

SAMPLE Schedule for Responsible Management and Sustainable Economic Development

This is a sample of what your schedule could look like.

Please note these schedules are subject to change. Courses might take place during the morning or afternoon schedule.

Responsible Management and Sustainable Economic Development

First Semester

Dates	Courses
24-25 August	Orientation Activities for new students
28 August - 14 September	UPM 6001 UPEACE Foundation Course
20 September - 10 October	RMSED 6047 Development Studies and International Cooperation
16 - 27 October	UPM 6003 The UN System and UPMUNC (Part I)
30 October -17 November	RMSED 6059 Geopolitics and Geoeconomics in the 21st Century
22 November -13 December	DED 6097 Coastal Resources Management

Summary First Semester: 14 credits

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Second Semester

Dates	Courses
8 -26 January	DED 6084 Social Research Methods
31 Jan-20 February	RMSED 6061 Social Responsibility
26 February - 15 March	DED 6094 Development and Conflict in Practice: Role and Application of Sustainability Frameworks in Development Projects
<i>*Holy Week* Monday 25 March – Friday 29 March 2024</i>	
1 April -19 April	RMSED 6058 Circular Bioeconomy
22 April -10 May	DED 6043 Urban Sustainability
13 May -31 May	DED 6095 Gender, Environment, & Development
3-5 June	Model UN Conference – Three days – UPM 6003, The UN System and UPMUNC (Part II)

**Summary Second Semester: 19/21 credits
Total: 33 credits**



RMSED 6047 Development Studies and International Cooperation:

This course is an introduction to development studies and international cooperation. The course covers the historical origins of development thinking in the post-colonial world. It reviews modernization theory and the implications it had for foreign policy during the Cold War period. This is contrasted with a critical review of dependency theories and structuralism. The course then uncovers the precepts of the Washington Consensus as an introduction to the thinking of Amartya Sen and the world of alternative participatory development, the fields of popular education, and participatory learning and action.

This review (first week of the course) combines the description of developmental theories and concepts, with a deconstruction of the policies pursued by the main development agencies (World Bank, UN Agencies, BINGOS, CBOs, etc.). The second week of the course introduces students to sustainable development goals and the concept of multilateralism. The SDGs are presented as a set of indicators that can lead humanity towards collective action for urgent systemic change. The final week of the course explores key current hot topics in development practice: Climate Change, Biodiversity Loss, Gender Mainstreaming, Disaster Risk Reduction, and Multistakeholder Partnerships. Through a combination of lectures and workshop dynamics, students will learn to distinguish between the main concepts, theories, and tools of development thinking and practice. The course will allow participants to explore "development" and "International Cooperation" as ideas, professions, institutions, and narratives.

The course is structured into 14 lessons, each composed of a lecture and two group work activities designed to build the skills of students in the use of technical tools commonly used by development practitioners. Classes and lectures are designed to reinforce a sense of urgency and hope for transformative development practice among participants.

RMSED 6059 Geopolitics and Geoeconomics in the 21st Century:

The world of the 21st century faces a series of challenges that threaten political, economic, social, and environmental stability, endangering the very existence of the planet. To meet these challenges, the international community proposed a series of global objectives with the aim of achieving a kind of stability and guaranteeing maximum well-being for humanity in general, as well as for the various forms of life that inhabit the planet. To understand the feasibility of these global goals proposed for 2030, it is necessary to study their materiality on the ground, together with their interaction with political, economic, socio-cultural, and geographical factors, and the ways in which these goals can be achieved through respect for nature, people's well-being, and peace.

Specifically, the course is designed for the University for Peace Master's programs, Responsible Management and Sustainable Economic Development, and Development Studies and Diplomacy. The purpose of this course is framed within Development Studies through the use of analytical tools from geopolitics and geoeconomics for a better understanding of the relationship between Sustainable Development Goals, the global situation in the XXI century, and critical reflection for the approach of collective proposals for their realization.



DED 6097 Coastal Resources Management:

Around 40% of the world's population currently lives within 100 km of the coast, and nearly all humanity benefits from the world's coasts and oceans for a variety of cultural, economic, and environmental reasons. Despite, or perhaps because, of their value to social and ecological processes, marine resources face increasing pressures and conflicts over their utilization.

Additionally, climate change acts as a main driver of major oceanic and coastal threats. As a response to the evident crises of coastal resources, we have been able to move away from a proclaimed inexhaustibility of the ocean, predominant in Western societies in the 19th century, to the development of tools intended to help stakeholders, from the local to the national and international levels, to protect and to manage these resources more equitably, effectively, and sustainably.

In this course, we will identify major challenges and threats to the world's oceans and coasts and their impact on coastal populations. We will look into different coastal ecosystems, their functions, and their importance. In addition to that, we will become familiarized with innovations, strategies, and management tools related to coastal resource management. Finally, through practical exercises, guest lectures, and field visits, students will be able to explore the complex nexus of relations between humans and coastal/marine resources as it applies to Latin America and the case of Costa Rica.

DED 6034 Forests, Forestry & Poverty:

Deforestation is considered one of the main global environmental challenges of our times, because of its significant impact on biodiversity and its important contribution to Climate Change and Global Warming, as well as on the livelihoods of millions of people. This course analyzes the way deforestation and forest degradation have been and are being explained by both mainstream and alternative narratives. It critically engages with the way deforestation is defined and measured and discusses the various attempts to stop or reduce it. We will look at a range of conservation approaches that go from traditional protected areas over community-based strategies, the increasingly common market-based approaches, and finally forest restoration. Illegal logging and timber trade will be looked at as a specific topic of particular importance since it is linked to development, poverty, and violent conflict. Additionally, this course looks at the links between poverty and deforestation, some of the possible strategies to reduce poverty through forest-based activities, and analyzes and discusses the importance of forests for humans and the challenges faced by those who try to manage them sustainably.



DED 6084 Social Research Methods:

In this course, we will critically examine research methodology. Our course is designed to take students sequentially through the process of thinking about and designing research. Together, we will explore the basic structure of research and examine the philosophical origins of different research approaches. I will guide students as they learn to link different information-gathering methods to different research approaches. My emphasis will be on qualitative research methodology, but we will introduce quantitative data gathering and sampling. To ensure that students gain hands-on experience with the process of developing methodologies and implementing different information-gathering procedures, I will complement lectures with workshops where students will learn by doing.

Furthermore, I believe that learning about methods requires analyzing how these methods have worked (or not) in real-world case studies; thus, in-class discussions of current case studies will complement workshops and lectures.

RMSED 6061 Social Responsibility:

The year 2023 has been characterized by two major trends: the global and general recognition that we need to embrace 'sustainability' if we do not want to face catastrophic consequences at socio-economic and environmental levels; and the recognition that we are facing complex and systemic challenges, that cannot be addressed in isolation.

War is spreading in several regions of the world; globalization is undermined by the incapacity of establishing cooperation and collaboration and inequality is widening.

As a reaction, our leaders understand that to overcome such complex challenges there is a need to strengthen stakeholders' collaboration and align efforts towards common goals. The year 2023 has been declared the 'Sustainability Year' in the UAE as well as in other regions of the world. COP28 confirmed the global priority of decarbonization, contributing to energy security and a just transition to more renewable energy sources. And WEF 2024 is very much looking at how AI can become a driving force for change, increasing productivity and reducing costs. But also looks at how to reimagine globalization to create more resilient supply chains and promote value creation.

But is this enough to transform our society to enable more inclusive, just, and sustainable growth? The SDG12 "Responsible Consumption and Production" recognizes that unsustainable patterns of production and consumption are the root causes of triple planetary crises: climate change, biodiversity loss, and pollution. Our reliance on natural resources are increasing rising over 69% globally between 2000 and 2019 and will increase exponentially due to demographic trends and increased market demand also caused by current strategies of decarbonization (i.e. electrification and energy transition).

Food waste along the supply chain is reaching a critical level while food insecurity is widespread worldwide. At the same time, the number of people affected by hunger globally rose to 828 million in 2021, with an increase of 46 mln since the outbreak of COVID.



Most of the waste has not been adequately managed and it is generating alarming levels of pollution and contamination. Materials entering our economy have been recycled at a rate lower than 13%. The current inflationary crisis is adding a heavy load on the most vulnerable, increasing their living costs and pushing more people to extreme poverty.

According to the World Bank, the number of people in extreme poverty (under \$2.15) rose by 70 million to more than 700 mln, a number destined to grow due to the continuation of the war in Ukraine and the intensity of the war in Palestine. Bearing in mind all the above, this course aims to provide a deeper understanding of the current global business and societal environment (where are we now?); by referencing theoretical frameworks on sustainability, social responsibility, and responsible leadership (what is meant by?) and by getting inspired by practical examples showing a new way of thinking and behaving in all sectors of society (How to contribute?). It will also critically review the role organizations (public, private, and civil) and individuals play and the responsibility they hold in promoting more responsible and sustainable behaviours.

DED 6094 Development and Conflict in Practice: Role and Application of Sustainability Frameworks in Development Projects:

The course looks into the role and application of sustainability frameworks in development projects and examines how their implementation influences local dynamics.

The course introduces the main international frameworks that influence development finance institutions (DFIs) and private sector development, such as the World Bank ES Safeguards, IFC Performance Standards, and Equator Principles, among others. It also focuses on the dynamics and drivers of conflict around development projects and the role of existing accountability and grievance mechanisms. The course dynamics include case studies, simulations and role play.

RMSED 6058 Circular Bioeconomy:

Over the last century, much of the world's economic progress has been based on finite resources - fossil fuels such as coal, oil, and gas. While this has led to extraordinary technologies such as motorized vehicles and advances in medical equipment, it has also irreversibly changed our planet: today, we are facing environmental, health and social crises never seen before. The problem: our linear economic model aims at growth at all costs. As the planet is finite, this system has failed to respect the environment as the source on which all life depends.

Circular bioeconomy seeks to break with this linear approach. It is an economic model which offers compelling opportunities for a transition to a sustainable economic framework, emphasizing the use of renewable resources, minimizing waste, and replacing non-renewable, fossil-based products. It is an economy that prospers in harmony with the natural environment and aims to critically reduce the global ecological footprint by using materials for as long as possible and promoting emissions-reducing practices. This model is however not as new as it sounds. Humanity has lived for thousands of years without using fossil fuels.



This has been shared with the Industrial Revolution, population growth, and changing consumption patterns. Today, we need to start thinking differently again.

In this course, we will examine the ecological, social, cultural, and economic impacts of our current economic system and the opportunities for change offered by a sustainable and circular bioeconomy. We will examine how sustainability and circularity can be embedded into bioeconomy strategies, policies, and practices. Finally, we will hear from and visit people, projects, organizations, and companies that are already using innovative solutions for a just and more sustainable future, recognizing that there is no future for business as usual.

DED 6043 Urban Sustainability:

By 2050, it is estimated that two-thirds of the world's population will live in an urban environment. In many countries in the developing world, this is already a reality, with 80-90% of their populations living in cities, with increasing and rapid rates of urbanization. Increased urban population growth, paired with other socio-economic realities that are characteristic of cities, poses enormous challenges to ensure quality of life and well-being for everyone, leaving no one behind. Urban sustainability goes beyond how "green" a city is.

This course will be based on Sustainable Development Goal (SDG) #11 Sustainable Cities and Communities and the New Urban Agenda and will provide an understanding of how sustainability in cities is a mul[-variable] concept, interconnected with other SDGs and issues such as urban planning, transport planning, and design, inequality, climate action, health, gender, economic development, among others.

You will learn from case studies, site visits, and the experience of experts in the field, in addition to gaining tools and developing skills that will help you propose strategies projects, and policies to improve your community, town, or city in order to make it more sustainable.

DED 6095 Gender, Environment, & Development:

This course will focus on the linkages between gender, environment, economy, and human development. We will examine key contemporary environmental issues such as climate change, food security, the green economy, low-carbon development, and degrowth; access to water, sanitation, and energy; pollution; and biodiversity conservation from the perspective(s) of gender equality. The course will explore how sexism, racism, classism, heterosexism, colonialism, imperialism, and other forms of oppression have shaped and continue to shape environmental discourses, and how we might confront and subvert such hierarchies and inequalities. Course materials will include academic and non-academic literature (including policy and journalis[c] literature), activist texts, fiction, and film.