

ETHIOPIAN CIVIL SERVICE UNIVERSITY



INSTITUTE OF FEDERALISM AND LEGAL STUDIES (IFLS)

PROGRAMME HANDBOOK

MODULAR CURRICULUM

MA - FEDERALISM AND LOCAL GOVERNMENT STUDIES

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1 CURRICULUM TEAM

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2 PROGRAMME DESCRIPTION

2.1 GENERAL DATA

Abbreviation	MA-FLGS
Programme ECTS	120
Prerequisites & Requirements	To be admitted to this program, a candidate must: <ol style="list-style-type: none"> a. have first degree in Law, Economics, Political Science and International Relations, Sociology, Public Administration, Development Administration, Business Management, Development Management, History, and related disciplines in the social sciences (as will be decided by the institute) from a recognized higher education institution; b. be public servant; c. pass entrance examination of the institute; and d. submit sponsorship letter.
Profile	The program is a masters program
Degree	The degree offered is Master of Arts (MA) in Federalism and Local Government Studies (የአርት ማስትሬት ዲግሪ በፌዴራል.ዝምና አካባቢ. መንግሥት ጥናት)
Frequency of Offer	The programme starts every year (at the beginning of the Ethiopian academic calendar)
Prospective Employment Opportunities	Major employers are federal, regional and local governments (including city administrations). Graduates can apply for advising, expert, research and teaching positions in the field of specialization. They can also work as consultants in analyzing conflicts, challenges and prospects of federalism and decentralization.

2.2 DESCRIPTION

Ever since the introduction of the federal system in Ethiopia, there has been an increased demand for professionals qualified in the area of federalism at the federal, regional and local government levels and in the higher learning institutions. The due implementation of federalism in Ethiopia has been seriously hampered by a shortage of competent, skilled professionals to ensure the operation of federal institutions in the legislative, executive and judicial bodies at federal, regional and local government levels. This limitation has generated a high need for a masters program in federal studies. The establishment of this programme is further justified by the post 2001 development in state constitutional restructuring with a view to decentralizing power and resources from the regions to the *wereda*. The level of decentralization that has been pursued since then and the achievements and challenges encountered in terms of implementing such decentralization merit a careful investigation as such decentralization has serious impact on the local population in terms of improving their way of life, development and peace. Of late, there is also a significant development and interest in understanding emerging cities as autonomous units.

The MA program in federalism and local government studies is launched against this background covering a range of issues that are of relevance not only to the emerging multicultural federal practice in Ethiopia but also to Africa and other multicultural societies elsewhere. It promotes teaching and research in the fields of federal political philosophy, the history and theory of federalism, federal political systems, comparative federalism, federalism and human rights,

federalism as a conflict management tool, fiscal federalism, aspects of adjudicating federal disputes, federalism and intergovernmental relations, state constitutions, local government and good governance.

Accordingly, the overall objective of the program is to contribute to the discourse on federalism in general and strengthen the federal system of Ethiopia in particular by producing competent professionals at the federal, regional and local levels and conducting quality research and consultancy in the various fields of federalism.

In this light, the modules offered are the following:

Pre-Session Training			
	- Intranet Operating Skills		
	- Term Paper Writing Skills		(0.6ECTS for instructor workload purpose)
Programme Modules			
Code	Title	ECTS	Category
Year I Semester I			
MPM5024	Ethiopian Public Administration, Governance and Ethics	7	Common
IFLS6013	Gender, Law and Development	6	Cluster
FLGS6021	Comparative Federalism	5	Core
FLGS6031	Comparative Survey of Constitutional Systems	7	Core
FLGS6041	Comparative Federal Political Systems	5	Core
Semester Total ECTS		30	
Year I Semester II			
FLGS6051	Federalism and Human Rights	7	Core
FLGS6061	Federalism, Diversity and the Management of Conflict in the Horn of Africa	7	Core
CPLG6071	State Constitutions, Local Government and Good Governance	9	Core
FLGS6081	Fiscal Federalism and the Management of Resources	7	Core
Semester Total ECTS		30	
Year II Semester I			
IFLS7013	Advanced Research Methodology and Writing Skills - General Overview of Research Methodology (2 ECTS) - Proposal Development (4 ECTS) - Research Design and Methodology (4 ECTS)	10	Cluster
FLGS7021	MA Thesis - Thesis Proposal Development (5 ECTS) - Thesis Research Phase I (5ECTS) - Literature and Legal Analysis (2.5 ECTS) - Data/Case Collecting and Reporting (2.5 ECTS)	30*	Core <u>Note:</u> M.A. Thesis is a module offered across the two semesters of Year II with 30 ECTS in total. It is assessed by end of the second semester of Year II.
Semester Total ECTS		40 - 30* = 10	
Year II Semester II			
FLGS7021	MA Thesis - Thesis Research Phase II (10ECTS) - Data/Case Interpretation and Analysis (5 ECTS) - Thesis Writing and Editing (5 ECTS) - Thesis Defense (10 ECTS)	30	Core
FLGS7031	Research Seminar	10	Core
Semester Total ECTS		40	
Program Total ECTS		110	

2.3 EXIT-LEVEL-OUTCOMES

After completing the program, the graduate is able to:

- Point out the philosophical, political and economic theories underlying federalism;
- Explain the relationship between federalism and ethnicity;
- Identify the strengths and weaknesses of federalism as a mechanism of nation and state building;
- Explain which societal and institutional factors determine the success of federalism;
- Implement knowledge of federalism to resolve inter-governmental problems at federal, regional and local levels of government;
- Recommend adjustments to the federal structure and processes towards realizing its economic and political objectives;
- Develop policy alternatives to federal, regional and local governments in order to overcome or remedy the challenges of federalism and decentralization in Ethiopia;
- Monitor the performance of major federal institutions in the implementation of the various dimensions of federalism, decentralization and good governance;
- Conduct research on various dimensions of federalism, decentralization and good governance; and
- Develop tools for building capacities of practitioners of federalism, decentralization and good governance at federal, regional and local government levels.

2.4 GRADUATION REQUIREMENT

Graduation under the programme is determined in accordance with the rules in university senate legislation.

2.5 STAKEHOLDERS

Individual Clients	The program is primarily designed for practitioners of federalism at federal, regional and local levels. It is, however, also open for those interested in pursuing high-level academic study on several aspects of federalism with a view to serving as policy analysts, advisors and consultants.
Institutional Clients	Major institutional clients are the federal, regional and local governments.
Other important stakeholders	Academic, research and non-governmental institutions may be interested in the program due to its special focus.

2.6 MODULE CODING AND NUMBERING

The following letters and numbers are used in module coding and numbering:

A) Letters in the coding

- GCM = General Common Module
- IFLS = Institute wide Cluster Module
- CPLG = Comparative Public Law and Good Governance Program Module
- FLGS = Federalism and Local Government Studies Program Module

B) Numbers in the coding

- The initial number '6' in Year I and '7' in Year II indicates the level of year of study as a continuation from the national undergraduate program.
- The next two digits show the module number in its sequence in the current program, and
- The last digit shows the module category (1 for 'Core', 3 for 'Cluster', and 4 for 'Common')

3 MODULE DESCRIPTION

3.1 MODULE 1: ETHIOPIAN PUBLIC ADMINISTRATION, GOVERNANCE AND ETHICS

3.1.1 GENERAL DATA

Module Number	MPM 5024
Module Title	Ethiopian Public Administration, Governance and Ethics
Module Description	<p>This module is offered as a basic knowledge module for all master’s program students in the Ethiopian Civil Service University. It comprises an aggregate of selected disciplines with the aim of enabling learners gain fundamental knowledge in areas related to public administration, governance, public service delivery, ethics and professionalism, and change management. Six major units are constituted in this module.</p> <p>The first unit is about public administration which deals with the theoretical and conceptual aspects of the discipline. It also addresses the practices of Ethiopian public administration based on historical and evolutionary analysis.</p> <p>The second unit deals with the conceptual and theoretical discussions of governance and the Ethiopian governance structure particularly focusing on the current government.</p> <p>In the third unit, the basic concepts and characteristics of constitution will be presented and followed by discussions of the fundamental principles, features and historical development of Ethiopian constitutions.</p> <p>The fourth unit of the module deals with public service delivery and change management in the public sectors. In this unit, emphasis will be given to characteristics of public service, citizen centered service delivery, need and models for change, change management tools, resistance to change, and mechanisms of overcoming it.</p> <p>The fifth unit addresses the concepts and theories of ethics, social responsibilities and corruption in public sector. This unit particularly presents topics like ethical theories, ethical behaviors, social responsibilities, types and causes of corruption and mechanisms of combating it.</p> <p>Finally, the module will be winded up with the discussion of professionalism in the civil service.</p>
Module Level	Masters
Abbreviation	---
Duration in Semesters	One semester
Frequency	Offered every first year first semester
Language	English

Mode of Delivery	Blended learning
ECTS	7

3.1.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 60
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 146
Total Hours	Contact Hours + Self Study Hours = 206

3.1.3 ASSESSMENT

Description	The students will be assessed continuously using group assignments that contain article review and case analysis. Besides, the students will be assessed through written final examination. Assessment tools to be used include the following: <ol style="list-style-type: none"> 1) Group assignment <ul style="list-style-type: none"> • Article review + group presentation 30%(15+15) • Case analysis + group presentation 30%(15+15) 2) Final Examination <u>40%</u> <p style="text-align: right;">Total 100%</p>
Examination Types	Written
Examination Duration	120 minutes
Assignments	The assignment comprises group based article review and case analysis. In relation to the article /book chapter review, students are required to analyse an article /a book chapter related to constitution, public administration, and governance. With regards to the case analysis students are expected to analyse a specific case related to public service delivery; change management; ethics and professionalism in the civil service. In addition, each group is expected to present so that instructor(s) can evaluate participation and contribution of the group.
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.1.4 DESCRIPTION

Learning Outcomes	After completing the module, the student is able to: <ol style="list-style-type: none"> 1) Understand the characteristics of civil service professionalism; 2) Explain the concepts and selected pillars of governance; 3) Explain the basic features and fundamental principles of the
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	<p>Constitution;</p> <p>4) Apply the principles of FDRE Constitution;</p> <p>5) Apply selected principles of public Administration;</p> <p>6) Assess the major causes and consequences of corruption and evaluate tools for combating corruption in the public sector;</p> <p>7) Assess the existing governance structure of Ethiopia;</p> <p>8) Evaluate selected change management tools in the delivery of citizen centered public service delivery;</p> <p>9) Analyse the principles of ethical behaviours and social responsibilities in the process of public service delivery.</p>
Prerequisites	Students are required to successfully complete undergraduate study.
Content	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>UNIT ONE: INTRODUCTION TO PUBLIC ADMINISTRATION</p> <p>Unit Level Outcomes</p> <p>After completing this unit, students will be able to:</p> <ul style="list-style-type: none"> • Define public administration; • Identify the types, forms and systems of government; • Distinguish the characteristic feature of public and private administration; • Distinguish the differences and similarities of politics and public administration; • Understand the history of Ethiopian public administration; • Understand the institutional setting of public administration; • Explain the pillars of public administration; • Analyze the features of public administration in developed and developing countries; and • Analyze the environment of public administration; <p>Unit Contents</p> <p>1.1 Introduction</p> <p>1.2 Public administration defined</p> <p>1.3 Evolution of public administration</p> <p>1.4 Politics and public administration</p>

- 1.5 The characteristics and pillars of public administration
- 1.6 Distinction between public and private administration
- 1.7 The environment of public administration
- 1.8 The institutional setting of public administration
- 1.9 Types, forms and systems of government
- 1.10 Public administration in developed and developing countries
- 1.11 Public administration in Ethiopia
 - 1.11.1 Early development
 - 1.11.2 Ethiopian public administration during the Dergue era
 - 1.11.3 The current Ethiopian public administration
- 1.12 Public administration and local government in Ethiopia
- 1.13 Public administration reform in Ethiopia

UNIT TWO: CONSTITUTION

Unit Level Outcomes

After the completion of this course, the student will be able to:

- Understand the basic characteristic features of constitution;
- Explain democratic theory and constitutionalism;
- Understand constitutional development in Ethiopia; and
- Identify the features of the FDRE constitution.

Unit Contents

- 2.1 Introduction
- 2.2 Meaning and the process of constitution making
- 2.3 Basic principles and characteristic features of constitution
 - 2.3.1 Democratic theory and constitutionalism
 - 2.3.2 Basic principles of constitution
- 2.4 Constitutional development in Ethiopia (overview)
 - 2.4.1 Pre 1994 period
 - 2.4.2 Post 1994 period
 - The FDRE constitution

- Peculiar development of the constitution of 1994
- Some salient features of the constitution

UNIT THREE: THE CONCEPT OF GOVERNANCE

Unit Level Outcomes

After completing this unit, students will be able to:

- Understand the concepts and significance of governance;
- Explore the evolution of the concept of governance;
- Explain the major pillars of good governance; and
- Assess the existing governance structure of Ethiopia.

Unit Contents

3.1 Introduction

3.2 Governance: meaning and significance

3.3 Dimensions of governance

3.4 Emergence of governance

3.5 The major pillars of good governance

3.6 Structure of governance in Ethiopia

3.6.1 Levels of government in Ethiopia

3.6.2 Governance structure of the federal government

3.6.3 Governance structure of the States

3.7 Law enforcement agencies

3.7.1 Law enforcement agencies at federal level

3.7.2 Law enforcement agencies at state level

UNIT FOUR: PUBLIC SERVICE DELIVERY AND CHANGE MANAGEMENT IN THE PUBLIC SECTORS

Unit Level Outcomes

After completing this unit, students will be able to:

- Understand the fundamental elements of effective customer service;
- Understand the models of change;

- Recognize citizen's rights and responsibilities in service delivery;
- Identify major individual and organization resistance to Change;
- Evaluate major problems and drawbacks of the Ethiopian civil service in the delivery of services; and
- Evaluate selected change management tools in the delivery of citizen centered public service delivery.

Unit Contents

- 4.1 Meaning of public service delivery
- 4.2 Fundamental elements of effective public service delivery?
- 4.3 Citizen centered service delivery
- 4.4 The need for change
- 4.5 The models of change
- 4.6 Resistance to change
- 4.7 Mechanisms for overcoming resistance to change
- 4.8 Change management tools for enhancing the quality of services delivery in public sector

UNIT FIVE: ETHICS, SOCIAL RESPONSIBILITIES AND CORRUPTION IN PUBLIC SECTOR

Unit Level Outcomes

After completing this unit, students will be able to:

- Understand the meaning and characteristic of ethics;
- Understand the three views of social responsibility;
- Identify and analyze the three theories of ethics;
- Assess the major causes and consequences of corruption; and
- Evaluate tools for combating corruption in the public sector.

Unit Contents

- 5.1 Ethics
 - 5.1.1 Meaning and characteristics of Ethics
 - 5.1.2 Theories of ethics
- 5.2 Social responsibility
 - 5.2.1 Views of social responsibility

	<p>5.3 Corruption</p> <p>5.3.1 Types and manifestation of corruption</p> <p>5.3.2 Causes and consequences of corruption</p> <p>5.3.3 Mechanisms of combating corruption</p> <p>UNIT SIX: PROFESSIONALISM IN THE CIVIL SERVICE</p> <p>Unit Level Outcomes</p> <p>After completing this unit, students will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning of the civil service, profession and professionalism; • Understand the fundamental characteristics of profession; • Recognize the rationale of recognizing the civil service; • Identify the qualities of the civil servants; and • Analyze the three types of professional-client relationship. <p>Unit Contents</p> <p>6.1 Meaning and features of professionals in the civil service</p> <p>6.2 Professionalization of the civil service</p> <p>6.3 Professional-client relationship</p>
Learning & Teaching Methods	<p>The mode of delivery is interactive type where a combination of video-lectures face-to-face discussion, steered readings, group discussions and presentation will be blended as teaching to facilitate the teaching learning process.</p>
Media	<p>Face-to-face classroom discussions, videos, PPT slides, hand-outs, online resources</p>
Literature	<ol style="list-style-type: none"> 1) Basu, Rumki (2007) <i>Public Administration: Concepts and Theories</i>, New Delhi, Sterling Publishers, Revised and enlarged edition 2) Vishnoo, Bhagwan and Vidya Bhushan (2005) <i>Public Administration</i>, S.chand &company LTD., Ram Nagar 3) Richard J. and Stillman (2005), <i>Public Administration: Concepts and Cases</i>, 8th ed., Houghton Mifflin Company, Boston 4) Shafritz, Jay and Russell (2005), <i>Introducing Public Administration, International edition</i>, 4th ed., Pearson Longman, Boston. 5) Henry, Nicholas (2004), <i>Public Administration and Public Affairs</i>, 9th

	<p>ed., Pearson Prentice Hall, New Jersey</p> <p>6) Johnson, William C. (1996) <i>Public administration: Policy, Politics and Practices</i>, 2nd edition</p> <p>7) Klingner, Donald E. (1983), <i>Public Administration: A management Approach</i>, Houghton Mifflin Company, Boston</p> <p>8) FDRE constitution</p> <p>9) Fasil Nahum, constitution for nation of nations, 2007,</p> <p>10) Heinrich scholler, Notes on constitutional interpretation in Ethiopia, 2003.</p> <p>11) Erwin Chemerinsky, <i>Constitutional Law: Principles and Policies</i>, 2006</p> <p>12) Rita Abrahams, <i>disciplining democracy, development discourse and good governance in Africa</i>, 2001.</p> <p>13) Smith, B.C. (2007) <i>Good Governance and Development</i>. New York: Palgrave.</p> <p>14) Kooiman, J. (2003) <i>Governing as Governance</i>. London: SAGE Publications.</p> <p>15) Kjaer, A.M. (2004) <i>Governance</i>. Malden, MA: Polity Press.</p> <p>16) Goss, S. (2001) <i>Making Local Government Work: networks, relationships, and the Management of change</i>, New York: Palgrave.</p> <p>17) Said Adejumobi, 'Democracy and Good Governance in Africa' in Abdella Bujira and Said Adejumobi (2002) (eds) <i>Breaking Barriers - Creating New Hopes: Democracy, Civil Society and Good Governance in Africa</i>.</p> <p>18) Knack, Stephen F. (2003) <i>Democracy, Governance, and Growth</i>, Ann Arbor: University of Washington.</p> <p>19) Sam Agere, <i>Promoting good governance: principles, practices and perspectives</i></p> <p>20) Eva Opoluha. <i>Contesting 'Good' Governance: Cross cultural Perspectives on Representation, Accountability and Public Space</i>.</p> <p>21) Jacquess P. Thiroux and Krasemann(2009). <i>Ethics: Theory and practice</i>. 10th ed. Pearson International Education, New Jersey.</p> <p>22) Lewis Vaughn (2010). <i>Doing Ethics: Moral Reasoning and Contemporary Issues</i>. 2nd ed. W.W. Norton and Company, Inc.New</p>
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	<p>York.</p> <p>23) Lewis, Carol (2005) <i>The Ethics Challenge in Public Service: A Problem-Solving Guide</i>. Jossey-Bass, San Francisco.</p> <p>24) Bartok, Janos (2002) <i>Public Sector Transparency and Accountability: Making it Happen</i>, OECD, Paris.</p> <p>25) Champman, Richard (2000) <i>Ethics in Public Service for the New Millennium</i>, Ashgate, Aldershot.</p> <p>26) Cooper, Terry (2001) <i>Handbook of Administrative Ethics</i>, Marcel Dekker, New York.</p> <p>27) Robbins, Stephen (1983): <i>Organization Theory</i>, Prentice-Hall, Inc, New Jersey.</p> <p>28) Tesfaye Debala (2011), <i>Civil Service in Ethiopia: The Marriage between Profession and Politics</i>.</p> <p>29) Adebaby Abay (2011), <i>Promoting and Strengthening Professionalism in the Civil Service : The Case of Ethiopia</i>.</p> <p>30) Stuart C. Gilman (2005), <i>Ethics Codes and Codes of Conduct as Tools for Promoting an Ethical and Professional Public Service: Comparative Successes and Lessons</i>, The World Bank.</p>
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3.1.5 ORGANISATIONAL DATA

Responsible Persons	Contact the Head of Department of Federalism and Local Government Studies at IFLS: + 251 11 6 463005
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan.
Programmes	This module is offered as common module in all masters programmes across all institutes in the University. It is owned and delivered by the Institute of Public Management and Development Studies (IPMDS) of the University.
Interconnect-ability	Since the Masters programs at the University aim at equipping the graduating students with the basic concepts, theories and tools for analytical thinking, sound judgment, innovation, leadership and other critical managerial and technical skills required to serve the public, this module is hoped to be connected to all other modules in various institutes of the University in a synergetic manner and equip the students with the versatility needed to undertake their activities in public organizations.

3.2 MODULE 2: GENDER, LAW AND DEVELOPMENT

3.2.1 GENERAL DATA

Module Number	IFLS6013
Module Title	Gender, Law and Development
Module Level	Masters
Abbreviation	GLA
Subtitle	-
Duration in Semesters	One semester
Frequency	Offered in every first year first semester
Language	English
ECTS	6

3.2.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 50
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 100
Total Hours	Contact Hours + Self Study Hours = 150

3.2.3 ASSESSMENT

Description	Grade will be determined on the basis of: <ul style="list-style-type: none"> • Answering control questions (30%) • Writing analytical paper and presentation (30%) • Final Examination (40%)
Examination Types	Written
Examination Duration	Three hours
Assignments	Assignment will include: <ul style="list-style-type: none"> ▪ Working on control questions ▪ Writing analytical paper ▪ Preparing presentations
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.2.4 DESCRIPTION

Learning Outcomes	After completing the module, the student is able to: <ul style="list-style-type: none"> ▪ Explain the relationship between gender and law; ▪ Determine the scope of feminist jurisprudence; ▪ Appreciate the importance of addressing gender issues in policy
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	<p>making;</p> <ul style="list-style-type: none"> ▪ Discuss the place and status of gender issues in international legal instruments; ▪ Analyse and evaluate the Ethiopian gender policies, laws and practices; ▪ Apply the Ethiopian and international gender policies, laws and instruments to resolve legal issues; and ▪ Develop tools for the formulation and enforcement of gender policy and legislation.
Prerequisites	None
Content	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>Learning Unit One - Introduction Chapter 1 – Introduction to the Study of Gender and Law Chapter 2 – Rethinking Sex and Gender Chapter 3 – Theories on Sex and Gender</p> <p>Learning Unit Two – Gender and the International Legal System regarding sexual equality Chapter 4 – Gender and the International Human right System Chapter 5 – Gender and the Regional Human Rights Systems Chapter 6 – Sexual Equality Chapter 7 – Sex Discrimination</p> <p>Learning Unit Three – Feminist Legal Theories Chapter 8 – Theories of Feminist Jurisprudence Chapter 9 – Scope of Feminist Jurisprudence and Feminist Legal Methods Chapter 10 – Principles and Methods of Feminist Research</p> <p>Learning Unit Four – Gender Issues and the Legal System in Ethiopia Chapter 11 – Gender and Education Chapter 12 – Gender and the Right to Property Chapter 13 – Gender and Violence Chapter 14 – Gender and Institution of Marriage Chapter 15 – Gender and Reproductive Freedom Chapter 16 – Gender and HIV/AIDS</p> <p>Learning Unit Five – Gender and Policy Making Chapter 17 – Gender and Development Chapter 18 – Inclusion of Gender Issues in Policies Chapter 19 – Translation of Gender Policies in to Law and Enforcement</p>
Learning & Teaching Methods	<p>The following learning and teaching methods are used in mixture:</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Analytical paper ▪ Case study and report

	<ul style="list-style-type: none"> ▪ Group and individual presentation ▪ Group discussion
Media	<p>Printed and electronic books, journal articles, laws and web information in and outside the ECSU library are used. Minimum reading of the materials indicated in the literature list below and additional reading (as will be planned and updated from time to time through detailed module didactic plan) is necessary.</p>
Literature	<ol style="list-style-type: none"> 1) Christine A. Littleton, <i>Reconstructing Sexual Equality</i>, In <i>Feminist Legal Theory; Readings on Law and Gender</i>,(Eds.) Katherine T.Bartlett and Rosanne Kennedy, Westview Press, 1991, pgs 35-56. 2) Joan C. Williams, <i>Deconstructing gender</i>, in <i>Feminist Legal Theory; Readings on Law and Gender</i>,(Eds.) Katherine T. Bartlett And Rosanne Kennedy, West View Press, 1991, pgs 95-123. 3) Catherine A. Mackinnon, <i>Difference and Dominance; On Sex Discrimination</i>, In <i>Feminist Legal Theory; Readings on Law and Gender</i>,(Eds.) and Katherine T. Bartlett and Rosanne Kennedy, West view Press, 1991, pgs 81-94. 4) Patricia A. Cain, <i>Feminist Jurisprudence, Grounding the Theories</i>, In <i>Feminist Legal Theory; Readings on Law and Gender</i>,(Eds.) Katherine T. Bartlett and Rosanne Kennedy, West View Press, 1991, pgs 263-280. 5) Angela M. Banks, <i>CEDAW, Compliance and Custom; Human Rights Enforcement in Sub-Saharan Africa</i> (Fordham Int. L. J. 781, 2009). 6) Hillarie Barnett, <i>Introduction to Feminist Jurisprudence</i>, Cavendish Publishing Limited, 1998, pgs 3-23. 7) The UN convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 1979. 8) The DEVAW Declaration. 9) Protocol on the Rights of Women in Africa, 2003. 10) Deborah L. Rhode, "Sex and Violence", In <i>Justice and Gender; Sex Discrimination and the Law</i>, (Harvard University Press, 1991), pg 237. 11) Lather, P., <i>Feminist Research Perspectives on Empowering Research Methodologies</i> (Womens Studies International Forum). 12) Reinhartz, S., <i>Feminist Methods in Social Research</i> (Oxford University Press, New York, 1992). 13) T. Paul Schult, "Why Governments should Invest More to Educate Girls" World Development. 14) Canada, <i>Gender Based Analysis: A Guide for Policy Making</i>, Ottawa, Status of Women Canada, 1996. 15) Sharon Rogers, "What Men Think about Gender Equality: Lessons From Oxfam FGB Staff in Delhi and Dhaka" in Sandy Ruxton (ed.), <i>Gender Equality and Men: Learning from Practice</i> (London: Oxfam GB, 2004). 16) Diane Elson, <i>Engendering Government Budgets in the Context of Globalization</i>, <i>International Feminist Journal of Politics</i> (2004). 17) Jo Beall, "Trickle Down or Rising Tide? Lessons on Mainstreaming

	<p>Gender Policy from Columbia and South Africa” Social Policy and Administration (1998).</p> <p>18) Anne Hellum (ed.), Women’s Human Rights & Legal Pluralism in Africa (Tano Aschesoug Publishers, 1999).</p> <p>19) Faereda Banda, Women, Law and Human Rights in African Perspective (Hart Publishing, 2005).</p> <p>20) Gito Gopal & Maryam Salim, Gender and Law in Eastern Africa Speaks (2005).</p> <p>21) Desalegn Rahmeto, Rural Women in Ethiopia</p> <p>22) Eshetu Debaba, Teba’etai Agezaz b’Ethiopia (Amharic, 2004).</p> <p>23) National Survey On Domestic Violence, Berchi, Annual Journal of Ethiopian Women Lawyers’ Association, Number 7, 2008, pgs 9-47.</p> <p>24) Berchi, Annual Journal of Ethiopian Women Lawyers’ Association, 2002, 2003 & 2004.</p> <p>25) Forced Divorce Maintenance in Ethiopia, Berchi, Annual Journal of Ethiopian Women Lawyers’ Association Number 7, 2008, pgs 117-142.</p> <p>26) The Constitution of FDRE, 1994.</p> <p>27) The Federal Family Law of Ethiopia, 2003.</p> <p>28) The Criminal Code of Ethiopia, 2005.</p> <p>29) The National Women Policy of Ethiopia.</p>
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3.2.5 ORGANISATIONAL DATA

Responsible Persons	Contact the Head of Department of Federalism and Local Government Studies at IFLS: + 251 11 6 463005
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan
Programmes	This module is offered as a cluster module in all the Masters programs at IFLS.
Interconnect-ability	This module is related to all the other core course modules in the program.

3.3 MODULE 3: COMPARATIVE FEDERALISM

3.3.1 GENERAL DATA

Module Number	FLGS6021
Module Title	Comparative Federalism
Module Level	Masters
Abbreviation	CF
Subtitle	-
Duration in Semesters	One semester
Frequency	Offered in every first year second semester
Language	English
ECTS	5

3.3.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 40
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 85
Total Hours	Contact Hours + Self Study Hours = 125

3.3.3 ASSESSMENT

Description	Grade will be determined on the basis of: <ul style="list-style-type: none"> ▪ Group work and individual presentation (30%) ▪ Individual analytical paper and presentation (30%) ▪ Final examination (40%)
Examination Types	Written
Examination Duration	3 hours
Assignments	Assignment will include: <ul style="list-style-type: none"> ▪ Group work on specific topic ▪ Writing individual analytical paper ▪ Reading assignment and Preparing presentation
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.3.4 DESCRIPTION

Learning Outcomes	After completing the module, the student is able to: <ul style="list-style-type: none"> ▪ Discuss the rationales for comparison of federations; ▪ Identify common features and differences of federations;
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	<ul style="list-style-type: none"> ▪ Analyze the roles of second chambers in federations; ▪ Evaluate the roles of the House of Federation of Ethiopia in comparison with second chambers of other federations ▪ Assess the roles of institutions in intergovernmental relations in federations; ▪ Analyze how different federations forge unity out of diversity; and ▪ Apply legal and political theories of federalism to resolve issues in a federal system.
Prerequisites	None
Content	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>Learning Unit 1 - Federalism in General</p> <ol style="list-style-type: none"> 1 Rationales for comparison 2 Concept and definition of federalism 3 Relevance of federalism 4 Federal systems versus confederal and unitary systems 5 Federation and federalism 6 Origin of federations 7 Common features among federations <p>Learning Unit 2 - Second Chamber in Federations</p> <ol style="list-style-type: none"> 1 Rationale 2 Compositions 3 Selections of Members 4 The Role of the HoF of Ethiopia in comparison with other federations <p>Learning Unit 3 - Intergovernmental Relations (IGR)</p> <ol style="list-style-type: none"> 1 The Form and Scope of Distribution of Legislative powers <ol style="list-style-type: none"> 1.1 Exclusive powers 1.2 Shared powers: concurrent and framework powers 1.3 Residual powers 1.4 Symmetry/ asymmetry in division of powers 2 The division of Executive powers 3 Rationales for IGR 4 Dual versus Executive Federalism <ol style="list-style-type: none"> 4.1 Dual Federalism 4.2 Executive Federalism 4.3 Cooperative federalism 5 Roles of executive and legislative branches (Upper houses) 6 Other institutions and processes 7 Patterns of IGR: in Germany, USA, Swiss, India, Australia, and South Africa 8 IGR in Ethiopia: Institutions and processes

	<p>Learning Unit 4 - Unity in Diversity</p> <ol style="list-style-type: none"> 1 Can democracies manage ethnic pluralism through federalism? 2 Forging unity out of diversity in some multicultural federations <ol style="list-style-type: none"> 2.1 Nigeria 2.2 India 2.3 Switzerland 2.4 The Ethiopian Case: <ol style="list-style-type: none"> 2.4.1 Some distinct features 2.4.2 Challenges 2.4.3 Opportunities 3 Comparative conclusions
<p>Learning & Teaching Methods</p>	<p>The method of delivery will consist of a blend of lectures, presentations and group discussions and others as may be appropriate. Since this is a master level module, much of the work is expected to be done by students in the form of reading assignments and presentations on each of the learning unit given. It is also part of the requirement that students read on topics of this course which are covered under the plenty of books on federalism available in the library.</p> <p>Generally, the following learning and teaching methods are used in mixture:</p> <ul style="list-style-type: none"> ▪ Lecture; ▪ Tutorial; ▪ Writing analytical paper; ▪ Group work; ▪ Reading assignments and presentations; and ▪ Group and individual presentations
<p>Media</p>	<p>Teaching materials are available in the library. They essentially consist of reader with several scholarly articles compiled by the instructor (see literature list below)</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Assefa Fiseha, Federalism and the Accommodation of Diversity: A Comparative Study, (Revised Edition, 2007). 2. Anderson, George, Federalism: An Introduction (Special advance conference edition, Oxford Univ. press, 2008) 3. Burgess Michael, Comparative Federalism: Theory and Practice (London: Rutledge 2006) 4. Elazar, Daniel, Exploring Federalism (Tuscaloosa, AL: University of Alabama Press, 1987). 5. Hueglin, Thomas and Alan Fenna, Comparative Federalism, A Systematic Inquiry (Broadview press, 2006). 6. Linder, Wolf, Swiss Democracy: Possible Solutions to Conflict in Multicultural societies 2nd ed. (New York: St. Martin's Press, 1998). 7. Lidija Basta and Thomas Fleiner eds., Federalism and Multiethnic States: The Case of Switzerland v. 16 2nd edn. (Friborg: PIFF, Helbing

	<p>and Lichtenhahn, 2000).</p> <p>8. Turton, David ed., <i>Ethnic Federalism: The Ethiopian Experience in Comparative Perspective</i> (Oxford: James Currey, 2006).</p> <p>9. Watts Ronald, <i>Comparing Federal Systems</i> 3ed. (Montreal: Queen's Univ., 2008).</p> <p>10. Zerihun Yimer, <i>the Status of Local Governments in Ethiopia: a Comparative Study, Case Study from the State of Oromia</i>(Lap Lambert Academic Publishing: Germany, 2011).</p>
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3.3.5 ORGANISATIONAL DATA

Responsible Persons	Ato Zerihun Yimer, yimerzerihun@yahoo.com, Tel: + 251 91 1 83 56 36
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan
Programmes	This module is offered in the MA Program on Federalism and Local Government Studies.
Interconnect-ability	None

3.4 MODULE 4: COMPARATIVE SURVEY OF CONSTITUTIONAL SYSTEMS

3.4.1 GENERAL DATA

Module Number	FLGS6031
Module Title	Comparative Survey of Constitutional Systems
Module Level	Masters
Abbreviation	CSCS
Subtitle	-
Duration in Semesters	One semester
Frequency	Offered in every first year first semester
Language	English
ECTS	7

3.4.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 60
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 115
Total Hours	Contact Hours + Self Study Hours = 175

3.4.3 ASSESSMENT

Description	Grade will be determined on the basis of: <ul style="list-style-type: none"> ▪ One Individual Assignment (30%) ▪ One Group Assignment (30%) ▪ Final Examination (40%)
Examination Types	Written
Examination Duration	3 hours
Assignments	Assignment includes: <ul style="list-style-type: none"> ▪ Individual and/or group work, ▪ Preparing presentation.
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.4.4 DESCRIPTION

Learning Outcomes	After completing the module, the student is able to <ul style="list-style-type: none"> ▪ Explain the notions of constitutionalism and democracy and how these concepts are reflected in modern constitutions; ▪ Explain the meaning of a constitution, its key features and
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	<p>contents;</p> <ul style="list-style-type: none"> ▪ Explain constitutional theories; ▪ Demonstrate how the rule of law evolved and is being applied to the current realities and analyze how it operates in our context ▪ Describe the process of adopting and amending a constitution; ▪ Elaborate the Ethiopian constitutional development and the context of the 1995 federal constitution; ▪ Explain the notion of separation of powers and distinguish presidential and parliamentary systems of governments; ▪ Assess the check and balance mechanisms in the constitution vis-à-vis the theory of parliamentary system ▪ Apply the notion of separation of powers to the Ethiopian parliament ▪ Summarize the role and function of government institutions (the legislature, the executive); ▪ Analyze the respective role of the Courts and the House of Federation in enforcing the constitution; ▪ Explain the notions of constitutional review, its various forms and the arguments in favor and against; ▪ Illustrate the notion of judicial independence and accountability and apply to the Ethiopian context; and ▪ Apply constitutional principles and the techniques of constitutional interpretation to formulate constitution and adjudicate constitutional issues.
Prerequisites	None
Content	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>Learning Unit 1. The meaning of a constitution, its features</p> <ol style="list-style-type: none"> 1.1. Source of legitimacy and reflection of sovereignty of the people 1.2. Types of constitutions <ol style="list-style-type: none"> 1.2.1 Written/unwritten 1.2.2 Rigid/flexible 1.2.3 Unitary/federal 1.3. The process of adoption and the way constitutions adapt over time 1.4. Ethiopian Constitutional Development <ol style="list-style-type: none"> 1.4.1 The Pre 1931 <i>de facto</i> decentralized era under the sovereignty of the king of kings 1.4.2 The 1931 Constitution 1.4.3 The Revised Constitution 1.4.4 The 1987 PDRE Constitution 1.4.5 The Transitional Period Charter 1.4.6 The Context of the 1995 federal Constitution <p>Learning Unit 2. Horizontal Separation of Power</p> <ol style="list-style-type: none"> 2.1. Horizontal Division of Power <ol style="list-style-type: none"> 2.1.1 The concept of separation of powers 2.1.2 Emergence and development 2.1.3 Its elements

	<ul style="list-style-type: none">2.1.4 How it works in Parliamentary and Presidential systems2.2. The Presidential system<ul style="list-style-type: none">2.2.1 Its essential features2.2.2 Its strengths and weaknesses2.3. The Parliamentary system<ul style="list-style-type: none">2.3.1 Its essential features2.3.2 Its strengths and weaknesses2.4. Electoral systems<ul style="list-style-type: none">2.4.1. The various types (majority, PR and Mixed systems) and their features2.5. The Legislature<ul style="list-style-type: none">2.5.1 Its various roles (law making, oversight, budget approval)2.5.2 Unicameral/bicameral?2.5.3 Role of second chambers in federations2.5.4 Powers of both houses2.5.5 Composition2.5.6 Immunity of members2.5.7 Recall2.5.8 Dissolution2.6. The Executive<ul style="list-style-type: none">2.6.1 The Head of state2.6.2 Powers2.6.3 Selection/appointment2.6.4 The Head of Government2.6.5 Selection/appointment2.6.6 Powers2.6.7 The Council of Ministers <p>Learning Unit 3. The Judiciary and Adjudication of Constitutional Issues</p> <ul style="list-style-type: none">3.1. Court structure in federal systems3.2. Jurisdiction (division of power between federal and state courts)3.3. Judicial independence3.4. Goals of Constitutional Interpretation<ul style="list-style-type: none">3.4.1 Ensuring Supremacy clause3.4.2 Adapting the constitution to changing realities3.4.3 Ensuring uniformity in Interpretation3.4.4. Guarding rights3.5. Who should interpret the Constitution? Supreme Court vs Constitutional court models3.6. The Respective Role of the House of Federation and the Courts3.7. The Forms of Review<ul style="list-style-type: none">3.4.1 Abstract Review3.4.2 Concrete Review3.4.3 Individual complaints3.8. Effects of Decisions of constitutional Tribunals <p>Learning Unit 4. Human Rights</p> <ul style="list-style-type: none">4.1. Human Rights – origin, features, interpretations
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	<p>4.2. Freedom of the Press 4.3. Freedom of Religion 4.4. Limitation and Suspension (emergency) of Rights</p> <p>Learning Unit 5: Prospects for Constitutional Development and Constitutionalism</p> <p>5.1. Prospects for Constitutional Development in Ethiopia? 5.2. The challenges of constitutions without constitutionalism</p>
<p>Learning & Teaching Methods</p>	<p>A combination of delivery methods is used to achieve the Module Level Outcome. The methods include lectures, discussions, debates and presentations. Discussions could be on issues that arise spontaneously or on questions/issues raised by the instructor in the form of control questions distributed along the syllabus. Group works and debates are made on selected themes: two of the assignments are on group works and two are on debates (electoral systems, role of courts) as part of the control questions distributed along the syllabus. The presentations are based on research conducted by each student in the course of preparation of an individual research paper. The control questions are distributed along the syllabus.</p>
<p>Media</p>	<p>Readers prepared by the instructor as well as scholarly articles and books selected by the instructor are used (see the literature list below)</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Selected materials uploaded on the IFLS Intranet. 2. S. E. Finer, V. Bogdanor and B. Rudden, Comparing Constitutions, 1995; Name of publisher should be mentioned 3. Lijphart, A. ed. Parliamentary vs Presidential Government 1998; same comment 4. Jackson and Tushnet, Comparative Constitutional Law 1998; same comment 5. Murphy, Walter, James Fleming and Sotirios B, American Constitutional Interpretation 2nd, (New York: Foundation Press Inc. 1995); 6. Aharon Barak, The Judge in a Democracy (Princeton Univ press 2006) particularly relevant for understanding the Role of the Judiciary; 7. Durga Das Basu, Comparative Constitutional Law (Wadhwa Nagpur 2nd rev edition 2008); 8. Andras Sajó, Limiting Government: An Introduction to Constitutionalism (CEU Uni. Press, 1999); 9. Brewer-Carias, Allen, Judicial Review in Comparative Law (Cambridge: Cambridge University Press, 1989); 10. Cappelletti, Mauro, The Judicial Process in Comparative Perspective (Oxford: Clarendon Press, 1989); 11. Koopmans, Tim, Courts and Political Institutions : A Comparative View (Cambridge: Cambridge Uni. Press, 2003); 12. Sartori, Giovanni, Comparative Constitutional Engineering 2nd ed. (New York: New York Uni. Press 1997); 13. Eric Barendt, Freedom of Speech 2nd edn. (Oxford Uni Press 2005). 14. Heinrich Scholler, Ethiopian Constitutional and Legal Development, Vols. I and II (Koln: Rudiger Koppe Verlag, 2005 and

	<p>2006);</p> <p>15. J.C.N. Paul and C. Clapham Ethiopian Constitutional Development, vols. I & II (1967, 1971);</p> <p>16. Fasil Nahom, Constitution for a Nation of Nations, 1997;</p> <p>17. Assefa Fiseha, Federalism and the Accommodation of Diversity in Ethiopia: A Comparative Study, 2006 (chapters one and three);</p> <p>18. Solomon Nigusie, Fiscal Federalism in Ethiopia's Ethnic Based Federal System, 2006;</p> <p>19. Levine, Donald, Greater Ethiopia: The Evolution of Multiethnic Society 2nd ed (2000);</p> <p>20. Markakis, John, Anatomy of Traditional polity (1974);</p> <p>21. James, Wendy, Donald Donham, E. Kurimoto, A. Triulzi eds., Remapping Ethiopia: Socialism and After, (Oxford: James Currey, 2002);</p> <p>22. John Harbeson, Ethiopia's Extended Transition, Journal of Democracy 16:4 (2005).</p>
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3.4.5 ORGANISATIONAL DATA

Responsible Persons	Contact the Head of Department of Federalism and Local Government Studies at IFLS: + 251 11 6 463005
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan..
Programmes	This module is offered in the MA programme on Federalism and Local Government Studies.
Interconnect-ability	This module is connected to the modules on Comparative Federalism and State Constitutions, Local Government and Good Governance.

3.5 MODULE 5: COMPARATIVE FEDERAL POLITICAL SYSTEMS

3.5.1 GENERAL DATA

Module Number	FLGS6041
Module Title	Comparative Federal Political Systems
Module Level	Masters
Abbreviation	CFPS
Subtitle	-
Duration in Semesters	One semester
Frequency	Offered in every first year first semester
Language	English
ECTS	5

3.5.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 40
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 85
Total Hours	Contact Hours + Self Study Hours = 125

3.5.3 ASSESSMENT

Description	Grade will be determined on the basis of: <ul style="list-style-type: none"> ▪ Individual Analytical Paper & Presentation on Selected Topic/Case (30%) ▪ Group Analytical Paper & Presentation on Selected Topic/Case (30%) ▪ Final Examination (40%)
Examination Types	Written
Examination Duration	3 hours
Assignments	Assignment will include: <ul style="list-style-type: none"> ▪ Individual Analytical Paper on Selected Topic/Case ▪ Group Analytical Paper on Selected Topic/Case ▪ Preparing presentations
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.5.4 DESCRIPTION

Learning Outcomes	After completing the module, the student is able to: <ul style="list-style-type: none"> ▪ Understand philosophical and theoretical approaches to federalism;
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	<ul style="list-style-type: none"> ▪ Analyze the distinctive features of contemporary federations; ▪ Analyze how significant variations in the size and number of constituent units can shape federations; ▪ Differentiate the distinction between political asymmetry and constitutional asymmetry; ▪ Compare the different political institutions that define and shape the character of a federation; ▪ Recognize the notion of constitutional supremacy in a federation as ultimate source that defines federal and state jurisdictions; ▪ identify the sources of stresses and pathologies of federations; and ▪ Apply political theory to formulate tools for a federal system.
Prerequisites	Prior study of Comparative Federalism is required.
Content	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>Learning Unit 1: Concepts and Theories</p> <p>This section builds on the theoretical and philosophical analysis of federalism included in an important book – Dimitri Karmis and Wayne Norman (eds.) <i>Theories of Federalism: A Reader</i> (Palgrave Macmillan, New York, 2005)</p> <ol style="list-style-type: none"> 1.1. Theoretical Approaches to Federalism 1.2. The origin and development of federalism 1.3. The federalist papers 1.4. The debates on importance and development of federalism 1.5. Federalism and democracy in multicultural societies 1.6. Federal Bargain, Federal Integration and Federal Restructuring <p>Learning Unit 2: Overview of Contemporary Federations</p> <p>After an introductory presentation by the instructor, students should be able to work on each federal system and present to class</p> <ol style="list-style-type: none"> 2.1. Mature Federations United States of America (1789), The Swiss Confederation (1848), Canada (1867), The Commonwealth of Australia (1901), The Federal Republic of Austria (1920), The Federal Republic of Germany (1949), The Republic of India (1950) 2.2. Emergent Federations The United Mexican States (1917), The Federation of Malaysia (1963), The Islamic Republic of Pakistan (1973), The Kingdom of Spain (1978), The Federative Republic of Brazil (1988), The Kingdom of Belgium (1993), The Russian Federation (1993), The Argentine Republic (1994), he Federal Democratic Republic of Ethiopia (1995), The Republic of South Africa (1996), The Federal Republic of Nigeria (1999), The Bolivarian Republic of Venezuela (1999)

	<p>2.3. Micro-Federations The Federated States of Micronesia (1978), The Republic of Belau (1981), The Federation of St. Kitts and Nevis (1985),The Union of the Comoros (2001)</p> <p>2.4. Confederal-Federal Hybrids United Arab Emirates (1971), The European Union (1993)</p> <p>2.5. Post-Conflict Federal Experiments The Republic of Bosnia and Herzegovina (1995), Republic of Sudan (2005), Republic of Iraq (2005), The Democratic Republic of Congo (2006)</p> <p>Learning Unit 3: The Building Blocks of Federations</p> <p>3.1. The Constituent Units 3.2. The Number and diversity of Constituent Units 3.3. The Size and Wealth of Constituent Units 3.4. The Social Diversity of Constituent Units 3.5. Establishing and changing boundaries 3.6. Federal Capitals</p> <p>Learning Unit 4: Symmetry and Asymmetry in Federations</p> <p>4.1. Political Asymmetry/De-facto Asymmetry 4.2. Constitutional Asymmetry/De-jure Asymmetry</p> <p>Learning Unit 5: The Representative Institutions of Federal Governments</p> <p>5.1. Political Asymmetry/De-facto Asymmetry 5.2. The Importance of Shared Federal Institutions as a Focus for Unity 5.3. Institutions Based on the Separation of Powers or Parliamentary Principles 5.4. The Significance for the Representativeness and Effectiveness of Federal Governments Didactic Design Module: Comparative Federal Political Systems 5.5. The Impact of Electoral Systems and Political Parties 5.6. Bicameralism within Federations 5.7. Do Federal Second Chambers Constrain Democracy?</p> <p>Learning Unit 6: Constitutional Supremacy in Federations</p> <p>6.1. Constitution as Supreme Law 6.2. Process for Constitutional Adjudication and Judicial Review 6.3. Supreme Court and Constitutional Courts 6.4. Constitutional Amendment Procedures 6.5. The Role of Constitutional Bills of Rights 6.6. Provision for Formal Secession</p> <p>Learning Unit 7: The Pathology of Federations</p> <p>7.1. Significance of the Pathology of Federation</p>
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	<p>7.2. Cause of Stress/Tension 7.3. The Special Problem of Two-Unit Federations 7.4. Processes & Results of Disintegration/Fragmentation 7.5. Post-conflict Settings</p> <p>Learning Unit 8: Unity and Diversity – Recapitulation from Comparative Federalism</p> <p>8.1. Challenge of Unity - Repressing Diversity; Embracing Diversity 8.2. Building out: Devolution (Matrix of Diversity) 8.3. Building in: Representative centre (Matrix of Unity) 8.4. A balanced Approach to Diversity</p>
<p>Learning & Teaching Methods</p>	<p>The following learning and teaching methods are used in mixture:</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Group work ▪ Writing analytical paper ▪ Presentation ▪ Group discussion
<p>Media</p>	<p>Printed and electronic books, journal articles, reports and web information in and outside the ECSU library are used. Minimum reading of the materials indicated in the literature list below and additional reading (as will be planned and updated periodically through detailed module didactic plan) is necessary.</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Agranoff, Robert. (ed.) (1999) <i>Accommodating Diversity: Asymmetry in Federal States</i>. Nomos Verlag: Baden-Baden. 2. Anderson, George (2008) <i>Federation: an introduction</i>. Oxford: Oxford University Press. 3. Assefa Fiseha (2006) <i>Federalism and Accommodation of Diversity in Ethiopia: a Comparative Study (Revised Edition)</i>. Nijmegen: Wolf Legal Publisher. 4. Burgess, Michael (2006) <i>Comparative Federalism: Theory and Practice</i>. London: Routledge. 5. Burgess, Michael and Alain-G. Gagnon (eds.) (1993) <i>Comparative Federalism and Federation: Competing Traditions and Future Perspectives</i>. Harvester Wheatsheaf: Hemel Hempstead. 6. Turton, David (ed.) (2006) <i>Ethnic Federalism: The Ethiopian Experience in Comparative Perspective</i>. Oxford: James Currey. 7. Davis, Solomon R. (1978) <i>The Federal Principle: A Journey through Time in Quest of a Meaning</i>. California: University of California Press. 8. De Villiers, Bertus (1994) <i>Evaluating Federal Systems</i>. London: Martinus Nijhoff. 9. Elazar, Daniel (1987) <i>Exploring Federalism</i>. Tuscaloosa, AL: University of Alabama Press. 10. Hicks, Ursula (1978) <i>Federalism: Failure and Success</i>. London: Macmillan. 11. Hueglin, Thomas and Alan Fenna (2006) <i>Comparative Federalism: A Systematic Inquiry</i>. Toronto: Broadview press. 12. Karmis, D. and Wayne Norman (2005) <i>Theories of Federalism: A Reader</i>. New York: Palgrave. 13. King, Preston (1982) <i>Federalism and Federation</i>. Baltimore: Johns Hopkins University Press. 14. Basta Fleiner, Lidija R. and Thomas Fleiner (eds) (2000) <i>Federalism</i>

	<p><i>and Multiethnic States: The Case of Switzerland</i> (2nd ed). Fribourg: Publications de l'Institut du Fédéralisme.</p> <p>15. Linder, Wolf (1998) <i>Swiss Democracy: Possible Solutions to Conflict in Multicultural Societies</i> (2nd ed.). New York: St. Martin's Press.</p> <p>16. Turton, David (ed.) (2006) <i>Ethnic Federalism: The Ethiopian Experience in Comparative Perspective</i>. Oxford: James Currey.</p> <p>17. Watts, Ronald L. (2008) <i>Comparing Federal Systems</i> (3rd ed.). Montreal and Kingston: McGill-Queen's University Press.</p> <p>18. Watts, Ronald L. (1999) <i>Comparing Federal Systems</i> (2nd ed.). Montreal and Kingston: McGill-Queen's University Press.</p> <p>*Additional reading: Many books related to the course contents listed above are available in the ECSU library.</p>
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3.5.5 ORGANISATIONAL DATA

Responsible Persons	Ato Girum Kinfemichael, girumkm2000@yahoo.com, Tel: +251 92 4 00 35 79
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan.
Programmes	This module is offered in the MA program on Federalism and Local Government Studies.
Interconnect-ability	This module is connected to the modules on Comparative Federalism and Comparative Survey of Constitutional Systems.

3.6 MODULE 6: FEDERALISM AND HUMAN RIGHTS

3.6.1 GENERAL DATA

Module Number	FLGS6051
Module Title	Federalism and Human Rights
Module Level	Masters
Abbreviation	FHR
Subtitle	-
Duration in Semesters	One semester
Frequency	Offered in every first year second semester
Language	English
ECTS	7

3.6.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 60
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 115
Total Hours	Contact Hours + Self Study Hours = 175

3.6.3 ASSESSMENT

Description	Grade will be determined on the basis of <ul style="list-style-type: none"> • Group Work and Presentation on Topical Issues (30%) • Writing analytical paper (30%) • Final Examination (40%)
Examination Types	Written
Examination Duration	3 hours
Assignments	Assignment includes: <ul style="list-style-type: none"> ▪ Group Work on Topical Issues ▪ Writing analytical paper ▪ Preparing group presentation
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.6.4 DESCRIPTION

Learning Outcomes	After completing the module, the student is able to: <ul style="list-style-type: none"> ▪ Explain the relationship between federalism and human rights; ▪ Describe different constitutional mechanisms for the protection
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	<p>of ethnic minority rights;</p> <ul style="list-style-type: none"> ▪ Identify the mechanisms of human rights enforcement in federal Ethiopia; ▪ Describe the ways in which federalism advances or constrains the implementation of human rights in a multi-ethnic polity; ▪ Characterize the factors that contribute to the success of federalism in multi-ethnic polities; ▪ Appraise the tension between collective rights and individual rights in a multi-ethnic federal setting such as Ethiopia's; ▪ Evaluate the tensions that emerge out of the sanctity of state autonomy in a federation on the one hand and the responsibility to enforce uniform human rights standards on the other hand; ▪ Design appropriate institutional devices for the protection of human rights in general and ethnic minorities in multi-cultural societies in particular.
Prerequisites	None
Content	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>Learning Unit 1. Federalism</p> <ol style="list-style-type: none"> 1. General Introduction: Federalism and Human Rights 2. Federalism: An Introduction <ul style="list-style-type: none"> ▪ Federalism as one of the constitutional mechanisms to protect ethnic minority rights ▪ Individual rights ▪ Language rights and cultural rights ▪ Political participation rights ▪ Autonomy rights ▪ The right to self-determination: internal and external aspects ▪ Federalism: notion, meaning, features ▪ Variants of federalism ▪ Opposition and challenges to multi-national federalism ▪ Protection of ethnic minorities under multi-national federalism ▪ Factors contributing to the success of multi-national federations 3. Federalism in Ethiopia: An Overview <ul style="list-style-type: none"> ▪ Historical background ▪ The transitional period: the introduction of ethnic decentralization ▪ The right to self-determination as founding block of Ethiopia's federalism ▪ The territorial administration of Ethiopia ▪ The distribution of powers between federal and regional

	<p>levels</p> <ul style="list-style-type: none"> ▪ The distribution of powers among the federal legislative, executive and judiciary ▪ The mechanisms of constitutional control <p>Learning Unit 2. Human Rights</p> <p>1. Human Rights: An Introduction</p> <ul style="list-style-type: none"> ▪ International development of human rights ▪ Taxonomy of human rights ▪ Human rights legal regimes: international, regional, national, sub-national ▪ Enforcement mechanisms: international, regional, national, sub-national <p>2. The Human Rights Regime in Ethiopia: General</p> <ul style="list-style-type: none"> ▪ Human rights included in the federal constitution and regional constitutions ▪ Types of rights included in the constitutions following the traditional taxonomy ▪ Individual rights and group rights ▪ Human rights limitations, claw back clauses ▪ Interpretation of human rights provisions ▪ Entrenchment of human rights: constitutional revision ▪ Limitations on the exercise of human rights: the emergency procedure ▪ Mechanisms to enforce the respect of human rights <p>3. The Human Rights Regime in Ethiopia: Federalism and the Protection of Ethnic Minority Rights</p> <ul style="list-style-type: none"> ▪ The concept of minorities in the Ethiopian context ▪ Majorities and minorities at the regional level ▪ Minority rights in the federal constitution ▪ Minority rights in the regional constitutions
Learning & Teaching Methods	<p>A combination of delivery methods is used to achieve the Module Level Outcome. The methods include ex cathedra lectures, discussions, debates and presentations. Discussions and debates could be on issues that arise spontaneously or on questions/issues raised by the instructor. The presentations are based on the research conducted by the students in small groups. Finally, students are expected to write a research paper.</p>
Media	<p>Teaching materials are available in the library. They essentially consist of a reader with several scholarly articles compiled by the instructor (see literature list below). Several articles included in the reader will also be made available electronically.</p>

<p>Literature</p>	<ol style="list-style-type: none"> 1. Christophe Van der Beken, <i>Unity in Diversity – Federalism as a Mechanism to Accommodate Ethnic Diversity: the Case of Ethiopia</i> (Muenster, Lit Verlag, 2012). 2. Assefa Fiseha, “Some common features among federations,” excerpt from book <i>Federalism and the Accommodation of Diversity in Ethiopia</i> (Nijmegen, Wolf Legal Publishers, 2005/2006). 3. George Anderson, <i>Federalism: An Introduction</i> (Oxford/New York, Oxford University Press, 2008). 4. John Kincaid, the New Judicial Federalism. 5. G. Alan Tarr, “American State Constitutions and Minority Rights,” in G.A. Tarr, R.F. Williams and J. Marko (eds.), <i>Federalism, Subnational Constitutions and Minority Rights</i> (Westport, Praeger, 2004). 6. Paul Chen, “Federalism and Rights: A Neglected Relationship,” <i>South Texas Law Review</i>, Vol. 40, 1999. 7. Ian Brownlie, “The Protection of Individuals and Groups: Human Rights and Self-Determination,” excerpt from book <i>Principles of Public International Law</i> (Oxford, Oxford University Press, 2008). 8. Felipe Gomez Isa, “International Protection of Human Rights,” in Felipe Gomez Isa and K. de Feyter (eds.), <i>International Protection of Human Rights: Achievements and Challenges</i> (Bilbao, University of Deusto, 2006). 9. Manfred Nowak, “The International Covenant on Civil and Political Rights,” in Felipe Gomez Isa and K. de Feyter (eds.), <i>International Protection of Human Rights: Achievements and Challenges</i> (Bilbao, University of Deusto, 2006). 9. Jose Mila Moreno, “The International Covenant on Economic, Social and Cultural Rights” in Felipe Gomez Isa and K. de Feyter (eds.), <i>International Protection of Human Rights: Achievements and Challenges</i> (Bilbao, University of Deusto, 2006). 10. Christof Heyns and Magnus Killander, “The African Regional Human Rights System,” in Felipe Gomez Isa and K. de Feyter (eds.), <i>International Protection of Human Rights: Achievements and Challenges</i> (Bilbao, University of Deusto, 2006). 12. “Rights and Cultures,” excerpt from book: W. Osiatynski, <i>Human Rights and their Limits</i> (Cambridge, Cambridge University Press, 2009). 13. Assefa Fiseha, “Fundamental Features of the Ethiopian Federal System and its Implications for the Enforcement of Human Rights,” in E. Brems and C. Van der Beken (eds.), <i>Federalism and the Protection of Human Rights in Ethiopia</i> (Muenster, Lit Verlag, 2008).
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	<p>14. Adem Kassie Abebe, „Human Rights under the Ethiopian Constitution: A Descriptive Overview, “ <i>Mizan Law Review</i> Vol. 5, No. 1, 2011.</p> <p>15. Takele Soboka Bulto, “The Monist-Dualist Divide and the Supremacy Clause: Revisiting the Status of Human Rights Treaties in Ethiopia,” <i>Journal of Ethiopian Law</i> Vol. 23, No. 1, August 2009.</p> <p>16. Tsegaye Regassa, “Making Legal Sense of Human Rights: The Judicial Role in Protecting Human Rights in Ethiopia,” <i>Mizan Law Review</i>, Vol. 3 No. 2, September 2009.</p> <p>18. Getahun Kassa, “Mechanisms of Constitutional Control: A Preliminary Observation of the Ethiopian System,” in E. Brems and C. Van der Beken (eds.), <i>Federalism and the Protection of Human Rights in Ethiopia</i> (Muenster, Lit Verlag, 2008).</p> <p>19. Stefaan Smis, “Ethiopia and the Right to Secession in International and Comparative Law”, in E. Brems and C. Van der Beken (eds.), <i>Federalism and the Protection of Human Rights in Ethiopia</i> (Muenster, Lit Verlag, 2008).</p> <p>20. Christophe Van der Beken, “Ethiopia: Constitutional Protection of Ethnic Minorities at the Regional Level,” <i>Afrika Focus</i>, Vol. 20, No. 1-2, 2007.</p> <p>21. Christophe Van der Beken, “Federalism at the Regional Level? Unity in Diversity in Ethiopia’s Multi-Ethnic Regions,” in Assefa Fiseha and Getachew Assefa (eds.), <i>Institutionalizing Constitutionalism and the Rule of Law: Towards a Constitutional Practice in Ethiopia</i>, Addis Ababa, Addis Ababa University, Faculty of Law, Ethiopian Constitutional Law Series, Vol.3, 2010.</p> <p>22. Yonatan Tesfaye Fessha and Christophe Van der Beken, “Ethnic Federalism and Internal Minorities: the legal protection of minorities within minorities in Ethiopia,” <i>African Journal of International and Comparative Law</i> Vol. 21(1), 2013.</p>
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3.6.5 ORGANISATIONAL DATA

Responsible Persons	Contact the Head of Department of Federalism and Local Government Studies at IFLS: + 251 11 6 463005
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan.
Programmes	This module is offered in the MA Program on Federalism and Local Government Studies.
Interconnect-ability	This module is connected to the modules on Comparative Constitutional Law, Comparative Federalism, and State Constitutions, Local Government and Good Governance.

3.7 MODULE 7: FEDERALISM, DIVERSITY AND THE MANAGEMENT OF CONFLICT IN THE HORN OF AFRICA

3.7.1 GENERAL DATA

Module Number	FLGS6061
Module Title	Federalism, Diversity and the Management of Conflict in the Horn of Africa
Module Level	Masters
Abbreviation	FDMCA
Subtitle	-
Duration in Semesters	Core
Frequency	One semester
Language	Offered in every first year second semester
ECTS	English

3.7.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 60
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 115
Total Hours	Contact Hours + Self Study Hours = 175

3.7.3 ASSESSMENT

Description	Grade will be determined on the basis of: <ul style="list-style-type: none"> • Answering control questions (30%) • Writing analytical paper and presentation (30%) <ul style="list-style-type: none"> ▪ Final Examination (40%)
Examination Types	Written
Examination Duration	3 hours
Assignments	Assignment includes: <ul style="list-style-type: none"> ▪ Working on control questions ▪ Writing analytical paper ▪ Preparing presentation
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.7.4 DESCRIPTION

Learning Outcomes	After completing this module, the student is able to: <ul style="list-style-type: none"> ▪ Understand different theories on ethnicity and conflict;
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	<ul style="list-style-type: none"> ▪ Explain the context of multiethnic/national federations and the policies and institutions for accommodating diversity; ▪ Explain the fundamental features of the Ethiopian federal system and the context under which it was established; ▪ Illustrate why and how ‘ethnic conflicts’ recur and the conditions under which federalism may assist in managing such tensions; ▪ Discuss the policies and institutions that may help in managing diversity; ▪ Explain the various contexts within the region that necessitate the demands for decentralization and federalism; ▪ Discuss the factors that challenge the devolutionary processes in the Horn; ▪ Assess the relevance and irrelevance of Ethiopia’s federal experience for other countries in the Horn; and. ▪ Design appropriate conflict management tools.
<p>Prerequisites</p>	<p>Prior study of the modules on comparative federalism and comparative survey of constitutional systems is required.</p>
<p>Content</p>	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>Learning Unit 1 - The Context of the Federal System in Ethiopia</p> <ol style="list-style-type: none"> 1.1 Historic Ethiopia as a <i>De Facto</i> Federation 1.2 The Process of Centralization (1930-1991) 1.3 Continuity or Reversal? 1.4 The Challenges of Building a Multicultural State 1.5 Conclusion <p>Learning Unit 2 - Federalism and “Nation” Building</p> <ol style="list-style-type: none"> 2.1. Nation state federation vs Multiethnic/cultural/national federations <ul style="list-style-type: none"> ▪ Understanding their context and the central issues that distinguish them 2.2. Motives for establishing Federation <ul style="list-style-type: none"> ▪ The classic Rikarian view : defense and security ▪ Economic reasons: creating customs union and bigger economic market ▪ Forging unity in diversity: accommodating group diversity ▪ A combination of factors- theory of circumstantial causation <p>Learning Unit 3 - Federalism and Conflicts</p> <ol style="list-style-type: none"> 3.1. “Ethnic Conflicts” 3.2. Introduction to the Theories of Conflict and Conflict Resolution

	<p>Learning Unit 4 - Institutions and Policies for Accommodating Diversity</p> <p>4.1. Overcoming diversity</p> <ul style="list-style-type: none"> ▪ Accepting diversity and ignoring it – US style ▪ Assimilation - French style <p>4.2. Accommodating Diversity - the various mechanisms</p> <p>4.3. Federalism and Citizenship in Diverse Societies</p> <p>Learning Unit 5 – Stability and Instability in Federations</p> <p>5.1. What Determines Stability in Federations</p> <p>5.2. Lessons from Failed and Existing Federations</p> <p>Learning Unit 6 – Federalism and decentralization in the Horn of Africa</p> <p>The students should be able to work on each country as a case study and present to class</p> <p>6.1. The Ethio-Eritrea ‘federation’</p> <ul style="list-style-type: none"> 6.1.1. The context and history 6.1.2. Post-1991 developments <p>6.2. Diversity, decentralization and constitutional development in the Sudan & South Sudan</p> <p>6.3. Diversity, decentralization and Constitutional Development in Kenya</p> <p>6.4. Federalizing Somalia</p> <p>6.5. Diversity and constitutional development in Djibouti</p>
<p>Learning & Teaching Methods</p>	<p>A combination of delivery methods is used to achieve the Module Level Outcome. The methods include lectures, discussions, debates and presentations. Discussions and debates could be on issues that arise spontaneously or on questions/issues raised by the instructor in the form of control questions distributed along the syllabus. The presentations are based on the research conducted by each student in the course of preparation of an individual research paper.</p>
<p>Media</p>	<p>Teaching materials are available in the library. They essentially consist of reader with several scholarly articles compiled by the instructor (see literature list below)</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Assefa Fiseha, Federalism and the Accommodation of Diversity: A Comparative Study, Revised Edition, 2007 2. Burgess, Michael, Comparative Federalism: Theory and Practice London: Rutledge 2006 3. David Turton ed., Ethnic Federalism: The Ethiopian Experience in Comparative Perspective (Oxford: James Currey, 2006). 4. Elazar, Daniel, Exploring Federalism (Tuscaloosa, AL: University of Alabama Press, 1987). 5. Hueglin, Thomas and Alan Fenna, Comparative Federalism, A Systematic Inquiry Broadview press, 2006.

6. Linder, Wolf, *Swiss Democracy: Possible Solutions to Conflict in Multicultural Societies* 2nd ed. (New York: St. Martin's Press, 1998).
7. Lidija Basta and Thomas Fleiner eds., *Federalism and Multiethnic States, The Case of Switzerland* v. 16 2nd edn. (Fribourg: PIFF, Helbing and Lichtenhahn, 2000)
8. Watts, Ronald, *Comparing Federal Systems* 2nd edn Montreal: Queen's University, 1999.

*Additional reader will have to be prepared for the case studies of each country of the horn. The following may be included.

On Ethiopia and Eritrea

1. Minase Haile, 'The Legality of Secession: The Case of Eritrea,' *Emory International Law Review* 8 (Fall 1994): 479-503
2. Tekeste Negash, *Eritrea and Ethiopia: The Federal Experience* (Uppsala: Nordiska Afrikainstitutet, 1997) at 20
3. Kinfe Abraham, *Ethiopia from Empire to Federation* (London: EIIP, 2001).
4. James Paul, "Ethnicity and the New Constitutional Order of Ethiopia and Eritrea," in Yash Ghai ed., *Autonomy and Ethnicity: Negotiating Competing Claims in Multiethnic States* (Cambridge: Cambridge University Press 2000);
5. Sven Rubenson, *The Survival of Ethiopian Independence* (London: Heinemann, 1976): 380-400;
6. Heinrich Scholler, 'The Ethiopian Federation of 1952: an Obsolete Model or a Guide for the Future,' in Peter Woodward and Murray F. eds., *Conflict and Peace in the Horn of Africa* (Aldershot: Dartmouth, 1994) at 12.
7. Tesfatsion Medhanie, 'Remarks on Eritrea and a Possible Framework for Peace,' in Peter Woodward and Murray F. eds., *Conflict and Peace in the Horn of Africa* (Aldershot: Dartmouth, 1994): 21-23; Scholler, *supra* note 28 at 13
8. Arthur Schiller, "Eritrea: Constitution and Federation with Ethiopia," *American Journal of Comparative Law* v.2 (1953) p. 378
9. Mesfin Araya, 'The Eritrean Question: An Alternative Explanation' *The Journal of Modern African Studies* 1990 28:1 (79-100) p.81
10. Bereket Habte Selassie, 'Self-Determination in Principle and Practice: The Ethiopian-Eritrean Experience,' *Columbia Human Rights Law Review* 29 (Fall 1997): 99-101.
11. Jon Abbink, 'Badme and the Ethio-Eritrean Border: The Challenges of Demarcation in the Post-war Era,' in *Africa* (Roma) 58:2 (2003): 219-231.
12. Allen Buchannan, 'Federalism, Secession and the Morality of Inclusion,' *Arizona Law Review* (Spring 1995): 53-63; also Donald Horowitz, "The Cracked Foundations of the Right to Secede," *Journal*

	<p>of Democracy 14:2 (2003) pp. 5-16.</p> <p>13. Ruth Iyob, 'The Eritrean Experiment: A Cautious Pragmatism?' <i>Journal of Modern African Studies</i> 1997 35:4 p.648;</p> <p>14. Bereket Habte Selassie, 'Self-Determination in Principle and Practice: The Ethiopian and Eritrean Experience' 29 <i>Colum. Hum. Rts. L. Rev.</i> 91 1997-1998: p. 137.</p> <p>15. Debessay Hedru, 'Eritrea: Transition to Dictatorship, 1991-2003' <i>Review of African Political Economy</i> 2003 30:97 pp. 435-444;</p> <p>16. Petros Ogbazghi, 'Personal Rule in Africa: The Case of Eritrea' <i>African Studies Quarterly</i> 2011 12:1 p. 1-29.</p> <p>17. Tesfatsion Medhannie, <i>Constitution Making, Legitimacy and Regional Integration: An Approach to Eritrea's Predicament and Relations with Ethiopia</i>, 2008 DIIPER Research Series Working paper No. 9 http://www.diiper.ihis.dk/</p> <p>18. Jon Abbink, 'Briefing: The Eritrean- Ethiopia Border Dispute' <i>African Affairs</i> 1998 97:389 pp.551-565;</p> <p>19. Lenco Lata, 'The Ethiopia-Eritrea War', <i>Review of African Political Economy</i> 2003 30:97 369-388;</p> <p>20. Ruth Iyob, 'The Ethiopian – Eritrean Conflict: Diasporic vs Hegemonic States in the Horn of Africa, 1991-2000' <i>Journal of Modern African Studies</i> 2000 38:4 pp. 659-682;</p> <p>21. Medhane Tadesse, 'On the Feud Between Ethiopia and Eritrea' www.currentanalyst.com as accessed on July 2011.</p> <p>22. Martin Plaut, 'The Eritrean Opposition Moves Towards Unity' <i>Review of African Political Economy</i> 2005 32:106: 638-643</p> <p>23. Robert Dahl, <i>A Preface to Democratic Theory</i> (Chicago: The University of Chicago Press 2006) and for the notion of democracy in a multiethnic context see Arend Lijphart, <i>Democracy in Plural Societies</i> (Yale: Yale University Press 1977).</p> <p>24. Mesfin Araya, 'The Eritrean Question: An Alternative Explanation' <i>The Journal of Modern African Studies</i> 1990 28:1 (79-100) p. 91-92</p> <p>25. ... (Recent Literature to be Added)</p> <p>On Sudan</p> <p>26. Harvey Glickman, "Islamism in Sudan's Civil War," <i>Orbis: A Quarterly Journal of World Affairs</i> (Spring 2000) p. 269.</p> <p>27. Scott Straus, "Darfur and the Genocide Debate," <i>Foreign Affairs</i>, January/February 2005.</p> <p>28. Omer Awadalla Ali Gasmelseid, <i>Federalism as Conflict Management Device for Multiethnic and Multicultural Societies: The case of Sudan</i> (Bale: Helbing &Lichtenhahn 2006) pp.28-33. The political instability is further observed if one looks at Sudan's three transitional constitutions, "two permanent constitutions," countless decrees and Peace Agreements in 50 years life after independence.</p> <p>29. Ahmed T. el-Gaili, "Federalism and the Tyranny of Majorities: Challenges to Islamic Federalism in Sudan," <i>Harvard International Law</i></p>
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	<p>Journal 45:2 (2004) p. 504</p> <p>30. Francis Deng, Southern Sudan and the Cultural Change of Governance, Conference on the Current Peace and security Challenges in the Horn of Africa, InterAfrica group (2007) p. 92.</p> <p>31. Donald Horowitz, Ethnic Groups in Conflict, University of California Press, Berkeley, 1985; Foulie Psalidas-Perlmutter, "The Interplay of Myths and Realities," <i>Orbis: A Quarterly Journal of World Affairs</i> Spring 2000 pp. 237-44; William Zartman, "Mediating Conflicts of Need, Greed and Creed," <i>Orbis: A Quarterly Journal of World Affairs</i> Spring 2000 pp. 255-66.</p> <p>32. Donald Horowitz, 'The Cracked Foundation of the Right to Secede,' <i>Journal of Democracy</i> 14:2 2003</p> <p>33. Douglas Johnson, <i>The Root causes of Sudan's Civil Wars</i> (Oxford: James Currey, 2003)</p> <p>34. Mahmood Mamdani, <i>Saviours and Survivors, Darfur, Politics and The war on Terror</i> HSRC Press 2009</p> <p>35. Alex De Waal, Briefing: Darfur, Sudan: Prospects for Peace, <i>African Affairs</i> 104/414</p> <p>36. Francis Deng, Sudan: A Nation in Turbulent Search for itself <i>Annals of the American Academy of Political and Social Sciences</i> v.603 2006</p> <p>37. Claire Metelits, Reformed Rebels? Democratization, Global Norms and the SPLA, <i>Africa Today</i> 51:1 2004</p> <p>On Kenya</p> <p>38. Michael Chege, 'Kenya Back from the Brink?' <i>Journal of Democracy</i> 19:4 2008 p.126-127.</p> <p>39. Susanne Mueller, 'The Political Economy of Kenya's Crisis,' <i>Journal of Eastern African Studies</i> 2:2 2008 pp 185-210;</p> <p>40. Daniel Branch and Nic Cheeseman, 'Democratization, Sequencing, and State failure in Africa: Lessons from Kenya,' <i>African Affairs</i> 108/430 2008 1-26;</p> <p>41. Njoki Ndungu, 'Kenya the December 2007 Election Crisis' <i>Mediterranean Quarterly</i> 2008 19:4 111-121.</p> <p>42. Jacqueline Kloop, 'Ethnic Clashes' and Winning Elections: The Case of Kenya's Electoral Despotism' <i>Canadian Journal of African Studies</i> 35:3 2001.</p> <p>43. David Anderson, 'Yours in the Struggle for Majimbo: Nationalism and the Party Politics of Decolonization in Kenya 1955-64' <i>Journal of Contemporary History</i> 40:3 2005 p.547-548, 552;</p> <p>44. Henry Amadi, 'Kenya's Grand Coalition Government- Another Obstacle to Urgent Constitutional reform?' <i>Africa Spectrum</i> 2009 44:3 149-164;</p> <p>45. Gabrielle Lynch, 'Courting the Kalenjin: The Failure of Dynasticism and the Strength of the ODM Wave in Kenya's Rift Valley Provinces' <i>African Affairs</i> 107:429 2008 p.558-559;</p> <p>46. Erik Kramon and Daniel Posner, 'Kenya's New Constitution' <i>Journal of</i></p>
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	<p>Democracy 22:2 2011.</p> <p>47. Jacqueline Kloop, 'Ethnic Clashes' and Winning Elections: The Case of Kenya's Electoral Despotism' <i>Canadian Journal of African Studies</i> 35:3 2001 p.476-7</p> <p>48. Susanne Mueller, 'The Political Economy of Kenya's Crisis,' <i>Journal of Eastern African Studies</i> 2:2 2008 p.189</p> <p>49. Joel Barakan, 'Kenya After Moi' <i>Foreign Affairs</i> 83:1 2004 p 89</p> <p>50. Daniel Branch and Nic Cheeseman, 'Democratization, Sequencing, and State failure in Africa: Lessons from Kenya,' <i>African Affairs</i> 108/430 2008 p.8</p> <p>51. Walter Oyugi, <i>Politicized Ethnic Conflict in Kenya: A Periodic Phenomenon 2000</i> Addis Ababa, conference paper unpublished (with the author) p. 10</p> <p>52. David Anderson, 'Briefing: kenya's Election 2002- The Dawning of a New Era?' <i>African Affairs</i> 2003, 102/331-342; p.331</p> <p>53. Alicia Bannon, 'Designing a Constitution Drafting Process: Lessons from Kenya' <i>The Yale Law Journal</i> 2007 116:8 pp 1837-1838.</p> <p>54. Erik Kramon and Daniel Posner, 'Kenya's New Constitution' <i>Journal of Democracy</i> 22:2 2011</p> <p>55. Arend Lijpart, 'The Wave of Power sharing democracy' in <i>The Architecture of Democracy: Constitutional Design, Conflict Management and Democracy</i> Andrew Reynolds ed. New York: Oxford University Press , 2002 p. 37.</p> <p>56. Arend Lijpart, 'Constitutional Design for Divided Societies' <i>Journal of Democracy</i>, 15:2 2004 96-99</p> <p>57. Arend Lijphart 'Consociation and federation: Conceptual and Empirical Links' <i>Canadian Journal of Political Science</i> 12:3 1979 p.500</p> <p>58. Donald Horowitz 'Constitutional Design: Proposal versus Processes' in <i>The Architecture of Democracy: Constitutional Design, Conflict Management and Democracy</i> Andrew Reynolds ed. New York: Oxford University Press , 2002 pp. 15-37</p> <p>59. Benjamin Reilly, <i>Democracy in Divided Societies: Electoral Engineering for Conflict Management</i> Cambridge, Cambridge University press 2004.</p> <p>On Djibouti</p> <p>60. Ruddy Doom, 'International Setting,' in <i>Constitutionalism: Reflections and Recommendations, Proceedings of the Symposium on the Making of the New Ethiopian Constitution</i> (Addis Ababa: Inter Africa Group, 1993) at 3.</p> <p>61. David Mittrany, <i>The Functional Theory of Politics</i> (New York: St. Martin's Press, 1976).</p> <p>62. Kassim Shehim and James Searing, 'Djibouti and the Quest for Afar Nationalism,' <i>African Affairs</i> 79:315 (1980): 209-226 .</p> <p>63. Mohamed Kadamy, 'Djibouti Between War and Peace,' <i>Review of African Political Economy</i> 23:7 (1996): 511-521.</p>
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	<p>64. Peter Schraeder, 'Ethnic Politics in Djibouti: From 'Eye of the Hurricane' to 'Boiling Cauldron'' African Affairs 92:367 1993: 203-221..</p> <p>65. Mohamed Kadamy, 'Djibouti Between War and Peace,' Review of African Political Economy 23:7 (1996): 511-521. P. 512.</p> <p>66. Said Yusuf Abdi, 'Independence for the Afars and Issas: Complex Background; Uncertain Future, Africa Today 24:1 P. 63.</p> <p>67. For the different political parties in Djibouti see Berouk Mesfin, Elections, Politics and External Involvement in Djibouti, Institute for Security Studies, Situation Report April 2011; for the contesting political issues between the Afar and Issa see Mohamed Kadamy, 'Djibouti Between War and Peace,' Review of African Political Economy 23:7 (1996): 511-521.</p> <p>68. Mohamed Kadamy, 'Djibouti Between War and Peace,' Review of African Political Economy 23:7 (1996): 511-521. P. 512</p> <p>69. Kassim Shehim and James Searing, 'Djibouti and the Quest for Afar Nationalism,' African Affairs 79:315 (1980): 209-226 p. 210.</p> <p>70. John Markakis, Resource Conflict in the Horn of Africa (London: Sage Publications, 1998) pp. 175-177.</p> <p>71. Arend Lijphart, Democracy in Plural Societies (Yale: Yale University Press, 1977): 25-44.</p>
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3.7.5 ORGANISATIONAL DATA

Responsible Persons	Contact the Head of Department of Federalism and Local Government Studies at IFLS: + 251 11 6 463005
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan.
Programmes	This module is offered in the MA program on Federalism and Local Government Studies.
Interconnect-ability	This module is connected to the modules on Comparative Federalism, Comparative Survey of Constitutional Systems, and State Constitutions, Local Government and Good Governance.

3.8 MODULE 8: STATE CONSTITUTIONS, LOCAL GOVERNMENT AND GOOD GOVERNANCE

3.8.1 GENERAL DATA

Module Number	CPLG6071
Module Title	State Constitutions, Local Government and Good Governance
Module Level	Masters
Abbreviation	SLGG
Subtitle	-
Duration in Semesters	One semester
Frequency	Offered in every first year second semester
Language	English
ECTS	9

3.8.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 75
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 150
Total Hours	Contact Hours + Self Study Hours = 225

3.8.3 ASSESSMENT

Description	Grade will be determined on the basis of: <ul style="list-style-type: none"> • Answering control questions (30%) • Writing analytical paper and presentation (30%) <ul style="list-style-type: none"> ▪ Final Examination (40%)
Examination Types	Written
Examination Duration	3 hours
Assignments	Assignment includes: <ul style="list-style-type: none"> ▪ Working on control questions ▪ Writing analytical paper ▪ Preparing presentations
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.8.4 DESCRIPTION

Learning Outcomes	After completing this module, the student is able to <ul style="list-style-type: none"> ▪ Discuss the Ethiopian regional state constitutional provisions; ▪ Describe the institutional set-up, powers and responsibilities of local government in Ethiopia; ▪ Understand standards of good governance developed by different international organizations;
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	<ul style="list-style-type: none"> ▪ Understand state constitutional options and suggest pertinent alternatives; ▪ Understand societal features that explain the distinctive characteristics of state constitutions; ▪ Evaluate the impact of state constitutional provisions on minority rights protection; ▪ Analyze state constitutions from a comparative perspective; ▪ Evaluate state constitutions vis-à-vis international standards of good governance; ▪ Apply good governance tools in his/her professional environment; and ▪ Design instruments/mechanisms to promote and strengthen good governance in state institutions.
Prerequisites	None
Content	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>Learning Unit 1: State Constitutions</p> <ol style="list-style-type: none"> 1. General Introduction 2. State Constitutions in general 3. The Ethiopian federal constitution: A model for regional constitution-making 4. State Constitutions in Ethiopia <ul style="list-style-type: none"> ▪ Preamble, general provisions, principles, policy objectives, amendment ▪ The legislature in state constitutions ▪ The executive in state constitutions ▪ The judiciary in state constitutions ▪ Constitutional interpretation in the states ▪ Human rights and minority protection in states <p>Learning Unit 2: Local Government</p> <ol style="list-style-type: none"> 1. Federalism, Decentralization and Local Government 2. The Status, Powers and Functions of Local Government in federations 3. The Status, Powers and Functions of Local Government in Ethiopia <ul style="list-style-type: none"> ▪ The Status, Powers and Functions of Local Government before 1991 ▪ The Status, Powers and Functions of Local Government since 1991 ▪ The Institutions and Autonomy of Local Governments in Ethiopia <p>Learning Unit 3: Good Governance</p> <ol style="list-style-type: none"> 1. Meaning and Concept of Governance 2. Meaning and Concept of Good Governance 3. Standards and Principles of Good governance 4. Challenges to Good Governance 5. Good Governance in Ethiopia: Challenges and Prospects
Learning & Teaching Methods	A combination of methods is used to achieve the Module objectives. The methods include ex cathedra lectures, discussions, debates and presentations. Discussions and debates could be on issues that arise

	spontaneously or on questions/issues raised by the instructor. The presentations are based on research conducted by the students.
Media	Teaching materials are available in the library. They essentially consist of a reader with several scholarly articles compiled by the instructor (see the literature list below)
Literature	<ol style="list-style-type: none"> 1. Andras Sajo, "The Constitution as Fear and Acceptance" (included in reader) 2. Donald Lutz, "The Origins of American Constitutionalism" (included in reader) 3. Daniel J. Elazar, "Constitution-Making: The Pre-eminently Political Act" (included in reader) 4. Daniel J. Elazar, "The Federalist Revolution and the Way to Peace" (included in reader) 5. Daniel J. Elazar, "Federalism and Pluralism in a Free Society" (included in reader) 6. Brian Calligan, "Federalism, Sub-National Constitutional Government and Rights Protection" (included in reader) 7. G. Alan Tarr, „Explaining Sub-national Constitutional Space“, <i>Penn St. L. Rev.</i> Vol. 115, 2010-2011, 1133-1149. 8. Ronald Watts, "States, Provinces, Lander and Cantons: International Variety among Subnational Constitutions“, <i>Rutgers L.J.</i> Vol. 31,1999-2000, 941-959. 9. John Dinan, „Patterns of Subnational Constitutionalism in Federal Countries“, <i>Rutgers L.J.</i> Vol. 39, 2007-2008, 837-861. 10. Robert F. Williams and G. Alan Tarr, "Subnational Constitutional Space: A View from the States, Provinces, Regions, Lander, and Cantons“, in G. Alan Tarr, Robert F. Williams and Josef Marko (eds.), <i>Federalism, Subnational Constitutions, and Minority Rights</i>, Westport, Praeger, 2004, 247 p. 11. Robert F. Williams, "American State Constitutional Law" (included in reader) 12. G. Alan Tarr, "American State Constitutions and Minority Rights", in G. Alan Tarr, Robert F. Williams and Josef Marko (eds.), o.c. 13. Giovanni Biaggini, "Federalism, Subnational Constitutional Arrangements and the Protection of Minorities in Switzerland", in G. Alan Tarr, Robert F. Williams and Josef Marko (eds.), o.c.

14. Christophe Van der Beken, *Unity in Diversity – Federalism as a Mechanism to Accommodate Ethnic Diversity: The Case of Ethiopia*, Zuerich/Muenster, Lit Verlag, 2012, 352 p.
15. Tsegaye Regassa, "State Constitutions in Federal Ethiopia: A Preliminary Observation", (A Summary for the Bellagio Conference, March 22-27, 2004).
16. Tsegaye Regassa, "Sub-national Constitutions in Ethiopia: Towards Entrenching Constitutionalism at the State Level", *Mizan Law Review*, Vol. 3 No. 1, 2009, 33-69.
17. Christophe Van der Beken, "Ethiopia: Constitutional Protection of Ethnic Minorities at the Regional Level", in E. Brems and C. Van der Beken (eds.), *Federalism and the Protection of Human Rights in Ethiopia*, Munster, Lit Verlag, 2008, 303 p.
18. Christophe Van der Beken, "Federalism at the Regional Level? Unity in Diversity in Ethiopia's Multi-Ethnic Regions", in Assefa Fiseha and Getachew Assefa (eds.), *Institutionalizing Constitutionalism and the Rule of Law: Towards a Constitutional Practice in Ethiopia*, Addis Ababa, AAU Printing Press, 2010.
19. Getahun Kassa, "Mechanisms of Constitutional Control: A Preliminary Observation of the Ethiopian System", in E. Brems and C. Van der Beken (eds.), o.c.
20. Christophe Van der Beken, "Constitutional Diversity in Ethiopia: A Comparative Analysis of Ethiopia's Regional Constitutions", *Journal of African Development Studies* 2010 (Vol. 3), No. 1, 2010, 19-43.
21. Christophe Van der Beken, *State Constitutions, Ethnic Pluralism and Local Government in Ethiopia*, paper presented at the Fifth National Conference on Civil Service and Federalism in Ethiopia, 12-13 July 2012, Ethiopian Civil Service University, Addis Ababa, Ethiopia.
22. Christophe Van der Beken, "Federalism in a Context of Extreme Ethnic Pluralism: The Case of Ethiopia's Southern Nations, Nationalities and Peoples Region," *Verfassung und Recht in Uebersee – Law and Politics in Africa/Asia/Latin America* 2013 (1), 3-17.
23. Kapur, Y.A., 'The Functioning of Local Government in Federal Systems' in John Kincaid and Rupak Chattopadhyay (eds.), *Local Government in Federal System*, Vol. 4 (New Delhi: Forum of Federations, 2008).
24. George Mathew, 'The Functioning of Local Government and their Relationship with Upper Levels of Government' in John Kincaid and Rupak Chattopadhyay (eds.) *Local Government in Federal System* Vol.

	<p>4 (New Delhi: Forum of Federations, 2008).</p> <p>25. Nico Steytler, 'Comparative Reflections on Local Government and Metropolitan Regions in Federal Systems' in Blindenbacher, Raoul and Pasma, Chandra, <i>Dialogues on Local Government and Metropolitan Regions in Federal Countries</i>, Vol.6 (Canada: Imprimerie Gavin, 2007).</p> <p>26. Kassahun Berhanu, 'Decentralization, Local Government and Federalism in Ethiopia' in Kassahun Berhanu, et al. (eds.), <i>Electoral Politics Decentralized Governance and Constitutionalism in Ethiopia</i> (Addis Ababa: Addis Ababa University Press, 2007).</p> <p>27. Meheret Aynew, 'A Rapid assessment of Woreda Decentralization' in Taye Assefa and Tegegne Gebre Egziabher (eds), <i>Decentralization in Ethiopia</i> (Addis Ababa: Forum of Social Studies, 2007).</p> <p>28. Tegegne Gebre Egziabher and Kassahun Berhanu, 'A Literature Review of Decentralization in Ethiopia' in Taye Assefa and Tegegne Gebre Egziabher, eds., <i>Decentralization in Ethiopia</i> (Addis Ababa: Forum of Social Studies, 2007).</p> <p>29. Zerihun Yimer, 'The Status, Powers and Function of Local Governments in Oromia' in Alem Habtu (ed.), <i>Ethiopian Federalism, Principle, Process and Practice</i>, a Conference Paper Prepared for the 5th International Conference on Federalism (Addis Ababa: Addis Ababa University Press, 2010).</p> <p>30. Yemane Hailu Meles, „The Power and Function of Local Government in Ethiopia: A Case Study of Tigray Regional State“, in Alem Habtu (ed.), <i>Ethiopian Federalism, Principle, Process and Practice</i>, a Conference Paper Prepared for the 5th International Conference on Federalism (Addis Ababa: Addis Ababa University Press, 2010).</p>
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3.8.5 ORGANISATIONAL DATA

Responsible Persons	Dr Christophe Van der Beken, Christophe.VanderBeken@gmail.com, Tel: + 251 92 0 32 80 18
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan
Programmes	This module is offered in the LLM Program on Comparative Public Law and Good Governance.
Interconnect-ability	This module is connected to the modules on Comparative Federalism, Comparative Survey of Constitutional Systems, and Federalism and Human Rights.

3.9 MODULE 9: FISCAL FEDERALISM AND THE MANAGEMENT OF RESOURCES

3.9.1 GENERAL DATA

Module Number	FLGS6081
Module Title	Fiscal Federalism and the Management of Resources
Module Level	Masters
Abbreviation	FFMR
Duration in Semesters	One semester
Frequency	Offered in every second year first semester
Language	English
ECTS	7

3.9.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 60
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 115
Total Hours	Contact Hours + Self Study Hours = 175

3.9.3 ASSESSMENT

Description	Grade will be determined on the basis of: <ul style="list-style-type: none"> ▪ Assignment: literature review and report or work on control questions (30%) ▪ Writing analytical paper and presentation (30%) ▪ Final examination (40%)
Examination Types	Written
Examination Duration	3 hours
Assignments	Assignment includes: <ul style="list-style-type: none"> ▪ Literature review or work on control questions ▪ Writing analytical paper ▪ Preparing presentations
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.9.4 DESCRIPTION

Learning Outcomes	After completing the module, the student is able to: <ul style="list-style-type: none"> ▪ Discuss the various constitutional features which can have impact on the fiscal aspects a federal system;
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	<ul style="list-style-type: none"> ▪ Assess the various constitutional methods of distributing expenditure responsibilities & revenue sources in general and implementation in the Ethiopian constitution in particular; ▪ Identify the economic, social, legal and political implications of the existing financial arrangements in Ethiopia; ▪ Analyze the pros and cons in the systems of intergovernmental financial relations/transfer implemented in Ethiopia ; ▪ Apply the principles for designing a grant formula and suggest pertinent policy alternatives; ▪ Analyze the Ethiopian fiscal constitution in a comparative perspective; ▪ Discuss principles for the management of resources; and ▪ Analyze the Ethiopian legal mechanism for ensuring fiscal responsibility
Prerequisites	Prior study of the module on Comparative Federalism is required.
Content	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>Learning Unit 1 - Introduction</p> <ol style="list-style-type: none"> 1. Features and objectives of federalism 2. Introducing major (constitutional) issues of fiscal federalism 3. The relevance of the theory of fiscal federalism in decentralized unitary and federal systems 4. Brief discussion on the role of government <p>Learning Unit 2 - Some constitutional features which can have impact on financial arrangements</p> <ol style="list-style-type: none"> 1. The traditions of centralization/decentralization 2. the adoption of federalism by devolution and by aggregation, and their impact on fiscal aspects 3. The form of the division of legislative and executive powers in general 4. The form and implications of the division of tax powers 5. The constitutional processes and institutions of intergovernmental relations on financial matters 6. The extent to which the constitution deal with financial arrangements, the principle of the rule of law, the role of (constitutional) courts, etc. 7. The <i>de jure</i> and <i>de facto</i> asymmetries and their implications for financial relations <p>Learning Unit 3 - The constitutional allocation and scope of expenditure responsibilities</p> <ol style="list-style-type: none"> 1. Objectives of assigning responsibilities to different levels of government 2. The principles for assignment of expenditure responsibilities and some economics school of thoughts 3. The method of the division of legislative and executive powers as the method of determining the distribution of expenditure

	<p>responsibilities</p> <p>4. types of powers</p> <p>Learning Unit 4 - Assignment of revenue-raising powers/responsibilities</p> <ol style="list-style-type: none"> 1. Purposes and types of taxes, 2. General options/methods for the division of taxes 3. The structure of taxation power in Ethiopia <ul style="list-style-type: none"> ▪ Introduction: the evolution of the tax structure ▪ Exclusive power of the federation and the states ▪ Concurrent power ▪ Undesignated/residual taxation power ▪ Local taxes ▪ How to broaden tax base ▪ The system of tax harmonization/competition ▪ Limitations of taxation powers <p>Learning Unit 5 - The issue of fiscal imbalances (and the degree of imbalances in Ethiopia)</p> <ol style="list-style-type: none"> 1. Issues of vertical imbalance 2. Horizontal imbalance: causes and problems associated with 3. How to measure the imbalances 4. Corrective measures 5. Issues of tax competition and tax harmonization <p>Learning Unit 6 - Intergovernmental fiscal transfers and regional borrowing</p> <ol style="list-style-type: none"> 1. Rationales for fiscal transfer 2. Some general principles of transfer 3. Types of transfer: Revenue sharing, conditional and unconditional transfers (equalization transfers), matching and non matching, vertical and horizontal transfer <ul style="list-style-type: none"> ▪ The transfer system in some federations: Canada, Australia, India, Nigeria ▪ The structure of transfer in Ethiopia <ul style="list-style-type: none"> -The legal basis of fiscal transfer - revenue sharing and allocation of grants - institutional mechanism of transfers - fiscal arrangements at the local level ▪ The legal structure of regional borrowing ▪ New trends in State – Local relations ▪ The Ethiopian transfer mechanism: <ul style="list-style-type: none"> -what type/types of transfer does the constitution envisage? -what are the objectives of the grant formulas? -Is there an effective institutional mechanism? -Towards competitive or cooperative federalism? <p>Learning Unit 7 - Management of Resources</p> <ol style="list-style-type: none"> 1. Diversifying revenue sources 2. Budgeting process 3. Debt management 4. Management of resources and institutional accountability 5. Fiscal responsibility laws
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	<p>Learning Unit 8 - Conclusion: Issues to worry about?</p> <ol style="list-style-type: none"> 1. The dangers of decentralization in developing countries 2. Factors which may hamper the flow of labor and capital 3. The problem of accountability in multi-level polity 4. Can intergovernmental collaboration help address some of the problems?
<p>Learning & Teaching Methods</p>	<p>The method of delivery will consist of a blend of lectures, reading assignments, working on control questions, individual and group presentations discussions and writing analytical papers. Since this is a master level module much of the work expected to be done by students in the form of reading assignments and presentations on each of the course contents given below and additional questions which will be given in due course. The required reading materials are available in the library. It is also part of the requirement that students read on topics of this course which are covered under the plenty of books on federalism available in the library.</p>
<p>Media</p>	<p>Teaching materials including readers prepared by the instructor and additional readings are available in the library (see the literature list below)</p>
<p>Literature</p>	<p>Required Readings:</p> <ol style="list-style-type: none"> 1. Solomon Negussie, Module Reader - a compilation of various materials - vol. I and II (available in the library); 2. Solomon Negussie, <i>Fiscal Federalism in the Ethiopian Ethnic-based Federal System</i> (Rev. ed., 2008); 3. Shah, Anwar (ed.), <i>The Practice of Fiscal Federalism: Comparative Perspective</i> (Forum of Federation, MQUP, Montreal, 2007) ; 4. Watts, Ronald L., <i>Comparing Federal Systems</i>, 2nd ed., (Montreal, McGill-Queen's Univ. Press, 1999); 5. Watts, Ronald L., <i>The Spending Power in Federal systems: A Comparative Study</i> (Kingston, Queen's University, Institute of Intergovernmental Relations, 1999). <p>Additional Readings:</p> <ol style="list-style-type: none"> 1. Aalen, Lovise <i>Ethnic Federalism in a Dominant party state: The Ethiopian Experience 1991- 2000</i> (Bergen: Chr. Michelse, Institute Development Studies and Human Rights, 2002) 2. Assefa Fiseha, <i>Federalism and the Accommodation of Diversity in Ethiopia: A Comparative Study</i>, (Wolf Legal Publishers, Nijmegen, 2006), pp.283-354; 3. Eshetu Chole (ed.), <i>Fiscal Decentralization in Ethiopia</i>, (Addis Ababa, AAU Printing p ress, 1994); 4. Oates, Wallace, <i>Fiscal Federalism</i> (Harcourt, Brace Jovanovich, Inc. 1972), chapter I, pp.3-20; 5. Prud'homme, Remy, "On the Dangers of Decentralization," (World Bank Research Observer Vol.10 No. 2, 1995); 6. Alemante G. Selassie, "Ethnic Federalism: Its Promise and Pitfalls for Africa," (28 Yale Journal of International Law 51, 2003): 51-107; 7. Shah, Anwar, "The Reform of Intergovernmental Fiscal Relations in

	<p>Developing and</p> <p>8. Emerging Market Economies,” Policy and Resources Series 23, World Bank, 1994;</p> <p>9. Solomon Negussie, “Ethiopia’s Fiscal Federalism: A Constitutional Overview”, (AAU, Law Faculty, Ethiopian Constitutional Law Series, vol III) 86-123;</p> <p>10. Ethiopian Economic Association Quarterly report on the Macroeconomic Performance of the Ethiopian economy, vol.1 No.1, Nov. 2003;</p> <p>11. Ethiopian Economic Association, <i>Annual Report on the Ethiopian Economy</i> vol. I 1999/2000, Addis Ababa.</p> <p>12. Ethiopian Economic Association, <i>Annual Report on the Ethiopian Economy</i> vol. II, 2000/01, Addis Ababa.</p> <p>13. World Bank, “Ethiopia: Regionalization Study”, Report No. 18898-ET, July 2000.</p> <p>14. World Bank, “Ethiopian Public Expenditure Review”, Report No. 20283-ET., Vols. I & II, June1999.</p> <p>15. TGE, A proclamation to Provide for the Establishment of National/Regional Self-Governments, No.7/1992, <i>Negarit Gazeta</i>, 51st year No. 2, Addis Ababa, 14th January 1992;</p> <p>16. TGE, A Proclamation for the Definition of the Sharing of Revenue between the Central and Regional Governments, No.33/1992, <i>Federal Negarit Gazeta</i>, 52nd year No.7, 20 October 1992.</p> <p>17. Income Tax Proclamation No.286/2002, <i>Federal Negarit Gazeta</i>, 8th Year No.34, 4th July 2002.</p> <p>18. Value Added Tax Proclamation No. 285/2002, <i>Federal Negarit Gazeta</i>, 8th year, No.33, July 4th 2002.</p> <p>19. Federal government of Ethiopia Financial Administration Proclamation No.57/1996, <i>Federal Negrait Gazeta</i>, 3rd year No.14, 19 December 1996.</p> <p>20. Council of Ministers Financial Regulations, No.17/1997, <i>Federal Negarit Gazeta</i>, 3rd year No.46, July 1, 1997.</p>
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3.9.5 ORGANISATIONAL DATA

Responsible Persons	Contact the Head of Department of Federalism and Local Government Studies at IFLS: + 251 11 6 463005
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan.
Programmes	This module is offered in the MA Program on Federalism and Local Government Studies.
Interconnect-ability	This module is connected to the modules on Comparative Federalism, Comparative Survey of Constitutional Systems, Comparative Federal Political Systems, and State Constitutions, Local Government and Good Governance.

3.10 MODULE 10: ADVANCED RESEARCH METHODOLOGY AND WRITING SKILLS

3.10.1 GENERAL DATA

Module Number	IFLS7013
Module Title	Research Methods and Writing Skills
Module Level	Masters
Abbreviation	ARM
Sub-Modules	Sub-Module I: General Overview of Research Methodology (2 ECTS) Sub-Module II: Proposal Development (4 ECTS) Sub-Module II: Research Design and Methodology (4 ECTS)
Duration in Semesters	One semester
Frequency	Offered in every second year first semester
Language	English
ECTS	10

3.10.2 WORKLOAD

Contact Hours	Hours of presence in sessions belonging to the module = 85
Self-Study Hours	Pre- and post-preparation including preparation for exams and other learning activities = 165
Total Hours	Contact Hours + Self Study Hours = 250

3.10.3 ASSESSMENT

Description	Grade will be determined on the basis of: <ul style="list-style-type: none"> ▪ Developing scientific research proposal (30%) ▪ Writing and presenting short research paper (40%) ▪ Skill testing final examination (30%)
Examination Types	Written
Examination Duration	Three hours
Assignments	Assignment will include: <ul style="list-style-type: none"> ▪ Developing scientific research proposal ▪ Data gathering and writing short research paper ▪ Preparing presentation
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.10.4 DESCRIPTION

Learning Outcomes	After completing the module, the student is able to: <ul style="list-style-type: none"> ▪ Explain the principles and techniques of undertaking scientific research in the social and legal sciences ▪ Create scientific research proposal/scheme using qualitative and quantitative research methods ▪ Conduct scientific research by formulating hypothesis, gathering and interpreting data and explaining phenomena, and ▪ Apply the principles, techniques and ethical standards of scientific research to social science and legal research
Prerequisites	None

Content	<p>The following learning units are included each covering normative and empirical considerations:</p> <p>Sub Module I: General Overview of Research Methodology (2 ECTS)</p> <p>Learning Unit 1: General Introduction</p> <ol style="list-style-type: none"> 1.1. Research and the nature and form of reality 1.2. Research:- meaning and what makes it distinct from information and fact gathering 1.3. Towards scientific research process; alternatives to scientific research-experience, media myth, tradition, authority, etc. <p>Learning Unit 2: Introduction to Legal Research</p> <ol style="list-style-type: none"> 2.1. Doctrinal and Non -Doctrinal legal research; 2.2. Emerging Trends in Legal Research <p>Sub Module II: Proposal Development (4 ECTS)</p> <p>Learning Unit 3: Introduction to the research process</p> <ol style="list-style-type: none"> 3.1. Idea Formation 3.2. Framing Research Topic 3.3. Problem Statements 3.4. Research Question 3.5. Research Objective 3.6. Introduction to Research proposal <ol style="list-style-type: none"> 3.6.1. The Characteristics of Research Proposal 3.6.2. Preparing a Research Proposal 3.6.3. Common Weaknesses in Research Proposal <p>Learning Unit 4: Reviewing Related Literature</p> <ol style="list-style-type: none"> 4.1. Introduction 4.2. Importance of related literature 4.3. Conducting literature search: sources and strategies to locate related literatures 4.4. Evaluating, organizing and synthesizing the reviewed literatures <p>Sub Module III: Research Design and Methodology (4 ECTS)</p> <p>Learning Unit 5: Qualitative Research Methodology</p> <ol style="list-style-type: none"> 5.1. Characteristics of qualitative research 5.2. Kinds of qualitative researches 5.3. Types of qualitative data
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	<p>5.4. Collecting qualitative data</p> <p>5.5. Analyzing qualitative data</p> <p>5.6. Reporting qualitative research</p> <p>Learning Unit 6: Quantitative Research Methodology</p> <p>6.1. Characteristics of quantitative research</p> <p>6.2. Kinds of quantitative researches</p> <p>6.3. Types of quantitative data</p> <p>6.4. Collecting quantitative data</p> <p>6.5. Analyzing quantitative data</p> <p>6.6. Reporting quantitative research</p> <p>6.7. Quantitative data organization tool</p> <p>Learning Unit 7: Mixed Method Research</p> <p>7.1. Essence of mixed method research</p> <p>7.2. Steps in mixed method research</p> <p>Learning Unit 8: Research Ethics</p> <p>8.1. Introduction to Research Ethics</p> <p>8.2. Confidentiality and Anonymity</p> <p>8.3. Honesty and Recognition</p>
<p>Learning & Teaching Methods</p>	<p>The following learning and teaching methods are used in mixture:</p> <ul style="list-style-type: none"> • Introductory lecture, • Interactive discussion, • Exercise to develop scientific research proposal/scheme, • Exercise to formulate hypothesis, gather and interpret data, explain phenomena and write analytical research paper, and • Presentation and defence of research proposal and analytical research paper
<p>Media</p>	<p>Printed and electronic books, journal articles, reports and web information in and outside the ECSU library are used. Minimum reading of the materials indicated in the literature list below and additional reading (as will be planned and updated from time to time through detailed module didactic plan) is necessary.</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Paul D. Leedy & Jeanne Ellis Ormrod (2005), Practical Research: Planning and Design (8th ed.), Pearson Merrill Prentice Hall 2. John W. Creswell (2009), Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, SAGE Publications 3. Donnatella Della Porta & Michael Keating (eds.) (2008), Approaches and Methodologies in the Social Sciences: a Pluralist Perspective, Cambridge University Press, UK 4. Mike McConville & Wing Hong Chui (2007), Research Methods for Law, Edinburgh University Press 5. Sari Knopp Biklen & Ronnie Casella (2007), A Practical Guide to the

	<p>Qualitative Dissertation, Teachers College Press, Colombia University, New York and London</p> <ol style="list-style-type: none"> 6. Babbie, Earl (1995) <i>The Practice of Social Science Research</i>, 7th ed., Belmont (California) Wadsworth Publishing Company 7. Manheim, Jarol B and Richard C. Rich (1986) <i>Empirical Political Analysis: Research Methods in Political Science</i>, 2nd ed., New York and London, Longman 8. Christina L Kunz, et al., (2004), <i>The Process of Legal Research</i> (6th ed.), Aspen Publishers, New York 9. Deborah A Schmedemann & Christina L. Kunz (1999), <i>Legal Research Reasoning and Writing</i>, Aspen Publishers, New York 10. Neuman W. Lawrence (2nd ed, 2007), <i>Basics of Social Science Research: Qualitative and Quantitative Approachs</i> 11. Saunders Mark & <i>et al</i> (5th ed. 2009) <i>Research Methods for Business Students</i> 12. Williams M & May T. (1996) <i>Introduction to the philosophy of social research</i> 13. Verma S.K & Wani Afzal(ed.)(2001)<i>legal research and Methodology</i> 14. McConville M & Chui W. H. (ed.)(2007)<i>Research Methods for Law</i> 15. Vanderstoep S.W.& Deirdre D.J (2009) <i>Research Methods for Every Day Life: Blending Qualitative and Quantitative Approaches</i> <p>*Additional readings: Many books related to the module contents listed above are available in the library.</p>
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3.10.5 ORGANISATIONAL DATA

Responsible Persons	Contact the Head of Department of Federalism and Local Government Studies at IFLS: + 251 11 6 463005
Teaching Sessions	Sessions will be planned and indicated in detailed module didactic plan.
Programmes	This module is offered as a cluster module in all the Masters programs at IFLS.
Interconnect-ability	This module is connected to the LLM thesis module.

3.11 MODULE 11: MA THESIS

3.11.1 GENERAL DATA

Module Number	FLGS7021
Module Title	MA Thesis
Module Level	Masters
Abbreviation	MATH
Sub-Modules	<p>Year II, Semester I - MA Thesis (10 ECTS)</p> <ul style="list-style-type: none"> - Thesis Proposal Development (5 ECTS) - Thesis Research Phase I (5 ECTS) <ul style="list-style-type: none"> - Literature and Legal Analysis (2.5 ECTS) - Data/Case Collecting and Reporting (2.5 ECTS) <p>Year II, Semester II - MA Thesis (20 ECTS)</p> <ul style="list-style-type: none"> - Thesis Research Phase II (10 ECTS) <ul style="list-style-type: none"> - Data/Case Interpretation and Analysis (5 ECTS) - Thesis Writing and Editing (5 ECTS) - Thesis Defense (10 ECTS)
Duration in Semesters	Two semesters
Frequency	Offered in every second year first and second semesters
Language	English
ECTS	30

3.11.2 Workload

Contact Hours	Hours of presence in consultation sessions belonging to the module = 30
Self-Study Hours	<p>Pre- and post-preparation including preparation for exam and other learning activities (as indicated below) = 720</p> <ul style="list-style-type: none"> ▪ Thesis Proposal Development (110 hours), ▪ Literature and Legal Analysis (120 hours), ▪ Data and/or Case Collecting and Reporting (120 hours), ▪ Data and/or Case Interpretation and Analysis (120 hours), ▪ Thesis writing (120 hours), ▪ Incorporating adviser's comments on thesis and editing (120 hours), ▪ Preparing for thesis defence (9 hours), ▪ Thesis defence (1 hour)
Total Hours	Contact Hours + Self Study Hours = 750

3.11.3 Assessment

Description	The MA Thesis is assessed, for purpose of completion of the masters program, by an examining body consisting of the thesis adviser, an internal examiner and an external examiner according to the following marking scheme and grading scale:
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	<p>Marking Scheme:</p> <ul style="list-style-type: none">➤ Thesis proposal – 20 percent as follows:<ul style="list-style-type: none">• Proposal development - 5 percent (assessed by adviser)<ul style="list-style-type: none">- Ability to formulate research topic – 2 percent- Ability to write proposal – 3 percent• Content, presentation and defense of proposal – 15 percent (assessed by adviser and internal examiner) (each assesses the proposal as follows and average the sum)<ul style="list-style-type: none">- Sufficient analysis of background problem – 3 percent- Sufficient review of existing research – 3 percent- Appropriate formulation of research topic and question - 3 percent- Originality of proposed research – 3 percent- Validity of proposed research method – 3 percent➤ Thesis content – 50 percent (15 percent assessed by adviser; 15 percent assessed by internal examiner; and 20 percent assessed by external examiner) (each assesses the thesis out of 100 percent as follows and convert his/her sum to the percentage allocated to him/her)<ul style="list-style-type: none">- Sufficient discussion of issues - 15 percent- Use of right research methodology - 20 percent- Coverage and correct analyses of relevant literature and/or laws - 15 percent- Coverage and correct analyses of data and/or cases - 15 percent- Originality and practical contribution of thesis - 20 percent- Organization, language and referencing (including appropriate organization of contents, consistency and logical flow of arguments, appropriate use of language, clarity of answer to research question, and correct construction of citation and bibliography) - 15 percent➤ Thesis presentation and defense - 30 percent (assessed by adviser, internal examiner and external examiner) (each assesses the presentation and defense as follows and average the sum)<ul style="list-style-type: none">- Clarity, consistency and logical flow of ideas - 10 percent- Answering questions - 10 percent- Mastery of subject matter - 10 percent <p>Grading Scale and Value</p> <p>The marks scored for thesis proposal, content and defense are added and grade is given based on the following scale:</p>
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	<table border="1"> <tr> <td>[85-100]</td> <td>Excellent</td> <td>4.00</td> </tr> <tr> <td>[75-85)</td> <td>Very good</td> <td>3.75</td> </tr> <tr> <td>[60-75)</td> <td>Good</td> <td>3.50</td> </tr> <tr> <td>[50-60)</td> <td>Satisfactory</td> <td>3.00</td> </tr> <tr> <td>[0-50)</td> <td>Fail</td> <td>0.00</td> </tr> </table>	[85-100]	Excellent	4.00	[75-85)	Very good	3.75	[60-75)	Good	3.50	[50-60)	Satisfactory	3.00	[0-50)	Fail	0.00
[85-100]	Excellent	4.00														
[75-85)	Very good	3.75														
[60-75)	Good	3.50														
[50-60)	Satisfactory	3.00														
[0-50)	Fail	0.00														
Examination Type	Content assessment and defence															
Examination Duration	One hour defence															
Assignments	<p>Assignment will include:</p> <ul style="list-style-type: none"> ▪ Preparing thesis proposal, ▪ Collecting and analyzing literature and law, ▪ Collecting and analyzing data and/or case, ▪ Writing thesis, and ▪ Preparing for defense. 															
Repetition	<p>Examination is not repeated. (Module may be repeated according to university academic regulation)</p>															

3.11.4 Description

Learning Outcomes	<p>After completing the module, the student is able to:</p> <ul style="list-style-type: none"> ▪ Prepare scientific research proposal; ▪ Undertake, present and defend scientific research; and ▪ Apply ethical and technical standards to scientific research.
Prerequisites	<p>Prior study of the core course modules in the program and the module on Advanced Research Methodology and Writing Skills is required.</p>
Content	<p>The MA thesis is independent study done by the student under supervision of instructors of the Institute. It amounts to writing a research output of not more than 15,000 words (45 pages) including footnotes. It is designed primarily as training for scientific research work. The student must apply the fundamentals of scientific research technique and undertake original investigation on specific problem or topic. The work will be closely supervised by a thesis advisor at all stages (from proposal development up to completion of writing the thesis and submission). The Institute may have guideline.</p> <p>The publication of the thesis depends on its being highest quality. Up to ten best theses are selected out of the excellent theses at will of the writer and the Institute and processed for publication in a graduate journal at the institute (printed or electronic) every year. The thesis is assessed at two levels for this purpose: at the level of completion of the MA program and at the level of publication. At the level of completion of the MA program, the thesis examining body (consisting of the thesis advisor and the two examiners, as indicated in the assessment part above) makes explicit decision on whether the thesis can be published as</p>

	graduate journal article. This happens when the thesis is graded excellent. At the level of publication, the institute critically assesses the academic merit and practical use of the thesis through an ad hoc committee of specialists and makes its final decision on publication of the thesis as graduate journal article based on recommendations of the ad hoc committee. The thesis will pass through editorial work when the institute makes final decision in favor of publication.
Learning & Teaching Methods	The following methods are used by the thesis advisor: <ul style="list-style-type: none"> ▪ Face to face consultation, ▪ Oral/written guidance on data gathering and analysis, and ▪ Oral/written comment on research report.
Media	The thesis advisor may rely on oral advice, use of printed and/or electronic materials and others in order to further build research capacity of the student
Literature	The thesis advisor may indicate reading materials as he/she finds it to be important.

3.11.5 Organisational Data

Responsible Persons	The theses advisor and internal examiner are full time academic staff members of the IFLS. The external examiner is expert in the area of the thesis who is not staff member at IFLS. Each is appointed for the task by the thesis coordinator according to their area of expertise and subject to approval by the Institute Council. The Head of Department of Federalism and Local Government Studies at IFLS acts as the thesis coordinator for the Federalism and Local Government Studies program.
Teaching Sessions	Sessions will be planned and indicated by the thesis advisor.
Programmes	This module is offered as core module in the MA Program in Federalism and Local Government Studies.
Interconnect-ability	This module is connected to the core course modules in the MA Program in Federalism and Local Government Studies.

3.12 MODULE 12: RESEARCH SEMINAR

3.12.1 GENERAL DATA

Module Number	FLGS7031
Module Title	Research Seminar
Module Level	Masters
Abbreviation	RS
Subtitle	-
Duration in Semesters	One semester
Frequency	Offered in every second year second semester
Language	English
ECTS	10

3.12.2 WORKLOAD

Contact Hours	Hours of presence in consultation sessions belonging to the module = 80
Self-Study Hours	Pre- and post-preparation including preparation for exam and other learning activities (as indicated below) = 170 <ul style="list-style-type: none"> ▪ Identifying issue for the seminar (40 hours), ▪ Writing analytical paper for the presentation (60 hours), ▪ Preparing the presentation (24 hours), ▪ Presenting and answering questions (1 hour), and ▪ Analyzing feedback from the presentation (45 hours)
Total Hours	Contact Hours + Self Study Hours = 250

3.12.3 ASSESSMENT

Description	Grade will be determined on the basis of: <ul style="list-style-type: none"> • Writing analytical paper for the presentation (35%) • Answering questions during presentation (35%) • Written analysis of feedback obtained from presentation (30%)
Examination Types	Oral and Written report
Examination Duration	-
Assignments	Assignment will include: <ul style="list-style-type: none"> ▪ Identifying issue for the seminar, ▪ Framing title for the presentation, ▪ Writing analytical paper for the presentation, ▪ Preparing the presentation, and ▪ Analyzing feedback from the presentation.
Repetition	Examination is not repeated. (Module may be repeated according to university academic regulation)

3.12.4 DESCRIPTION

Learning Outcomes	After completing the module, the student is able to: <ul style="list-style-type: none"> • Develop the analytical skills in the relevant field of study; • Build the confidence of making public policy debate on contemporary issues;
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	<ul style="list-style-type: none"> • Experience research seminar holding, and • Enrich his/her Master Thesis work.
Prerequisites	Prior study of the module on advanced research methodology and writing skills and engagement in the MA thesis research are required.
Content	The module is intended to assist the students both to increase their knowledge of contemporary issues related to the topics of their MA theses and to develop their public presentation and debating skills. It is also intended to give them the opportunity to present the preliminary findings of their MA theses and get important feedbacks that help them to improve the theses qualities. As such, it is expected that each student will select a contemporary issue that relates to the topic of his/her MA thesis.
Learning & Teaching Methods	The following methods are used by the seminar supervisor: <ul style="list-style-type: none"> ▪ Face to face consultation, ▪ Oral/written comment on the analytical paper prepared for presentation, ▪ Oral/written comment on the presentation, and ▪ Oral/written comment on the feedback report submitted after presentation.
Media	The seminar supervisor may rely on oral advice and provision of printed and/or electronic materials and other resources in order to further build the research capacity of the student.
Literature	The seminar supervisor may indicate reading materials as he/she finds it to be important.

3.12.5 ORGANISATIONAL DATA

Responsible Persons	The thesis advisor of each student is also the seminar supervisor of that same student. He/she arranges the seminar sessions for the students he/she advises in discussion with the Head of Department of Federalism and Local Government Studies and the institute director. The Head of Department of Federalism and Local Government Studies at IFLS acts as the research seminar coordinator.
Teaching Sessions	Sessions will be planned and drawn in a didactic template by the seminar supervisor in discussion with the head of department of legal studies and the institute director.
Programmes	This module is offered as core module in the MA Program in Federalism and Local Government Studies.
Interconnect-ability	This module may be connected to the MA thesis.