1. General information
Type: Optional
Semester: 1st
Credits: 6
2. Introduction
This course contributes to the acquisition of the contents and competences corresponding to the Term on Peace and Development Studies of the International Master in Peace, Conflict and Development Studies at the Universitat Jaume I.

3. Recommended background knowledge
No specific previous knowledge is required to take this course.

4. Competences and learning outcomes

**Generic and specific competences**
1.1 To spread the ideas of peace, conflicts, humanitarian aid and development cooperation as proposed by UNESCO, so that the future professionals and researchers include these ideas entirely in their working fields, both as part of their objectives as well as of their processes (multidisciplinary and interdisciplinary approaches).
1.2 To create an environment of study and critical research and of academic excellence according to the statutes of University Jaume I and the convergence process of European Higher Education Area within the Bologna Framework.
1.6 To move forward in the construction of cultures for peace by means of intense academic and professional work. This work would be developed both in the seminar rooms of the Master of Arts as well as by the graduates in the program. Once they join their working places in their native countries, their point of view would be critical, intercultural, gender based, with a perspective of conflict transformation and alternative diplomacy.
1.7 To consolidate the necessary knowledge, tools and attitudes to establish working networks in order to implement world policies based on sustainable development, cooperative responsibility and the environmental security.
2.3 To know the main instruments of international institutions like the United Nations and its agencies, which analyze how the world resources are distributed, and measure poverty, marginalization and exclusion.
2.4 To study the main schools specializing in critical analysis of Humanitarian Aid and its transformations in development and co-development projects from a structural perspective.
2.5 To study different alternatives of development and co-development projects, as well as analysis projects of migration trends, as suggested in the logical framework and in such programs as the UN program for Human and Sustainable Development, with an emphasis on gender perspective.
2.6 To study the alternatives from the perspective of strengthening local subsistence economies interacting with global trade and with post-development, postcolonial and gender studies.
2.9 To know the policies of the Generalitat Valenciana, the Spanish Government, the European Union, the International Organizations and other NGOs in the areas of humanitarian aid and development cooperation.
3.3 To build capacity for the analysis of main measuring instruments for the global situation, with special emphasis on those territories or populations characterized by
poverty, marginalization and exclusion.

3.4 To develop skills for the planning, execution and evaluation of development and co-development projects (North-South, South-South and South-North).

3.5 To enable the search for alternatives through interaction of local and global economies and postcolonial, post-development, gender perspectives, as well as through the contributions of Indigenous Knowledge Systems.

4.1 To train for the critical analysis of texts relating to peace, conflicts and development cooperation, and for relating these texts to the human rights proposals, UN resolutions and the spirit of UNESCO.

4.10 To prepare for the development and co-development projects following the criteria of logical framework, and the development cooperation policies of the Generalitat Valenciana, the Spanish Government, the European Union and other international institutions and NGOs.

4.2 To prepare for the use of web pages with information related to international organizations, to European, African and American Human Rights’ Charters, to the programs of the different agencies working in the field of development cooperation, to the main NGOs working for peace and development, to the strategies of regional associations like the European Union, the African Union, the Organization of American States, and others.

4.3 To exercise the use of bibliographic databases related to peace, development cooperation and study of conflicts, as well as the use of the main international journals working on the issue, most part of which we can be consulted in the library of this University and in the Documentation Center of the Bancaja International Center for Peace and Development (CIBPD).

4.4 To train in basic methodologies of Humanitarian Aid, in combination with those NGOs which critically consider this kind of aid as an intermediate stage towards a longer-term development.

4.5 To practice coexistence and intercommunication capacities among the different beliefs and cultures, and the collective reconstruction of the shared ethical minimums, taking advantages of the gender based diversity and the intercultural context of the origins of the students themselves.

4.8 To train in the analysis of the functioning of International Organizations, such as the UN and its agencies, other NGOs, and NGOs on development issues, by means of simulation exercises and taking benefit of the capacities of many students who work or have worked in such institutions.

4.9 To train philosophical attitudes, personal and professional ethics which may facilitate the intercultural dialogue on the basis of the knowledge and the question of the diverse cultures and beliefs.

**Learning outcomes**

1.1 To be able to spread the ideas of peace, conflicts, humanitarian aid and development cooperation as proposed by UNESCO, so that the future professionals and researchers include these ideas entirely in their working fields, both as part of their objectives as well as of their processes (multidisciplinary and interdisciplinary approaches).

1.2 To be able to create an environment of study and critical research and of academic excellence according to the statutes of University Jaume I and the convergence process of European Higher Education Area within the Bologna Framework.

1.6 To be able to move forward in the construction of cultures for peace by means of intense academic and professional work. This work would be developed both in the
seminar rooms of the Master of Arts as well as by the graduates in the program. Once they join their working places in their native countries, their point of view would be critical, intercultural, gender based, with a perspective of conflict transformation and alternative diplomacy.

1. To be able to consolidate the necessary knowledge, tools and attitudes to establish working networks in order to implement world policies based on sustainable development, cooperative responsibility and the environmental security.

2. To be able to know the main instruments of international institutions like the United Nations and its agencies, which analyze how the world resources are distributed, and measure poverty, marginalization and exclusion.

3. To be able to study the main schools specializing in critical analysis of Humanitarian Aid and its transformations in development and co-development projects from a structural perspective.

4. To be able to study different alternatives of development and co-development projects, as well as analysis projects of migration trends, as suggested in the logical framework and in such programs as the UN program for Human and Sustainable Development, with an emphasis on gender perspective.

5. To be able to study the alternatives from the perspective of strengthening local subsistence economies interacting with global trade and with post-development, postcolonial and gender studies.

6. To be able to know the policies of the Generalitat Valenciana, the Spanish Government, the European Union, the International Organizations and other NGOs in the areas of humanitarian aid and development cooperation.

7. To be able to build capacity for the analysis of main measuring instruments for the global situation, with special emphasis on those territories or populations characterized by poverty, marginalization and exclusion.

8. To be able to develop skills for the planning, execution and evaluation of development and co-development projects (North-South, South-South and South-North).

9. To be able to enable the search for alternatives through interaction of local and global economies and postcolonial, post-development, gender perspectives, as well as through the contributions of Indigenous Knowledge Systems.

10. To be able to train for the critical analysis of texts relating to peace, conflicts and development cooperation, and for relating these texts to the human rights proposals, UN resolutions and the spirit of UNESCO.

11. To be able to prepare for the use of web pages with information related to international organizations, to European, African and American Human Rights' Charters, to the programs of the different agencies working in the field of development cooperation, to the main NGOs working for peace and development, to the strategies of regional associations like the European Union, the African Union, the Organization of American States, and others.

12. To be able to exercise the use of bibliographic databases related to peace, development cooperation and study of conflicts, as well as the use of the main international journals working on the issue, most part of which we can be consulted in the library of this University and in the Documentation Center of the Bancaja International Center for Peace and Development (CIBPD).

13. To be able to train in basic methodologies of Humanitarian Aid, in combination with those NGOs which critically consider this kind of aid as an intermediate stage towards a longer-term development.

14. To be able to practice coexistence and intercommunication capacities among the
different beliefs and cultures, and the collective reconstruction of the shared ethical
minimums, taking advantages of the gender based diversity and the intercultural context
of the origins of the students themselves.
4.8 To be able to train in the analysis of the functioning of International Organizations,
such as the UN and its agencies, other NGOs, and NGOs on development issues, by
means of simulation exercises and taking benefit of the capacities of many students who
work or have worked in such institutions.
4.9 To be able to train philosophical attitudes, personal and professional ethics which
may facilitate the intercultural dialogue on the basis of the knowledge and the question
of the diverse cultures and beliefs.

5. Contents
Gender, development, health and human rights. Feminization of poverty. Promotion of
the gender perspective in the Human Development Index.

6. Units
WEEK ONE
MONDAY October 29, 2012
Women’s Rights are Human Rights. Introduction and overview of the course; rationale,
structure, and context. Expectations and review of requirements.
Universal Declaration of Human Rights. Gender and development: concepts and
definitions. Gender Equality as a Development and Human Right Issue. Abuse of
women’s rights: abuse of women’s health.

TUESDAY October 30, 2012
United Nations: Millennium Development Goals. The Millenium Development Goals
and Women/Gender. Relativism vs Universalism to understand women’s rights.

WEDNESDAY October 31, 2012
Advancing women’s reproductive health and well-being from the perspectives of public
health and human rights. Women, water, sanitation and health.

THURSDAY November 1, 2012 NO CLASS, HOLIDAY DÍA DE TODOS LOS SANTOS

FRIDAY November 2, 2012
Health, Disease and Gender. Mainstreaming Gender into the Health Agenda. How does
gender affect disease? The cases of HIV/AIDS and Malaria. Gender norms and values
that influence the division of labor and leisure that may lead to different patterns of
disease exposure. Gender differences to accessing preventive measures. Gender
dimensions to accessing treatment and health care.
WEEK TWO
MONDAY November 5, 2012
Born a Girl. Critical issues of girls' childhood. Access to health care for the girl-child. Adolescence and vulnerability. Female Genital Cutting (FGC) and Beyond.

TUESDAY November 6, 2012
FGC (Cont.). Adolescence and reproductive health. Harmful practices: breast ironing

WEDNESDAY November 7, 2012
Gender-Based Violence in global context. Gender-Based Violence: a health Issue

THURSDAY November 8, 2012
Reproductive health. Maternity health.

FRIDAY, November 9, 2012
Reproductive Health (cont.) Infertility. Access to abortion and family planning.

WEEK THREE
MONDAY, November 12, 2012
Women in War and Refugee Situations. Women’s health and special needs in times of war and/or conflict.

TUESDAY November 13, 2012
Globalization, women’s health and women’s work. Sex work, sex trafficking and health.

WEDNESDAY November 14, 2012
Aging and the end of life. Growing older: menopause; widowhood, poverty; access to services.

THURSDAY, November 15, 2012
The capabilities Approach. Trying to find solutions. Using the force of women for peace, development and health. Making a difference and choosing priorities for women’s health and women’s rights across cultures, political systems, ideologies and religions.
Pre-Preparation for UN Women’s Health Conference

FRIDAY November 16, 2012
Women’s Health Summit “Healthy Future for Women and Girls Globally!”
7. Bibliography and additional resources
7.1. Basic bibliography

WEEK ONE
MONDAY October 29, 2012

TUESDAY October 30, 2012

WEDNESDAY October 31, 2012

THURSDAY November 1, 2012 NO CLASS, HOLIDAY DÍA DE TODOS LOS SANTOS
FRIDAY November 2, 2012

WEEK TWO
MONDAY November 5, 2012

TUESDAY November 6, 2012

WEDNESDAY November 7, 2012

THURSDAY November 8, 2012
-Sanghvi, Harshadkumar and Jaime Mungia,“Ensuring a Woman’s Right to Survive Childbirth: Preventing Mortality from Postpartum Hemorrhage,” in Murthy, Padmini;

**FRIDAY November 9, 2012**

**WEEK THREE**
**MONDAY November 12, 2012**

**TUESDAY November 13, 2012**

**WEDNESDAY November 14, 2012**

**THURSDAY November 15, 2012**
- Murray, Anne Firth. “Turning the World Rightside Up.” *From Outrage to Courage:
FRIDAY November 16, 2012

No readings!
Women’s Health Summit “Healthy Future for Women and Girls Globally!”

7.2. Complementary bibliography

- Caro, Deborah et al. *Manuel d’intégration du genre dans les programmes de santé de la reproduction et de lutte contre le VIH: De L’engagement a l’action.* Available online.

7.3. Websites

- Center for Disease Control (CDC), Global Health: [http://www.cdc.gov/GlobalHealth/](http://www.cdc.gov/GlobalHealth/)
- International Center for Research on Women: [http://www.icrw.org/?gclid=CN6Pzb-v-LECFcldTAdEa7Ew](http://www.icrw.org/?gclid=CN6Pzb-v-LECFcldTAdEa7Ew)
- Center for Health and Gender Equity (CHANGE): [http://www.genderhealth.org/](http://www.genderhealth.org/)
- Canadian Institutes of Health Research (CIHR) Institute of Gender and Health: [http://www.cihr-irsc.gc.ca/e/8673.html](http://www.cihr-irsc.gc.ca/e/8673.html)
- United Nations development Fund for Women. UN For Gender Equality and the Empowerment of Women: [http://www.unwomen.org/](http://www.unwomen.org/)

7.4. Other resources

8. Teaching methodology

The subject methodology follows the teaching approach proposed by the European Higher Education Area which takes into account the students’ own knowledge and their autonomous learning. In this regard, classes focus on a combination of lectures and participatory dynamics.

The structure of each unit includes a daily compulsory reading, followed by oral presentations by the students which will lead to class debates, group works and other practical activities. These activities will be complemented by lectures.

9. Activity planning

<table>
<thead>
<tr>
<th>Activities</th>
<th>Attendance Hours</th>
<th>Non Attendance Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Practical training</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Personal work</td>
<td>0</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td><strong>45</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

Hours (num. credits * 25) 150

10. Learning assessment

10.1. Assessment type

<table>
<thead>
<tr>
<th>Assessment type</th>
<th>Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic paper</td>
<td>60</td>
</tr>
<tr>
<td>Attendance and participation in class</td>
<td>20</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

10.2. Assessment criteria

A) The minimum grade required to pass the subject is 5 (weighted mean of all the established tasks).

B) Students will necessarily have to submit the academic paper in order to be evaluated for the course.

11. Other information

Total or partial forms of plagiarism in the course paper will automatically imply to fail the subject.

Vicerectorat d'Estudis i Espai Europeu d'Educació Superior

Vicerectorat d'Estudians, Ocupació i Innovació Educativa