MA in Peace and Conflict Studies

IPCS Handbook
2018
1. Introduction

1.1 IPCS History

The Institute for Peace and Conflict Studies (IPCS) formerly referred to as the Institute for Conflict Resolution and Peacebuilding (ICRPB), was founded in February 2008 in response to the long-recognized call for a multidisciplinary approach to understand and address, in depth, the conflict and violence that has engulfed many parts in the Horn of Africa. The Institute, which is the only and the first Institute of its kind in the Somali-speaking region in the Horn of Africa, engages in teaching and research in the areas of peace and conflict studies.

The IPCS, which is a higher learning institution and operates within the institutional framework of the University of Hargeisa, has a duty to provide interested scholars, institute members and students with the opportunity to engage in intensive study and research on Somaliland and Somali-inhabited regions in the Horn of Africa, on an interdisciplinary basis.

Within the context of this broad mission, the Institute envisages three interrelated divisions of its work: academic teaching, research, and outreach and development. Outreach activities take place both at a local and community level, in order to enhance the impact of the IPCS on stability at home; as well as at a regional and international level, so as to support the creation of extensive collaboration and mutual learning networks for peace and conflict research with the world’s leading universities.
1.2 IPCS Vision

The Institute strives to become a leading institution for higher learning and research in the areas of peace and conflict studies in the Horn of Africa.

1.3 IPCS Mission

The IPCS mission is to enhance the essence of peace and conflict studies through quality teaching, research and advocacy, and to disseminate knowledge in Somaliland and to the wider Horn African region.

1.4 IPCS Strategic Objectives

The IPCS has three overarching goals as part of its strategic intent, each of which advances one or more of the Institute’s wider goals:

1. To enhance the IPCS so as to strengthen its recognition and role as a regional center of excellence in teaching, peace and conflict research, and as an advocate for sustainable peace.

2. To diffuse knowledge and enhance graduate education in peace, peace research and conflict transformation.

3. To conduct new and continuing peace and conflict research that serves to generate knowledge inputs for the processes of education, political debates and analysis, and in the policymaking.

1.5 IPCS Core Principles

1. Respect for academic freedom, guided by discipline and determination.

2. Belief in justice and fairness for all to avoid conflict and violence.

3. Adherence to institutional ethics and integrity.

4. Belief in growth and optimism, guided by innovation and excellence.
2. **IPCS Programs**

2.1 **Education**

Since 2008, the one-year postgraduate diploma in peace and conflict studies as a foundation program of IPCS has been attracting considerable interest across wide-sectors of the community. Currently, the IPCS offers a full master’s program designed to address the growing demand in the region to understand and investigate peace and conflict related issues. The MA is a two-year long program, including a dissertation component. The program incorporates theories, methods, and other contemporary issues in the field of peace and conflict, including; conflict analysis and its transformation, governance, security, research ethics, etc.

The teaching program of the Institute aims to develop a deeper understanding of the rich indigenous knowledge about peace and state building and conflict resolution in Somaliland, to enhance empirically grounded research in peace and conflict studies, to build the capacities of specialists in peace and conflict related issues for growing domestic and global organizations, and to nurture local expertise in theoretical and practical dimensions of peace and conflict studies.

2.1.1 **Purpose of the program**

The major objective of the program is to produce experts capable of managing the peace and stability of Somaliland, develop viable institutions; make policies that vanguard the development processes in the future.

The specific objectives are:

» To produce graduates with solid knowledge and research skills in the areas of peace and conflict studies;

» To teach the indigenous conflict resolution mechanisms while complementing this local knowledge with modern conflict resolution methodologies;
» To research and document indigenous methods for conflict resolution and transformation, and social reconciliation in Somaliland;
» To enhance public understanding of peace and conflict prevention and management through organization of public lectures, seminars, workshops, panel discussions and publications;
» To promote a culture of peace and tolerance, not as a moral principle, but also as a way of life;
» To disseminate and expand the knowledge and structural framework of peacebuilding in Somaliland through strengthening its partnership with the Government of Somaliland, non-state actors, and local communities.

2.1.2 Admission requirements

In addition to the requirements of the School of Graduate Studies of the University of Hargeisa, admission to the Master’s Program in Peace and Conflict Studies shall be open to those applicants who:

» Has a minimum Bachelor degree in one of the disciplines related to social sciences (e.g. international relations, international law, history, geography, sociology and social anthropology, philosophy, journalism and mass communication, and social work).
» Must have a cumulative grade point average of at least 2.75 in his/her major field of study.
» The candidate must have two letters of recommendation from academic staff and at least one from the institution where the applicant is employed.
» Must pass the University Placement Test.
» Meet the School of Graduate Studies admission requirements.
» Meeting the minimum requirements of the Graduate program does not guarantee admission into your desired degree program.

2.1.3 Duration of the study

The program, which is student-centered is 18 month full-time study organized in two phases: a coursework phase that comprises of interactive teaching and learning (40%), self-learning (40%) and collaborative learning (20%). The coursework is done in the first year and is followed by a thesis work planned for 9 months.
2.1.4 Attendance requirements

The student is required to attend at least 75% of the teaching classes and assessments. Any student who does not attend may have their studies terminated. The Institute is required to notify the Student Affairs Office and the Office of the Academic and Research Vice President about periods of absence or unsatisfactory attendance. Attendance requirements are formally defined in the rules and regulations available at the University.

2.1.5 Graduation requirements

In accordance with the graduation requirements of the Graduate School, graduation with a Master of Arts in Peace and Conflict Studies requires:

◊ Successful completion of a minimum of 24 credit hours of coursework and six credit hours of thesis work;
◊ Minimum CGPA of 3.00 for course work and a minimum grade of ‘satisfactory’ of thesis work,
◊ Not more than one C and cumulative CGPA in each semester should be 3, and;
◊ To satisfy other university wide requirements.

2.1.6 Degree Nomenclature

Students who have successfully completed the coursework with a minimum letter grade of B (CGPA of 3.00), successfully and publicly defended their thesis, and gained approval from the Board of Examiners, will be awarded the degree of Master of Arts in Peace and Conflict Studies.
2.1.7 Modules Profile

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS 601</td>
<td>Theories of Peace and Conflict</td>
<td>3</td>
</tr>
<tr>
<td>PCS 602</td>
<td>Research Methods in Peace and Conflict Studies</td>
<td>3</td>
</tr>
<tr>
<td>PCS 603</td>
<td>Peace, Conflict and Development in the Horn of Africa</td>
<td>3</td>
</tr>
<tr>
<td>PCS 604</td>
<td>Conflict Analysis and Transformation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Second Semester, First Year</strong></td>
<td></td>
</tr>
<tr>
<td>PCS 611</td>
<td>Media, Peace and Conflict</td>
<td>3</td>
</tr>
<tr>
<td>PCS 612</td>
<td>Contemporary Global Peace and Conflict Issues</td>
<td>3</td>
</tr>
<tr>
<td>PCS 613</td>
<td>Peace, Conflict and Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>PCS 614</td>
<td>Security, Governance and Development in Africa</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>First &amp; Second Semesters, Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>PCS 621</td>
<td>MA Thesis</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

2.1.8 Modules Description

PCS 601: Theories of Peace and Conflict

The crucial challenge confronting humanity in the globalized world of the 21st century is to create conditions for a transition from the prevailing culture of war and widespread violence to a necessary culture of peace and non-violence. This is particularly true for Africa, the Middle East region and other regions in the global South. The causes of conflict, war and the building and maintenance of peace are complex and understudied subjects. This module, theory of peace and conflict is one of the major courses for the Master of Arts program in peace and conflict studies at the Institute for Peace and Conflict Studies at the University of Hargeisa. This module provides students with the analytical skills needed to understand and examine how conflicts develop and escalate, to identify factors that can lead to or sustain violence, and to map root causes of conflict (e.g., human rights violations, needs deprivation, cultural and religious differences, inequality, resource misuse and environmental degradation) at interpersonal, intergroup, and international levels. The module introduc-
PC 602: Research Methods in Peace and Conflict Studies

The main objective of this module is to explore the philosophical and methodological approaches to social science research in general and peace and conflict studies in particular. This module will provide an opportunity for students to establish or advance their understanding of research through a critical exploration of research language, ethical principles, challenges and approaches. The module introduces the elements of the research process within quantitative, qualitative, and mixed methods approaches. Students will use these theoretical underpinnings to begin to critically review the literature relevant to peace and conflict studies and determine how research findings are useful in informing their understanding of their environment (work, social, local, global). This module essentially will build on the philosophy 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 on developing the students’ theoretical knowledge and applied skills in conducting both qualitative and quantitative researches as well as mixed in peace and conflict areas.

PC 603: Peace, Conflict and Development in the Horn of Africa

The module examines the relationship between conflict, peace and 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 in the Horn of Africa are closely related to the question of development. Examples of current trends of peace and conflict, such as disputes over undemarcated borders, challenges of democratization, the question of identity or ethnic and communal tensions, disputes over the use and development of international water resources, tensions over the land claims, 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 are discussed. The module also addresses the question of how peace in the region contributes to the 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 conflict, development and the peace process in the Horn of Africa, including: the environmental scarcities, cultural and ethnic clashes, geographic fortunes, and conflict transformation.

PCS 604: Conflict Analysis and Transformation

The module focuses on two important concepts in peace studies, namely conflict analysis and transformation. In the area of conflict analysis, the module examines theoretical and practical frameworks for understanding conflict, with particular attention to structures and dynamics inhibiting peace. In the second part relating to conflict transformation, the module explores the theoretical and practical foundations of various approaches to working with conflict to advance positive goals such as social equity and reconciliation. By so doing, the module will achieve two principal objectives, namely to provide students with some of the analytical skills needed to understand how conflicts develop and escalate, identify factors that can lead to or sustain violence, and to map root causes of conflict (e.g., human rights violations, needs deprivation, cultural and religious differences, inequality, resource misuse and environmental degradation) at interpersonal, intergroup, and international levels. And also enhance students’ skills in conflict resolution methods and practices (facilitation, negotiation, mediation, arbitration, adjudication) as well as to the principles of restorative justice and the dynamics of collective peacebuilding practice respectively.

PCS 611: Media, Peace, and Conflict

Issues of peace and conflict take the central place in international relations. It is the recorded past, that those large civilizations were destroyed by wars and remained the worst history of humans. Conflict eroded hu-
man friendly relations and destroyed citizens’ rights to peace and made the human life nasty. Media as a political institution in society play an immense role in contributing to processes of conflict prevention and peacemaking and building. Journalists play pivotal roles in building peace and there is nothing more valuable than living in peace for the citizens. It is primarily important to live peacefully rather than saying rest in peace at the grave-side of a citizen died in conflict. Hence, this module is designed for students to enable them know the nexus between media, peace and conflict and play dual role as a journalist and as a citizen. Emphasis is placed on the intersection of theory and practice, that is, on media analysis and media production, and special attention is paid to debates around its role or contribution in the flaring up or resolving conflict. The module further discusses the specific theoretical areas of research, such as media effects, conflict transformation, what constitutes “peace media,” and how media communication may help in the process of conflict transformation and outlines a set of approaches that can be useful in preventing violence.

PCS 612: Contemporary Global Peace and Conflict Issues

Contemporary global issues in peace and conflict are numerous, multifaceted and multidimensional. This module explores and introduces students to various issues of global concerns facing the world today, such as climate change, environmental degradation and desertification, conflicts on scarce resources and allocation, terrorism, piracy, the arms race and nuclear proliferation, poverty, inequality and gender, etc. All these issues in one way or another have political, economic and social dimensions that confront contemporary humanity. The major objective of this module is to encourage critical thinking about many of the political, social, economic, and security issues that face us as both Somaliland and African citizens and as members of the international community.

PCS 613: Peace, Conflict and Human Rights

This module explores the increasingly relevant intersection of international human rights and conflict. It introduces students to many of the ethical and operational issues that policymakers, diplomats, human rights and human-
itarian aid workers, soldiers, peacekeepers and civilian police face in responding to today’s conflicts. In so doing, the module introduces students to a broad range of issues, concepts, and approaches integral to the study of human rights and conflict. The module provides an introduction to basic human rights philosophy, principles, instruments and institutions, and also an overview of current issues and debates in the field with focus on the nexus between human rights, conflict and peace. The module explores human rights as a cause or consequence of violent conflict; holding governments, organizations or individuals responsible for violations; peace negotiations and human rights advocacy; the truth vs. justice debate in truth commissions and war crimes trials; civil society as human rights safeguard; human rights implications of the war on terrorism; and the human rights of refugees and displaced people.

PCS 614: Security, Governance and Development in Africa

The challenges posed by civil wars, genocides, famines and other humanitarian crises show that security and development are closely linked today. Successful development and conflict resolution require the provision of security. Conversely, lack of development can breed insecurity and violence. The course which is interdisciplinary also examines the complex framework of politics of governance to understand the actors, and processes that make/form public policy. This module explores the conceptual, historical and policy issues surrounding security, governance and development in Africa in the global context and how these manifest themselves in the wider context of contemporary warfare and international security. Security, governance, and development are inextricably linked, yet all too often both academics and policy-makers address them separately.
2.1.9 Teaching staff

The Institute has full time qualified teaching staff as well as visiting professors from different institutions specialized in the areas of peace and conflict studies, international relations, political science, international law and media and mass communications. These professors and senior teaching staff of the Institute include:

1. Professor Samuel Kale Ewusi
   * PhD in peace studies and international relations, North-West University, South Africa
   * MA in international relations, Maiduguri, Nigeria
   * MA in political economy, Maiduguri, Nigeria
   * Academic rank: professor
   * Hosting Institution: United Nations-University for Peace, Costa Rica

2. Abdiwasa Abdilahi Bade
   * PhD in political science, Addis Ababa University, Ethiopia
   * MA in international relations, Addis Ababa University, Ethiopia
   * MA in international law, University of Amsterdam, The Netherlands
   * Academic rank: assistant professor
   * Hosting Institution: Addis Ababa University, Ethiopia

3. Kingsley L. Ngange
   * PhD in mass communications, University of Buea, Cameroon
   * MA in Language and Culture in Europe, Linköping University, Sweden
   * Academic rank: senior lecturer
   * Hosting Institution: University of Buea, Cameroon

4. Samuel Andreas
   * PhD in African studies and history, University of Basel, Switzerland
   * MA in international political economy and development, Erasmus University of Rotterdam, The Hague, The Netherlands
   * MA in African studies, Leiden University, The Netherlands
   * Academic rank: senior lecturer
   * Hosting Institution: International Institute of Social History, The Netherlands
5. Abdilahi Mohamed Odowa
* PhD candidate in peace, governance and development, United Nations-University for Peace, Costa Rica
* MA in national resources and peace, United Nations-University for Peace, Costa Rica
* MA in Peacebuilding, Coventry University, UK
* Academic rank: senior lecturer
* Hosting Institution: Institute for Peace and Conflict Studies, Somaliland

6. Nasir Mohamed Ali
* PhD candidate in peace, governance and development, United Nations-University for Peace, Costa Rica
* MA in international relations, Addis Ababa University, Ethiopia
* MA in African studies, Addis Ababa University, Ethiopia
* Academic rank: senior lecturer
* Hosting Institution: Institute for Peace and Conflict Studies, Somaliland

7. Mohamoud Abdi Sheikh Ahmed
* PhD candidate in education, Atlantic International University, USA
* MA in conflict resolution, University of Bradford, UK

8. Kedir Jemal
* PhD in agricultural economics, Haramaya University, Ethiopia
* MSc in economic policy analysis, Addis Ababa University, Ethiopia
* Academic rank: senior lecturer
* Hosting Institution: Institute for Peace and Conflict Studies, Somaliland

9. Kevin Kester
* PhD in education, conflict and peacebuilding, University of Cambridge, UK
* MA in education and international development, University of Toronto, Canada
* MA in peace and conflict studies, United Nations-University for Peace, Costa Rica
* Academic rank: assistant professor
* Hosting Institution: Woosong University, South Korea

* Postgraduate diploma in international development studies, University of Oslo, Norway
* Academic rank: senior lecturer
* Hosting Institution: Institute for Peace and Conflict Studies, Somaliland
2.2 Research

The University of Hargeisa aspires to be a leading and renowned research university in Somaliland. In line with this vision and mission, the Institute is dedicated to the production and dissemination of knowledge about Somaliland’s peace building and conflict prevention processes, through the promotion of research and outreach activities to the widest possible freedom of inquiry. The Institute not only addresses issues that are specific to Somaliland, but also has a vision to investigate and further understand the pressing issues that have a common impact on the human and state securities in the wider region. These include: peace, conflict, security, development, political violence, violent extremism, inter-clan strife, governance and democracy in post-conflict settings, peace education, migration, media and conflict, and climate change.

Research activities take place both at a national and a regional level, in order to enhance the impact of the IPCS on stability at home; as well as at a regional and international level, so as to support the creation of extensive collaboration and mutual learning networks for peace and conflict research with the world’s leading universities and research institutions.

2.3 Outreach and Development

The outreach and development platform serve as a vehicle for social change through short-term training and workshops on issues related to Somaliland, the wider region, and beyond. This division is particularly responsible for: offering short-term training and refreshing courses to the Somaliland public at large.

The Institute has a knowledge dissemination platform, the IPCS Public Seminar Series, a regular platform that mainly invites the elites and intellectuals to critically discuss the pressing issues that have an impact on the society at large. This is particularly responsible for:

- Organizing workshops or seminars on issues related to Somaliland, and other imperative regional issues as well,
- Creating forums for Somaliland intellectuals and opinion leaders to get across their views and thoughts on past, present and future directions for Somaliland to a much wider audience,
- Soliciting linkages and networking with civil organizations within Somaliland, the Horn African region and beyond.
2.4 Resource Center

The IPCS Resource Center is established to enhance the capacity of the Institute and attract both local and international researchers and serve as a hub of Somaliland peace and reconciliation archives. The Resource Center aspires to be a leading, reputable and respected Resource Center in Somaliland that documents the indigenous methods of conflict resolution and transformation after the House of Elders. This Center helps those wanting to conduct quality research on peace and social stability of Somaliland, thus, understand how Somaliland was built from the rubble and ruins of the state collapse.

The Institute is designed to take visitors to the first step in exploring the numerous opportunities available at the Center, thus help the Institute to expand its influence in the wider region – the Horn of Africa. Surely this is one of the most fascinating collections in the Somaliland history to build the knowledge and capacity of the students enrolling in the peace and conflict program to spread the ideas to the way the Elders of this nation light from one candle of peace to another, which definitely help the international scholars and researchers as well.

3. Thesis Writing and Submission

Students are encouraged to think about their research topics as early as possible. The preparation and submission of the topic and the research proposal is required of all graduate students at the Institute. The ultimate success of a master’s thesis depends upon the preparation of a sound research topic and proposal. Special guideline is designed to assist Graduate students at the Institute to prepare and write their master’s thesis in an appropriate and scholarly style. The guideline deals with the major problems likely to be encountered when doing research from the very beginning to the end, including the most common issues relating to citations, paragraphing, and paraphrasing, etc.

The Academic Commission of the Institute will approve the topic and assign supervisors to all the students based on expertise and experience. The advisors will supervise the students throughout the research process: from the approval of the topic to completion of the thesis. Students are expected to respect the deadlines for submission announced by the Institute. Failure to submit theses works within the timeframe will result in delay of graduation time for the student concerned. Students should contact the Program Coordinator at the Institute for further information regarding the submission of thesis and the defense schedules.
This publication has been supported by Rift Valley Institute on behalf of the Somalia Stability Fund.