



INSTITUTE FOR PEACE AND SECURITY STUDIES
ADDIS ABABA UNIVERSITY

MA in Peace and Security Studies

IPSS
HANDBOOKS
2014-2016



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Preface

The main objective of this handbook is to inform those who are interested in studying in the Institute for Peace and Security Studies (IPSS), of the Addis Ababa University (AAU) for their MA in Peace Security Studies. For those who aspire to pursue for PhD research/studies and other courses, there are separate sources to refer to. Three points constitute this handbook: first, admission requirements of IPSS; second, programme of study of the Institute; finally, specific rules and regulations, together with course descriptions of the Regular MA Programme.

This handbook has been prepared on the basis of the Senate Legislation of 2007 of the Addis Ababa University, the revised booklet of 2012 of the Graduate Council and the Institutes' practice since its inception.

Many people contributed in the preparation of this handbook. Special thanks goes to Ato Yonas Adaye Adeto, the Regular MA Programme Coordinator of the Institute for his indefatigable efforts to prepare the handbook, and Professor Habtamu Wondimu who contributed in its preparation. IPSS recognizes the contribution of Dr J.B. Butera, Director of the UPEACE Africa Programme, whose support has been invaluable to the Institute ever since its foundation.

We hope that this handbook makes a modest contribution in enlightening current and potential participants in the programme.

Kidane Kiros

Director

Institute for Peace and Security Studies

Addis Ababa University

1. Admission to Graduate Studies

- 1.1 A candidate who has a high scholastic standing, whose professional experience has been superior and who has received recommendations shall be given priority for admission.
- 1.2 The Institute shall have the discretion to request recommendations and determine the weights to be attached to them.
- 1.3 The Department Graduate Committee (DGC) may include additional admission criteria in conformity with University rules and regulations and approval by the Council of Graduate Studies (CGS).
- 1.4 Multiple enrolment in different programmes of the University is prohibited. Anyone found enrolled or attempting to be enrolled in multiple programmes shall be disqualified from all the programmes.

2. Admission Requirements

2.1 Academic Requirements

- 2.1.1 An application for admission to a Master's programme must have a Bachelor's degree from an accredited institution of higher learning (see 3.1 below for IPSS requirements).
- 2.1.2 The applicant must satisfactorily pass an entrance examination to be administered by the department. Foreign applicants may, in lieu of sitting for entrance examination, submit the results of Graduate Record Examination (GRE) or its equivalent.
- 2.1.3 Notwithstanding of the provision of 2.1.1 hereof, senior undergraduates of accredited universities or colleges requesting admission to graduate studies immediately upon graduation may be allowed to apply and/or sit for entrance examinations administered by the Institute provided their CGPA at the end of the first semester of their final year is 2.75.

2.2 Non-academic Requirements

2.2.1 The Institute may, for pedagogic reasons or special requirements of the field of study, set appropriate restrictions such as age limits subject to the approval of the CGS.

2.2.2 The Institute may also set work experience requirements after obtaining the Bachelor's degree subject to the approval of the CGS.

2.3 Advanced Standing Admission

2.3.1 Qualified persons may apply for advanced standing which is determined by the AC on the basis of detailed requirements to be worked out by the CGS.

2.3.2 Upon admission of such a student, the AC shall determine the courses from which the student is to be exempted.

2.4 Transfer for Graduate Students

2.4.1 The CGS may issue guidelines on the modalities of inter-intra University transfers of students enrolled in graduate studies.

2.5 Enrolment and Registration in Graduate Studies

2.5.1 A graduate student must register at the beginning of each semester. A student fails to maintain continuous registration without officially withdrawing from a programme, shall be considered to have dropped out of the programme. If such a student wishes to resume his studies, he must submit a readmission application to the Office of the Registrar. The application shall be assessed by the DGC endorsed by the AC and approved by the CGS on the basis of the rules and regulations on force at the time of readmission.

3. Programme of Study

3.1 Thesis and coursework

- 3.5.1 The IPSS Academic Master's programme is based on thesis and coursework.
- 3.5.2 A candidate shall be responsible to a supervisor who may be assisted by an Institute advisory committee formed. The supervisor and/or the Institute advisory committee shall be assigned by the DGC.
- 3.5.3 The DGC shall present its programme of graduate studies to the AC, which, after careful consideration, shall present it to the CGS for approval before implementation.

3.2 Grading Systems and Status

- 3.2.1 Examinations are graded on the following letter grading system, with corresponding points.

Letter Grade	Grade Point
A	4.00
A-	3.75
B+	3.50
B	3.00
B-	2.75
C+	2.50
C	2.00
C-	1.75
D	1.00
F	0.00

- 3.2.2 A thesis shall constitute a partial fulfilment of the requirement for a Master's degree in IPSS.
- 3.2.3 A thesis that is defended and accepted shall be rated: 'Excellent', 'Very good', 'Good', 'Satisfactory' (See Appendix A, page 22).
- 3.2.4 A rejected thesis shall be rated: 'Fail'. (See 2.13 for details).
- 3.2.5 To complete the programme and graduate, a candidate needs to obtain a minimum CGPA of 3.00 (B).

3.3 Academic Probation and Dismissal

- 3.3.1 At the end of each semester the Faculty Graduate Programme and Research Committee and Research Committee (FGPRC) will examine the case of each candidate who has failed to maintain the minimum CGPA requirement of 3.00 (B). The inquiry shall attempt to determine why the candidate failed, and whether there is reason to believe the candidate will meet the required academic standards in the future. A candidate may be placed on discretionary probation, if as a result of this inquiry, it is determined that valid reasons exist to explain and justify that academic failure can be removed and the candidate can achieve the required academic standards at the time of graduation.
- 3.3.2 When a candidate is placed on probation he shall be notified by the department head of his status and what is expected of him by way of academic performance in the future and what restrictions or requirements are stipulated by the probation and what will be the consequence of failure to meet these conditions.
- 3.3.3 A first year graduate student is subject to dismissal without first being put on probation if his performance falls below 2.50 in his first semester results. Any first year graduate student who

achieves a first semester GPA between 2.50 and 3.00 shall be placed on probation by the relevant DGC and any such student who had been placed on probation shall be subject to dismissal if he fails to achieve a semester GPA of 3.00 in the next semester.

- 3.3.4 If, however, a student on probation for the first time achieves during the next semester, a SGPA of 3.00 or above but, his CGPA falls below 3.00, the DGC may place the student on final probation if it finds that there is reason to believe that the student will attain CGPA of 3.00 or above in third semester.
- 3.3.5 A student who had been placed on a second probation shall be dismissed if he fails to achieve a CGPA of 3.00 in the next semester.
- 3.3.6 The DGC shall provide the necessary advice to the student.
- 3.3.7 No candidate subject to dismissal may expect discretionary probation as a matter of right.

3.4 Repeated Courses

- 3.4.1 Only courses with grades lower than 'B' may be repeated.
- 3.4.2 No course may be repeated more than once.
- 3.4.3 Grades obtained on repeated course shall stand as they are.

3.5 Withdrawal and Readmission

- 3.5.1 Candidates in good academic standing wishing to discontinue their studies must fill in an official withdrawal form (in three copies)
- 3.5.2 Unless there are compelling reasons, official withdrawal must be completed within 30 days of discontinuation of classes. A candidate who fails to comply with this requirement will only be eligible for readmission if he has a good cause for failing to meet the deadline.

- 3.5.3 Candidates suspended by the Institute qualify for automatic registration as soon as they have served the term.
- 3.5.4 A candidate may be readmitted only when withdrawal is effected because of one the following:
- 3.5.4.1 If the candidate cannot pursue his study because of medical reasons ascertained by a valid certificate; or
 - 3.5.4.2 If the university is unable to carry out the relevant graduate programme and advises the candidate accordingly;
 - 3.5.4.3 If the candidate is unable to continue due to *force majeure* other than those outlined above.
- 3.5.5 A candidate who wishes to withdraw for reasons mentioned under 2.10.4.1 and 2.10.4.3 above must petition the Institute stating his reasons for withdrawal and the duration of absence sought. The petition must be accompanied with supporting documents such as medical certificate.
- 3.5.6 The Institute shall permit readmission taking into account the availability of facilities in the programme concerned even where the withdrawal was made as per the procedures laid down in this article.
- 3.5.7 A candidate who withdraws from the graduate programme without the approval of the Institute shall be eligible for readmission only upon submission of a compelling reason for not securing prior approval.
- 3.5.8 Where withdrawal is effected with the approval of the Institute, a copy of the official withdrawal form submitted to the Office of the Registrar shall be accompanied by the minutes of the meeting of the Institute in which permission for withdrawal is granted.

3.5.9 Withdrawal made with the approval of the concerned Institute does not imply automatic readmission whenever it is sought. The length of absence and the number of places available shall be taken into account.

3.6 Selection and Approval of Thesis Topic

3.6.1 The candidates involved in the graduate programme shall present a two page form indicating the topic of their theses¹ (and see appendix B, page 31 for more) in consultation with their supervisors and submit to the Academic Coordinator for MA programs during the second semester of their course work.

3.6.2 The institute makes decisions on acceptance of research topics and assigning of individual advisors at the end of the second semester.

3.6.3 The Candidates in the IPSS Residential MA programme defend their proposal in the first seminar at the time stipulated by the Institute.

3.6.3.1 The Candidates in the IPSS Residential MA programme present their preliminary findings at least seven weeks before submitting their final thesis.

3.6.3.2. Unless and otherwise specified by the AC, final copies of student theses should be submitted to the MA coordinator at the end of the first semester of the second year.

3.7 Format of the Thesis

3.7.1 The thesis format shall be in accordance with the guidelines set by the (See the attachment in Appendix A) Institute in accordance with the CGS.

¹ Research proposal writing strategies and techniques are incorporated in the research design course offered by the Institute. These skills are formally taught in the Institute with specific citation styles acceptable internationally and by the CGS. Hence, students are advised to adhere to the guidelines provided in the course.

3.8 Submission of Thesis

3.8.1 No candidate may be permitted to submit a thesis in less than one academic year from the date of the first registration except with a special permission of the DGC.

3.8.2 A candidate may submit his thesis any time during or after the last semester of his coursework but no later than a semester after the completion of coursework with the exception of candidates who are allowed extended time of submission by DGC.

3.9 Procedures for Examination and Submission of Thesis

3.9.1 When a candidate, after conferring with the supervisor, gives notice of readiness to submit the thesis, the DGC in which the candidate is enrolled shall designate an examining board. The board shall have three members including the advisor. Normally, internal members of the examining board shall be drawn from the advisory committee.

3.9.2 Thesis shall be submitted to the institute at least one month before the date of defence.

3.9.3 For a thesis, the DGC may assign external examiner from other universities and institutions or abroad.

3.9.4 Sufficient number of hard copies of the thesis shall be submitted for defence to the office of the chairperson of the department including copies to be distributed to each member of the examining board and one copy to be kept in the office of the department chair.

3.9.5 An original copy accompanied by sheets of approval signed by all members of the examining board and four hard copies of the original along with a soft copy shall be submitted to the department within two weeks after the date of the defence. All the copies shall remain property of the University.

3.10 Thesis Presentation and Defence

- 3.10.1 The chairman of the DGC shall announce the thesis topic, venue, and time of the defence ahead of time and the process of thesis presentation and defence shall, unless otherwise required by justifiable circumstance, be open and public.
- 3.10.2 The person presiding over the thesis presentation and defence shall be assigned by the DGC.
- 3.10.3 After the defence, the examining board decides either to accept or reject the thesis.

3.11 Accepted Thesis

- 3.11.1 Accepted with no change or some minor changes: A thesis is accepted if no changes or some minor changes are recommended by the Board.
- 3.11.2 Accepted with recommendations of significant changes: A thesis having merit may be accepted with recommendations for substantial changes which are to be made to the satisfaction of members of the examining board or its designate. The examining board shall include in its report a brief outline of the nature of the changes required, justification as to why the change is needed and indicate the time by which the changes are to be completed. A copy of such recommendations shall be given to the candidate.

3.12 Rejected Thesis

A thesis shall be rejected if:

- 3.12.1 the work is found by the examining board not to have met the required standard; or
- 3.12.2 the work is judged as plagiarized by the examination board; or

3.12.3 The work has already been used to confer a degree from this or another university. However, this shall not preclude the candidate from submitting such work, provided enough extra work has been done to expand the scope and depth of the subject.

3.12.4 The AC shall decide on the dismissal or suspension of the candidate whose thesis has been rejected due to plagiarism or may impose other disciplinary measure

3.13 Report of Examining Board

3.13.1 The examining board shall submit a report of the examination including the rating and the reasons for the rating.

3.14 Purpose and Functions of the External Examiner

3.14.1 The purpose of having external examiners is to ensure that students qualifying for the degree offered measure up to academic expectations of other academic institutions in Ethiopia and abroad.

3.15 Selection and Appointment

3.15.1 The Institute shall recommend the appointment of particular persons as external examiner

3.15.2 Appointment is made by the Director of the Institute and is approved by the AC;

3.15.3 The appointment of an external examiner requires submission to the AC, biographical data including academic achievements, publications, and experience of the examiner;

3.15.4 In approving an external examiner, the AC shall ascertain the following:

- 3.15.4.1 The external examiner shall be one with command of authority in the programme of study and in all cases must have an academic rank of at least assistant professor (or equivalent). Exceptions shall be approved by the AC on a case by case basis;
- 3.15.4.2 An external examiner in general must be external to the faculty, college and institute of the University. Exceptions shall be approved by the AC on a case by case basis when presented to it by the Coordinator;
- 3.15.4.3 Former staff of department cannot be invited to be external examiners before the lapse of at least two years;
- 3.15.4.4 The same external examiner may not be appointed for more than three consecutive years. An external examiner may be re-invited only after a lapse of two years;
- 3.15.4.5 External examiners from outside the higher education system, for example from industry or the professions may be appropriate in certain circumstances.

3.16 Participation in Assessment Procedures

- 3.16.1 An external examiner, as a full member of the relevant board of examiners, shall be present at all examiners' meetings at which significant decisions are to be taken in his area of specialisation.
- 3.16.2 The views of an external examiner are particularly decisive in the case of disagreement on the mark to be awarded for a particular unit of assessment;

- 3.16.3 The signature of an external examiner shall be appended to the final results of the candidate as evidence that he accepts the results;
- 3.16.4 External examiners shall give comments on the assessment process and the schemes for marking. (Please see Appendix B for grading format).

3.17 Reports

- 3.17.1 External examiners shall make written official reports at the end of their visits which should be available to the concerned department. The report shall include observations on teaching process, course structure and content.
- 3.17.2 The external examiner shall submit a report to the DGC and AC. The report shall be sent to the AVP and the Dean of SGS and copied to the chairman of the relevant AC and DGC. The head of the department and the dean of the faculty shall have the responsibility to ensure that the recommendations are considered and actions are taken.

3.18 Graduation

- 3.18.1 A candidate who fulfils the requirements laid down in this booklet and that of the SGS, and the University Legislation and whose research, study and examination results are judged to be sufficient merit, shall be recommended by the CGS to the Senate through the office of the Registrar, for graduation and award of appropriate credentials of the University.

4. Specific rules and regulations of IPSS

4.1 Admission Criteria

The Master of Arts Degree Program in Peace and Security Studies is aimed at promoting peace through education in the wider community. The field is relevant for professionals who are interested in peace oriented education policy, development, international relations, community education, and so on. Thus, admission to the Master's Degree Program will be open to a limited number of qualified students who have completed a bachelor's degree or equivalent at an accredited higher education institution. The minimum requirement for admission to the graduate studies in Peace and Security Studies shall be a Bachelor's degree B.A/B.SC and a pass mark in an entrance examination prepared for that purpose.

4.2 Duration of the Study

The program leading to the MA degree in Peace and Security Studies covers three semesters and shall consist of course work and thesis writing. The first two semesters are allotted for course work and the third semester being for thesis writing. Participants of the residential MA programmes have one option to attending the program, i.e. the full time attendance. In general, two modules will be offered in parallel-about three hours each, per day. Block teaching will be implemented.

4.3 Modules and Their Descriptions

The description of each module, except the Pedagogy Module is presented below. Please refer to the College of Education and Behavioural Studies catalogue for the description of the Pedagogy Module. Research Methods module and Theories of Peace and Security module are pre-requisites for other modules. Satisfactory completion of all the modules is a pre-requisite to start working on (register for) the thesis.

4.3.1 Module PESS 601: Theories of Peace and Security

The module will define concepts, meanings, and the overall notions of peace and security. It is designed to engage students in an examination of the major contemporary theories and conceptual challenges of peace and security; sources of conflict and violence, and several key nonviolent mechanisms for conflict transformation and prevention. The first half of the module will be focused on theoretical assumption and its implications and the second half, on the discovery and application of methods. Participants in the module will engage critically with various theories and methods of Peace and Security and its impacts (conflict and violence). They will develop their understandings of the theoretical resources available in the area of peace and security studies as well as their capacity for putting theory into practice. The foundation module provides an opportunity to explore connections between the challenges and approaches identified in many different disciplines from a “wide – angle” perspective that will encourage students to continue making interdisciplinary connections and analyses throughout and after their tenure at the Institute.

4.3.2 Module PESS: 604 Security Sector Reform

Security Sector Reform (SSR) is more than “DDR” (demobilize, disarm, reintegrate), and traditionally, the security challenge has been to limit the spread of weapons and resolve conflicts before they become violent. SSR has become more integrated not only into conflict resolution and peace building, but also into the area of development, recognizing that good governance being a key developmental pillar. SSR can be linked to three categories of factors that contribute to violent conflict: structural, trigger, and perpetuating. Structural causes are those that are not easily changed but can lead to social disparities, such as the society’s ethnic make-up, the distribution of wealth, and political representation. Trigger factors are events that bring underlying tensions to the surface and cause an escalation of violence. Perpetuating factors are those that contribute to the continuation of violence and make the conflict “intractable” – such as the existence of war economies, the readily

availability of small arms and light weapons, various types of trafficking and the manipulation of natural resources. Thus, the African security sector reform is complex and context specific. In young democracies and societies emerging from conflict there is normally very little capacity within new parliaments, civilian ministries and civil society to fulfill the SSR roles and responsibilities. The module will also review the most consequential multilateral processes, techniques, and instruments; arms control agreements and non-proliferation endeavors.

4.3.3 Module PESS 605: Research Methods in Peace and Security Studies

This module will be built on the philosophy of science, to formulate research problems; the research process and research design, methods of data collection and data analysis, and research ethics. Further to this, the module will have a particular focus in developing the students' theoretical knowledge and applied skills in conducting qualitative and participatory research in peace and security areas; such as, accessing data in insecurity, war research, personal safety in research, maintaining balance in conflict research, validation of conflict research reports, and the use of historical methodology for African conflicts. It will also address, inter alia: epistemology, critical theory, and project development and grant writing themes. Additionally, the module will serve to prepare students for the design and writing of the major research project required for the degree through the development of their abilities to develop proposals and conduct research in the area. Generally, the module is intended to serve two basic assumptions – exposing students to different Peace and Security issues and thereby develop inquiry and problem solving skills.

4.3.4 Module PESS 602: Peace and Sustainable Development in the Horn of Africa

The module will examine the relationship between peace and sustainable development in the Horn of Africa, beginning with a review of some of the principal causes of conflict. The assumption is that many of the primary causes of conflict are closely related to the question of sustainable development, or

better stated, unsustainable development. Examples of current trends of peace and sustainability such as disputes over un-demarcated borders with some containing strategic resources, disputes over the use and development of international water courses, tensions over the use and development of transit corridors and the right of landlocked nations to access the sea and the destabilizing impact of widespread poverty and increasing social inequality, and a rising flow of migrants fleeing war, famine, and other vestiges of political, social, and economic breakdown will be discussed. The module will also address the question of how peace contributes to the sustainable development process because the lack of peace, that is, a situation of war or conflict, drains away resources; armed conflicts destroy natural resources, infrastructure, and human lives. The module therefore, takes a significant step in the direction of a more complete understanding of both sustainable development and the peace process in the Horn of Africa, including: the environmental scarcities, cultural and ethnic clashes, geographic fortunes, and conflict transformation.

4.3.5 Module PESS 603: Human Rights and Security

The respect for human rights remains at the heart of the search for peace and justice on the African continent. In this module, students will explore the assumptions that the concept of human security demands the safeguarding of peoples' vital freedoms and ultimately connects to peoples basic human rights. This is because lasting stability on the African continent would be difficult to achieve unless people are protected from threats to their rights, safety or lives. The module will look into the conceptual underpinnings of human rights and security as a strategy to recognize the relationship between human security and human rights, development, and peace. In addition, the module will distinguish the contexts of human security, state security, and international security in reference to human rights and the African political economy. Further to this, the module will assess the most recent developments in the field to analyze and develop a better understanding and critique the African problems in these areas.

4.3.6 Module PESS 606: Practice of Conflict Management and Transformation

This module is about bringing together relevant techniques used in African conflict management as well as developing skills of collaboration, communication, negotiation, mediation, conciliation, arbitration, and adjudication. Other international efforts such as peacekeeping, disarmaments, arm reduction, non-proliferation and alliances will be the reference point to the development of peace and security practice. Although, the role of the UN, AU and Regional organizations, the role of peace operations, and the changes of peace building activities leads into the advancement of skills, a primary focus of the module will be acquiring the competence to work with various African cultural conflict resolution and transformation methods. Case studies at the local, regional, national, and international levels will be used throughout to understand the complexity; the ways in which (and how) conflict dynamics emerges and interacts with social, political, economic, environmental, and other factors.

4.3.7 Module PESS 607: Identity, Culture and Conflict

Ethiopia is a country of multicultural and multilingual society. The differences are likely to provoke conflicts between different ethnic groups due to differing factors such as, resource competition, identity, culture, etc. Thus, the conceptualization of identity, culture, and perceptions will be discussed to formulate patterns of conflict and understand preventive measures. The module will discuss the forms and types of identity, the functions of identity in conflict, the functions of identity in peace building, the role of culture in conflict, and the effects of culture in conflict management. Case studies of ethnic, religious, clan, and other related conflicts in Ethiopia and the rest of Africa will be explored.

4.3.8 Module PESS 608: Gender, Peace and Security

Although the issue of gender is contentious due to the multi-lingual and multi-cultural nature of Africa in general and Ethiopia in particular, the definitions or translations of such terminology often tend to imply only about women or

sex related issues regardless of the language used to explain. The notion of gender, therefore, misrepresents the real focus; it is above and beyond women and women's concerns. This module is concerned with the way in which how gender, peace building, and conflict transformation intersect. Gender is recognized as a key cross-cutting concern for peace and security in most African regions. In many countries, the extent of gender-based violence during conflicts and its persistence during ostensible periods of peace has forced the issue of gender and security into policy formulation and research on peace and security. This module will highlight gender-based violence, gender inequities, and the role of women in governance and/or post-conflict reconstruction, and peace-building to critically engage students in and explain and understand the issue.

4.3.9 Module PESS 710: Thesis

The thesis must be comprised of original work, independently performed, or it may be a comprehensive, in-depth survey of a topic agreed to by the student's advisor. It should be no longer than 20,000 words (maximum of 100 pages).

Table 1: List of Modules by Semester

First semester

Number	Module Title	Former Credit Hours	Number of Modules	Number of ECTS	Number of Hours
Pedagogy	Pedagogy Module	3	1	7	180
PESS 601	Theories of Peace and Security	4	1	9	210
PESS 605	Research Methods in Peace and Security Studies	3	1	7	210
PESS 603	Human Rights and Security	3	1	7	175
PESS 607	Identity, Culture and Conflict	3	1	7	175

Second semester

PESS 604	Security Sector Governance and Development in Africa	3	1	7	175
PESS 602	Peace and Sustainable Development in the Horn of Africa	3	0.66	7	175
PESS 606	Practice of Conflict Management and Transformation	3	1	7	210
PESS 608	Gender, Peace and Security	2	0.66	4.6	116
PESS 610	Thesis (Third Semester)	6	2	14	420
	Total	33	10.32	76.6	2046

As per the AAU directives, the Pedagogy Module will be 10 % of teaching learning time/load, Research Methods module (PESS 605) will be 10%, General Subject Area modules (PESS 601, 607 and 608) would be about 25 %, Specialization area modules (PESS 602, 603, 604 and 606) would be about 40% and the thesis (PESS 610) would be 15%.

4.4 Teaching-Learning Strategies

Learning experiences can be defined as the interaction between the students and the environment (social and physical). It is also advantageous to envisage the integrated development of the three taxonomies of objectives – cognitive, psychomotor and affective. It is envisaged that interactive study (lecture, discussion of major topics, etc... will take 40% of the learning time (workload), independent learning would take 40% and collaborative learning would take 20% of the required workload of the students. Efforts will be made to cover about two modules in eight weeks time.

The following section deals with the broad methodologies of teaching. Specific methods or mix of methods will be determined on a course by course basis and by the instructor of the course:

- **Lecture/Presentation** - Instructors are to provide inputs to facilitate students' independent works and presentation of their works in the classroom to share ideas and for the purpose of immediate feedback from the participants.
- **Debate** - Students will discuss on the different peace and security issues, and provide possible solutions to social problems by taking positions and develop valid justifications for their proposed ideas. This is to enhance the ability to generate ideas to local problems.
- **Group work** - Peace and security issues require human interaction. The process of preventing, managing and resolving conflicts involve more than one person and follows a sort of "give and take" principle. Thus, group work is one of the possible strategies to develop tolerance and human interaction skills.
- **Field trip and reporting** - This methodology will be helpful to develop observation skills, identifying and analyzing local issues related to peace and security issues, applying theoretical knowledge in to practice and practicing local solutions to local problems.

- **Case Studies** - peace and security studies require the ability of practicing on miniature situations of the areas of work after graduation. Because it will give students the opportunity to exercise and develop the know-how, skill and feeling towards the issues of peace and security.
- **Problem-solving** - The idea of problem solving includes at least five elements: identification of the problem, hypothesizing, data collection, data analysis and drawing conclusions. Thus, problem solving methodology will be employed to allow students practice how to solve actual and potential problems in the society.

4.5 Evaluation Strategies

Evaluation is a collection and interpretation of data to make a value judgment about the worth of learning in the area. It requires at least two things:

- (1) Information about the status; and
- (2) Identification of criteria with which to compare the results.

Thus, the following techniques will be used as some of the possible ways of assessing students' learning. These are:

- student independent work
- teacher's observation of presentations, written assignments, etc and feedback of the instructor on students' activities
- tests
- examinations
- assignments (individual and group)
- project works
- research reports
- reviews of relevant documents
- Presentations and so on.

4.6 Graduation Requirements

The candidate is expected to complete the modules successfully (with a minimum CGPA of 3.00) before proceeding to fully writing up the thesis. The thesis is evaluated by a board of examiners on which the candidate sits for oral examination. The candidate is entitled to graduate if and only if the thesis is graded pass/satisfactory or above.

4.7 Degree Nomenclature

The degree is known as **Master of Arts Degree in Peace and Security Studies**.

4.8 Quality Assurance

The IPSS would continue to maintain its quality. The following are some of the techniques to be used:

- Conduct periodic assessment of its programme involving graduates, employers, students, teachers and other stakeholders and hold workshops;
- Assess the performance of the students using the quality of theses, examinations and the competence of the teachers;
- Use the feedback of teachers from other universities in and outside Ethiopia.

4.9 Rules and Regulations

The rules and regulations of the AAU-School of Graduate Studies and the AAU Legislation will apply on issues related to grading, grievances, code of conduct etc.

Appendix A

MA thesis grading descriptors and brief explanations

Guidelines on the Format of Thesis

(Draft)

I. Introduction

Students of the IPSS are required to write an MA thesis as a partial fulfillment of the requirements for a Master's Degree in Peace and Security Studies. After the completion of all the course work (in the first year), students select topics for their theses, in consultation with their respective supervisors. The topic and then the thesis proposal of each candidate are approved by the IPSS Graduate Committee (equivalent to Academic Commission in other Colleges). Once the proposal is approved, the students work with their respective supervisors (advisors) till the end of defense and submission of the final theses.

These Guidelines are to assist the students (and the supervisors) on the formats, procedures, and rules to use in the preparation (writing), submission, and defense of the thesis. The Guidelines are based on the AAU Senate Legislation (2007), memos by the School of Graduate Studies, and scientific report writing practices. We trust that the Guidelines will be helpful in your efforts to produce an excellent piece of professional work.

II. Typing Considerations

1. The thesis must be typed on A4 size paper (on one side).
2. The type must be 1.5 spaces and printed in 12 font size.
3. There must be margin of 3.5 cm on the left hand side of the page to allow for binding, and a margin of 1.5 cm on the right hand side and 2.5 cm at the top and bottom of the page.
4. Pages should be numbered consecutively and the number should appear just below the center of the lower margin.

5. The thesis must be a maximum of 100 pages, including the preliminary pages (title, abstract, table of contents, acknowledgements, etc) and annex/ appendix.
6. Decorations, such as flowers or stars are not allowed on the cover, title or other pages if they are not parts of the theses.

III. Organization of the Thesis

Though minor modifications are acceptable (if approved by the supervisor and then the Examining Board), the following format is to be used:

A. Preliminaries:

1. Cover page
2. Title page
3. Approval sheet for the Board of Examiners to sign
4. Acknowledgements
5. Table of Contents
6. List of Tables (If any)
7. List of Figures or Maps (If any)
8. List of Annexes/ Appendices (If any)
9. Abstract

B. Text of the Thesis

1. Introduction/Background
2. Literature Review
3. Method
4. Findings/Results
5. Discussion
6. Summary, Conclusions and Recommendations
7. References
8. Annex/ Appendices (If any)
9. Signed Declaration Sheet.

IV. Brief Comments on the Elements of a Thesis

i) Cover Page

The Title of the thesis should be in capital letters. The student's/candidate's name appears below. Note that titles summarize the main idea of the paper.

ii) Title Page

Towards the top, write Addis Ababa University, School of Graduate Studies, and Institute for Peace and Security Studies (three separate lines). Then write the title of the Thesis in Capitals (all) and your full name. Then write the following "A thesis submitted to the School of Graduate Studies of Addis Ababa University in partial fulfillment of the requirements for the Degree of Maser of Arts in Peace and Security Studies". The whole page should be symmetrically arranged. Write the month and the year of theses submission at the bottom.

iii) Acknowledgements

Give credit to individuals and organizations that made significant contributions to the thesis work. These may include your respondents/ subjects, supervisors, funders, experts who assisted you with data analysis, etc. Acknowledgements should not be more than a page.

iv) Table of Contents

Table of contents tells the reader about the organization of the thesis and on what page a section starts. List the major headings and sub headings. If not too long, third level headings (sub - sub - headings) are also acceptable.

v). Abstract

The abstract should summarize the overall contents of the thesis. It should be brief, informative and perhaps a good "summary" of the whole report. It should be readable/understandable, well organized and self-contained.

The abstract should be about 300 words. Key words/descriptors of about five should be given following (below) the Abstract.

V. Main Body of the Thesis

Usually, the main body of the thesis consists: Introduction, Review of Related Literature, the Method, Findings/Results, Discussion and Conclusions (as indicated in III. B above, mainly #1 to #7). It would be cumbersome to discuss what each chapter (section) contains or includes. Perhaps this is discussed in the Research Methods course (PESS 605). As reminders and for quick reference, brief remarks are in order on the main elements of each section/chapter.

i. Introduction/Background

This chapter usually includes the problem (subject, issue, topic) of interest and tells why the study was done, the magnitude of the problem, gaps to be filled, the objectives of the study and the organization of the thesis. Review of the literature should be very much limited in this section. Sometimes, the research questions, hypotheses (if any), operational definition of terms and the limitation of the study are also stated. This often happens when the Literature Review is part of the Introduction or first chapter.

ii. Literature Review

This chapter is where you present the history and findings of earlier works (books, journal articles, manuscripts, etc.). Citation of and giving due credit to relevant researchers is part of a scientific and professional work. Avoid non-essential details and emphasize pertinent findings, relevant methodological issues, and major conclusions. Demonstrate the logical continuity between previous works and your work, and indicate the gaps to be filled. Keep in mind that Review of Related Literature describes the theoretical perspectives and critically summarizes previous findings related to your research problem.

If you do not have an Introduction chapter separately, you should state the rationale for your study, research questions, and hypotheses at the end of Literature Review Chapter. Thematically organized subsections are very common under Literature Review Chapter.

iii. The Method

The Method Chapter describes in detail, how the study was conducted. Say a few words about the design (descriptive, correlational, experimental, etc.), the population, the participants (subjects), how they were selected, what you did to them (procedure), and the apparatus (tools) used. It is important that you are very clear with the method used.

iv. Results /Findings

This chapter should present the data collected and the analysis made. Briefly state the main findings and then mention all relevant results/ observations, including those that run counter to your hypotheses or expectations. Use tables and figures when needed and label them clearly. Note that tables and figures must have numbers and titles. The title must be precise and reflective of the contents in the table or of the figure. Actual reporting and interpretation of the data by organizing the results around your research questions, objectives or sub-themes would be helpful.

v. Discussion

In this chapter, you interpret the implications of your findings with respect to your original questions/hypotheses. Similarities and differences between your results and the works of others should be pointed out. You are free to examine, interpret and quality the results as well as to draw inferences from them. Avoid polemics, triviality and weak comparisons. You may remark on certain shortcomings of the study. You can make some speculations and practical or theoretical implications of your study. Note that, when the thesis or manuscript is short, the Discussion Chapter can be combined with the Findings Chapter.

vi. Conclusions and Recommendations

Conclusion, involves bringing closure to the interpretation of the data. All loose threads should be gathered together and what has been accomplished should be indicated. Support the conclusions by data (of your own and from the literature). Indicate if the hypotheses are supported, research questions are answered, etc. Finally, it would be helpful to the readers, researchers, policy/decision makers if you make some recommendations (at least for further study).

vii. References

References must be chosen judiciously and be cited accurately. Support your serious statements and assertions by citing some credible works. All citations in the text (body of the thesis) must appear in the reference list, and all references must be cited in the text. IPSS does not accept Bibliography (list of related or relevant materials). Unless they are classic works, more recent publications are preferred over the older/dated works. Be careful of using too many internet sources-be sure of their credibility.

Students are advised to use the American Psychological Association's (APA) Publications Manual style. A sample references' writing style follows:

- A. Author's Name, year of publication, title of article, title of the periodical/journal, volume, number, and pages.
- B. Author's Name, year of publication, title of the book, location/town, and publisher.
- C. Author's Name, year of publication, title of chapter In Editor's name, Eds., Title of the Book/Proceedings, pages, location/city, and publisher.
- D. The Author's Name, year of defence, title of the thesis or dissertation, unpublished doctoral dissertation/master's thesis/, Addis Ababa University, Addis Ababa.
- E. The Author's Name, date, title of article, name of periodical (on-line), XX: Available: Specify path.
- F. Author's Name, date, title of full work (on-line). Available: specify path.
- G. Interviewee's Name, (Personal or telephone interview), place, month and year. Commas, underlining/italics, pages, brackets, etc. are important and we should use the standard format (APA style). Note that references are listed alphabetically by authors. Ethiopian authors should be listed by their first names. Avoid titles such as Ato, Dr., and W/o in citations and references.

VI. Appendix

Appendices usually include data related to the study, but not significant enough to put them in the text, or too detailed data. Very long tables, original research instruments of interest to some readers are usually appended (e.g., a questionnaire, a focus group discussion guide, pictures).

VI. Signed Declaration

The last page of the thesis must contain a signed declaration by the candidate with the following statement. "This thesis is my original work and has not been presented for a degree in any other University, and that all sources of material used for the thesis have been duly acknowledged." A signature of confirmation by the supervisor is also added on the same page.

VIII. Submission of Copies

- A. Four copies of the thesis are submitted to the IPSS Director's Office, one month before the defence week.
- B. Five copies of the final thesis are submitted to the IPSS Director's Office, one week after the defence, together with a confirmation letter from the supervisor that final changes (if any) have been made according to the requirements of the thesis Examining Board.

IX. Thesis Examination and Grading

A thesis exam (defence) session is conducted by an Examining Board consisting of at least the supervisor and an examiner (internal or external). Efforts will be made to have an external & internal examiners and the supervisor as the board members. Each examiner, independently, scores the thesis (out of 75 points) and the oral defence (out of 25 points). The average score determines the mark the candidate receives. The thesis defence will last for an hour.

The Board of Examiners is expected to use the following marking scheme:

- v) **Excellent (85% and above):** a thesis rated as "Excellent" ought to be an original contribution to knowledge. It either is a breakthrough or a novel

and perceptive reassessment of a familiar question. It should be exemplary in the selection of problems, processing of data and the persuasive manner conclusions are drawn.

- vi) **Very good (75-84%):** a thesis rated as “Very good” should demonstrate a mature and sustained critical engagement with theoretical and practical context of the work. The work should reflect clear understanding of the issues and high familiarity with the literature in the area. The thesis ought to be well organized, written and proofread (only few errors are tolerated).
- vii) **Good (65-74%):** a thesis rated as “Good” need not be a contribution of knowledge, but should show sound judgment, clarity of thought and presentation, and some creativity. The thesis ought to be well organized, written and proofread.
- viii) **Satisfactory (50-64%):** To obtain a “Satisfactory/Pass” mark, the thesis has to demonstrate some understanding of debates and issues appropriate to the area of study. It may be weak in selection of the problem, manner of presentation, research design and analysis, or interpretation and conclusion. A pass student should be able to offer limited critical reflections when provoked.
- ix) **Fail (<50%):** there is no reason why a student should automatically pass just because he/she has written a thesis. A thesis is rated as fail if there is deficient understanding of the subject discussed, poor presentation, and insufficient familiarity with the relevant literature.

Following/using this principle, quantitative grading can be done as follows:

- a) Content of the thesis: 75%
 - Problem formulation and methodology - 30%
 - Data presentation and interpretation - 25%
 - Literature Review - 15%
 - Format and overall organization- 5%
- b) Defence: 25%
 - Presentation - 10%
 - Response to questions - 15%

X. Miscellaneous Issues

1. During the defence session, 20 minutes will be for the candidate's presentation and 40 minutes for comments, questions and responses. If the need arises, 15 minutes can be added by the Board of Examiners, for the specific session.
2. Plagiarism is unethical and illegal. It is not only directly copying of textual materials, without acknowledgment, but is also using of others' ideas or findings without acknowledgements. An "F" grade will be awarded to plagiarized thesis and the candidate will be dismissed from the IPSS Program/the University.
3. These Guidelines will be effective starting from June, 2009.
4. The IPSS will modify the guidelines when the need arises and/or to put it in line with University wide procedures, rules and regulations.

Appendix B

Thesis and Defence Evaluation Form

Candidate's Name _____

Thesis Topic: _____

PAPER (Out of 75%)

Score

1. Clearly Stating the Research Problem (10%) _____
2. Literature Review (10%) _____
3. Originality 15 _____
4. Methodology (10%) _____
5. Analysis and Findings section (15%) _____
6. Discussion & Conclusion (10%) _____
7. Format & Overall Organization (5%) _____

B. ORAL PRESENTATION & DEFENSE (25%)

Score

1. Presentation (10%) _____
2. Response to Questions (15%) _____

Sub Total

Grand Total

Examiner's Name & Signature _____ Date _____

GRADING SCALE

85 and above	Excellent (A)
75-84%	Very Good (B)
65-74%	Good(C)
50-64%	Satisfactory (D)
Below 50%	Fail (F)

Time Allowed: 20 Minutes Presentation; 40 Minutes Discussion.

Appendix C

Thesis Topic Submission Form

IPSS graduate students are expected to identify topics of interest for their respective MA thesis in their first year of graduate studies. Please complete this form before June and submit it to the Director's Office. This will help the DGC and the Director at least in the identification of these supervisors/advisors.

Name(print)_____

Tentative topic/ title_____

3. Briefly describe what the problem/issue is:

4. Objectives of the study (write only up to four objectives).

a _____

b _____

c _____

d _____

5. Main research questions (write only up to four questions)

a _____

b _____

c _____

d _____

6. Planned research method and techniques of the study:

7. Population, sampling procedure and study site(s):

8. Have you identified at least a couple of references?

Yes _____ No _____

9. Please list names of two or three supervisors whom you would like to work with.

a. _____

b. _____

c. _____

10. Signature _____ Date _____

IPSS



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