated as a sister course of Development and Society in Asia and Latin America, a similar approach and methodology will be applied. However, the difference of regions does not mean merely another name for a project area. The course will focus on a holistic understanding on regional (national) socio-economic characteristics which affect development program and/or projects. In addition to knowledge on region, this course requests the student to acquire practical skills for partner country analysis including Country Partnership Strategy (CPS) preparation. This course will cover regional development issues through partner-country analysis and by reviewing some examples of projects from the point of view of Korean practitioners. Many Korean projects shall be analyzed and discussed. It is strongly required for all students to have a strong command of the Korean language.</p>
Recommended Background Courses	None

Course	<b>Theory and Practice of Negotiation (GSPIT775) for MIDAC</b>
Course Summary	<p>This course is designed to equip students with the basic theories and skills of negotiation, and consists of several parts. The first part is the introduction to the newly developed approaches to negotiation; how you can improve your negotiation skills and outcomes. Also some commonly encountered negotiation tactics will be introduced, not to make you victims of those tactics. The second is simulation; students will engage in several negotiation simulations with other students under specific negotiation mandates and the outcomes will be reviewed. The third is an addition to the skills of negotiation; lessons from real life experience of the lecturer. This part will include negotiation skills especially for Koreans. The last is a brief introduction to the game theory with an emphasis on the cooperative games; this part deals with the theoretical foundations of bargaining and dispute resolution. Knowledge from economics and mathematics will be helpful but not required.</p> <p>Students are requested to submit essays, less than two pages each, on certain reading assignments before the class starts. The topics for the essays are specified below, and the lecturer will later instruct you which one to choose. Such essays will NOT be summaries of the reading material, but include critiques or your personal experience related to the reading material. All essays should be submitted in printed form. Late submissions are heavily penalized. The lecturer may ask questions during class on the assigned reading materials for which essays are not required. Be prepared.</p>
Recommended Background Courses	None

Course	<b>Sectoral Issues in IDC (GSPDC 712) for MIDAC</b>
Course Summary	<p>The field of development is broad and embraces many sectors. Students from different backgrounds may not have a grip on ALL relevant issues at the beginning of their graduate course work. Therefore, the course on sectoral issues in international development is a refresher and foundational course that aims to introduce students to the main concepts and issues underlying various sectors in the field of international development. As such, the course explores various sectors to answer key questions in each sector, highlight the main debates and global consensus reached on those matters, and identifies their relevance to development. Accompanied with case studies, the course is critical in enhancing students' understanding of diverse sector issues in international development and preparing them for in-depth studies of major areas in international development.</p>
Recommended Background Courses	None