**Debre Markos University**

**College of Post Graduates**

**Course Syllabi For Second Semester Courses\_ Semester II Year 2012 E.C.**

**College: Social Sciences and Humanities**

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| Department | Program | Course Details | | | | Remark |
| **Civics and Ethical studies** | Course Title & code | Course code | CrHr | Course description |  |
| **Political Science** | **Theory of International Relations** | **PSIR 5021** | **3** | This course is designed to familiarize students on the various theoretical strands on international relations. It reviews the main strands of the theoretical literature, which necessitates covering a lot of ground quite quickly. The course would examine wide variety of contemporary theoretical thinking in international relations acquainting the students with both past and contemporary approaches; unraveling basic components of each of the theories with practical examples drawn from events of Cold War era and post-Cold War world; and providing a holistic analysis on international relations theories. The course is designed to provoke critical thinking rigorous analysis of contemporary theoretical perspective. The emphasis is not on survey of theories but more on evaluating and testing theory the most pertinent ones to the course. |  |
| **Ethiopia`s Foreign Policy and Diplomacy** | **PSIR 5022** | **3** | Foreign policy is an instrument of a state to implement its national interest that emanate from its internal and external needs. Diplomacy has been the center of states’ instrument to implants its national interest and foreign policy since their existence as sovereign. Students of political science are expected to be aware about the art of diplomacy and foreign relations. Foreign policy making and interpretation is a delicate process that requires clear understanding and knowledge. This course is designed to give theoretical and practical exposure to the students about diplomacy and foreign policy. The course enables to identify clearly the factors which influence foreign policy of states. Concepts such as national interest, foreign policy, diplomacy and related issues will be elaborate deeply. Ethiopian foreign policy and diplomatic relations experience will be elaborated under this course. The goals of this course are threefold. First, you will be introduced to the history of diplomacy and gain an understanding of how states pursue their national interests in a complex world. Second, to teach how and why states cooperate will be examined with the goal of introducing to the student how cooperative decisions are made inside and outside institutional structures. Finally, we will move to the practical side of diplomacy and explore how states strategize and negotiate with one another in order to achieve desired goals. |  |
| **Hydro-politics in Africa and the Middle East** | **PSIR 5023** | **3** | Water is the most precious and scarce natural resources across the world. We can say every country faces severe and growing shortages of water driven by ever increasing populations and demand for development. Increasing scarcity along with increasing demand for water makes trans boundary rivers as sources of tension among sharing riparian, and hence it becomes a political issue. Such politicization of waters among competing states is termed narrowly as hydro-politics or water politics. Trans boundary waters contain about 47% of the world’s land and are inhabited by about 40% of the world’s population.  There are more than 214 major transboundary river basins in the world.  This course primarily explores hydro politics in Africa and the Middle East focusing on transboundary river basin development and the problems associated with it.  In comparison to the rest of the world, the distribution of water resources in Africa is extremely variable and water supplies are unequally distributed across the continent. Large areas of the continent have been subjected to series of prolonged and extreme droughts. In addition many of the continent's water resources are shared between several countries and often have markedly different levels of social, economic and political development, accompanied by very different levels of need for water. Such disparities of needs further complicate transboundary water governance. The Middle East in particular is the most water stressed and desert region, and the very few transboundary waters has been sources of contention among riparian states. Thus, course will look at some of the contemporary and conceptual issues relating to disputes over transboundary water resources, such as hydro-politics, scarcity & securitization, hydro-hegemony and patterns of conflict and cooperation. Considering the many international dimensions of water, the discussions will also incorporate policy, economic, environmental and legal perspectives. |  |
| **Democracy, Development and conflict in Africa** | **PSIR 5025** | **3** | Lynch & Crawford (2010) by assessing Africa's experience with democracy and economic reforms from 1990 to 2010, have highlighted areas of progress and setbacks: regular elections and occasional transfers of power, but realities of democratic rollback and hybrid regimes; democratic institutionalization, but ongoing political patronage and endemic corruption; the institutionalization of political parties, but widespread ethnic voting and the rise of an exclusionary politics of belonging; increasingly dense civil societies, but local realities of incivility, violence and insecurity; new economic growth, but extensive political controls and uneven development; and external dependency on aid and policy choices with perverse impact on promoting democracy and development in the continent. It is therefore the central tenet of this course to explore, describe and explain the dynamics of these processes and setbacks in Africa's quest for democracy and development in view of historical, regional and global contexts. To this end, the course is organized into 6 chapters. Chapter one is devoted to recapturing relevant concepts and theories about democracy and democratization. Chapter two reveals the dynamics of shaping modern Africa. Chapter three deliberates on political liberalization in the content political parties, their nature, types and challenges in Africa. Chapter four indulges in the wave of economic crisis and subsequent reform measures the continent has witnessed in the 1980s and beyond. It is the focus of this chapter to throw light into the politics of neo-liberalism, structural adjustment programs and foreign aid. Chapter five looks into the experiences of selected African countries with contradictory experiences (impressive, modest and failed) in experimenting sweeping political and economic reforms. Chapter six deals with opportunities, challenges and prospects of democracy and development in Africa. Major issues of concern include globalization and Africa, Sino-Africa relations, conflicts and the politics of identity and social groups (youth, women and pastoralists) in Africa. And finally, Africa experiences many deadly conflicts and wars. Conflict in Africa Claims the lives of millions and destroys properties. |  |

**DEBRE MARKOS UNIVERSITY**

**COLLEGE OF POST GRADUATES**

**COURSE SYLLABI FOR SECOND SEMESTER COURSES\_ SEM.II/2012EC**

**COLLEGE/SCHOOL/INSTITUTE: \_\_\_CSSH\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Depart  ment | Program  Name | Course details | | | | Remark |
| Geography and Environmental studies | Course Title and code | Course code | CrHr | Course description |  |
| Environment and land resource management | Advanced GIS | GeES 521 | 3 | GIS as basis and tool for establishment and enhancement of spatial database and cartographic visualization, addresses theoretical and technical issues in GIS methods of spatial data capturing, integration and quality assurance and database implementation with specifically for land administrative tools. It also provides supportive tool for land resource exploration, inventory and monitoring, developing environmental modeling and mapping at various levels, addresses both technical and organizational issues. The course as a whole illustrates an approach to using geographic data and to deriving geographic information that can be used as input for decision-making processes in solving varied types of land resources. This course covers: geographic information and spatial data types; data processing systems and data quality; spatial referencing; spatial data entry and preparation; spatial data analysis visualization. |  |
| Terrain analysis, and land evaluation and use planning | GeES 522 | 3 | The course covers terrain analysis, land evaluation, and land use planning. Concepts and principles of terrain analysis, major categories and characteristics of terrain, techniques of terrain data generation and interpretation, Morphometeric analysis and model of land degradation, terrain mapping and slope implication for different activities are included in the first part of the course. The second part of the course describes the nature and principle of land evaluation; basic concept of land, land use, land characteristics, and land qualities; land suitability classification, and land evaluation process. |  |
| Advanced Research Methods in GeES | GeES 523 | 3 | This course provides students with the intellectual foundations of the scientific method and the principles of applied research. Students will acquire the necessary skills to identify significant research questions and to design a research project. The course will cover both quantitative, Qualitative and mixed approaches in conducting research. It will provide the basic elements of research, such as design and sampling and develop skills in the essential data gathering and analyzing techniques in the methodological framework of applied research in the area of disaster risk management and sustainable development. The approach is based on the intellectual tradition of the scientific method, which maintains that social facts can be systematically measured and analyzed so as to expand the collective corpus of knowledge as well as our understanding of the human condition. The sequence of this course begins with the assumptions and processes underlying the construction of a social science problem, then proceeds with the research design, the choice of methods, data collection, analysis, and interpretation, and report writing. |  |
| Advanced Quantitative Methods in GeES | GeES 524 | 3 | This course involves the study of statistical and mathematical approaches to the analysis of spatial information and processes. Emphasis will be given to *geographic research* using Regression, Principal components and related, so called, general linear analyses. There are many other methods we will not be able to cover in the time allotted. However, it is argued that these, and the research designs offered by the literature, provide a firm base from which you can learn the others (in other courses or perhaps on your own).  This course surveys selected topics in Advanced Quantitative analysis and provides a fairly detailed overview of widely used techniques for spatial data analysis. It also provides a series of highly focused discussions on a few of the more popular techniques in spatial statistics and spatial econometric modeling (correlation and regression). Emphasis is on Simple parametric and nonparametric statistical methods through multiple regression are introduced. Exploratory data analysis techniques are examined as a supplement to more traditional statistical methods.  This is a research oriented course; you are expected to READ, DO, REPORT and CRITIQUE research. The reading portion of this charge should be done in a critical fashion, noting the strengths and weaknesses of the various efforts. This means that your assessment of research design, methods, and presentations is important and that you should become capable of professional level interpretation and analysis. Courses at this level should elicit active responses from you; that is, you should be exercising skepticism, constructive criticism, and synthetic thinking. |  |
|  | Environmental Impact Assessment | GeES 525 | 2 | The course describes the definitions and concepts of environmental impact assessment (EIA); types of environmental assessments;Legal frameworks of EIA; [policy](http://www.fao.org/docrep/v8350e/v8350e05.htm#policy framework), [social and](http://www.fao.org/docrep/v8350e/v8350e05.htm#social context) [institutional framework for EIA](http://www.fao.org/docrep/v8350e/v8350e05.htm#institutional framework and eia), principles of EIA, EIA and sustainable development; the need for environmental assessment; Responsible bodies in EIA processes; EIA process; Impact identification, predication and evaluation techniques, environmental impact analysis, mitigation measures, environmental management plan, environmental monitoring, auditing, reviewing EIA reports; Format for environmental impact assessment; and application of EIA in a given development projects such as agriculture, road projects, water projects, factories, fish farm, animal farm, etc |  |

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**COURSE SYLLABI FOR SECOND SEMESTER COURSES\_ SEM.II/2012EC**

**COLLEGE/SCHOOL/INSTITUTE: Social Science and Humanities**

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| Department | Program  Name | Course details | | | | Remark |
| History and Heritage Management | Course Title and code | Course code | CrHr | Course description |  |
| History | Peoples and cultures in Ethiopia and the Horn | Hist.512 | 3 | This course aims to introduce Ethiopian people and cultures to have understanding on multinational nature of our country and cultural diversity. It introduces peoples and languages of Ethiopia and the Horn, Major cultural practices of the horn, Change and continuity with regard to the cultures of the Horn and the introduction of urbanization and its impacts on indigenous way of life and institutions. |  |
| Geopolitical Issues and interventions in the Horn of Africa | Hist.522 | 3 | This course has seven major parts. The first part provides a general over view of Geopolitics and other related ideas. The Second parts attempts to familiarize the students with major concepts in Geopolitics. The third part is exclusively devoted to the theories of Geopolitics. The fourth part offers a chance to discuss about the main contemporary issues in Geopolitics. The fifth and the six part dealing with Major Geopolitical Feature of the Horn of Africa and leading the actors in the region across time respectively. The last part provides insight into the rise of political Islam and its impact in the region. |  |
| Agriculture and Environment in North Central and Northwestern Ethiopia | Hist.532 | 3 | This course is intentionally designed to give a clear picture of agriculture and environment in North-central Ethiopia from the vantage point of Environmental history. It focuses on the evolution of agricultural practices: crop production, livestock rearing, farm tools and production techniques, agricultural modernization, agricultural and environmental policies through historical perspective. Moreover, it offer ideas about changes on the physical environment that resulted from human-induced and natural changes, such as deforestation, conservation, famine, disease, drought, flooding and economic development. |  |
| Religion, Education and Social Development in Northcentral and Northwestern Ethiopia | Hist.542 | 3 | This course introduces Belief systems in Ethiopia and the Horn, the introduction and expansion of monotheist religions, the dynamics of religions and religious institutions, Religions and literacy. The introduction and expansion of modern education, the growth of modern social institutions: education, health, The emergence and growth of the intelligentsia group and Efforts of the intellectuals in transforming the social life of the society. |  |

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**COURSE SYLLABI FOR SECOND SEMESTER COURSES\_ SEM.II/2012EC**

**COLLEGE/SCHOOL/INSTITUTE: Social Science**

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| Department | Program  Name | Course details | | | | Remark |
| English Language and Literature | Course Title | Course code | CrHr | Course description |  |
| TEFL (PhD) | EFL Pedagogy and Competence: Reflections on Theory and Practice | TEFL 723 | 4 | This module identifies principles of foreign/second language pedagogy and competences. It explores techniques of foreign/second language skills assessment and pedagogic interventions. In the light of the principles, it also engages in school practicum reflection -in/on-action and critical reflection on national standards vis-à- vis the actual school practices.  Assessment will consist of a portfolio demonstrating a critical reflection on school practices or a small case study report/seminar on school practice. |  |
| Writing Dissertation | TEFL 724 | 4 | This module provides a detail analysis of the qualitative paradigm in research. It begins with the paradigmatic assumptions (the ontological, epistemological, and methodological) that underlie the qualitative paradigm in contrast to that of the quantitative. It shall also identify the various and competing qualitative methodological issues of approaches to social phenomena/data, sampling theory, designs, inquiry strategies and goals, data collection methods. It explores various qualitative data analysis procedures or methods. It shall identify qualitative data presentation, interpretation and explanation perspectives. Finally, it presents criteria for qualitative research evaluation and qualitative research reporting or writing styles.  Assessment will consist of a critical/comparative analysis on selected paradigmatic or methodological theme(s) and/or critical/comparative analysis of qualitative research reports (theses/thesis or journal article(s) developing into a term paper submission and/or seminar presentation. |  |
| TEFL (MA) | English Language Teaching Methods | TEFL 521 | 3 | Presenting vocabulary, presenting and practicing structures, pair and group work, error and feedback, reading, writing, listening, speaking, using visual aids. |  |
| Syllabus Design and Material Development I | TEFL 524 | 2 | Unit one of the course deals with definitions and the different models of curriculum. It focuses on a brief review about definitions of language curriculum, the different models of curriculum like the content model, objective model and process model. It also tries to indicate the differences and similarities among the three models of curriculum planning. Unit two is about the definitions and the different types of syllabus. So this unit presents a brief review about definitions of language syllabus, the different types of syllabus such as product-oriented and process-oriented syllabuses including the specific types of syllabus under each type. It also highlights the differences and similarities between the two types of syllabi. Unit three deals with the basic components of syllabus that should be considered during planning. |  |
| Language Testing | TEFL 522 | 3 | The course broadly introduces what language assessment & tests are and probes into their types, formats, characteristics, approaches, and the techniques of testing the language skills and sub skills along with ways of critically analyzing the tests. Assessment of language includes principles and purpose of assessment: formative, summative, and diagnostic; criteria of assessment, approaches to assessment, continuous assessment methods, rubrics, analytical, and holistic ways as scoring criteria. It also includes issues of wash back and gender in language testing. |  |
| Research methods in Language Teaching | TEFL 523 | 3 | The course Language Research Method isexpected to develop awareness about the definition of research and the kinds of research in the continuum of scholarly perspectives. It also enhances learners to pave a way for understanding concepts of language research methods and its paradigm. The course also enables learners to conceptualize the research purpose, methodology, analysis and other components of a research in the context of learning English as a second language.  This course triggers learners to involve in understanding language research components and its philosophy in the academic research. It maximizes learners’ research skills in identifying research paradigm, and academic research works. Inputs of the course enable learners to realize how to select a research title, design purpose, methodology, analysis and other components of a language research. It also helps them to conceptualize how to state a research hypothesis, write research literature, develop research instruments, take a research sample, collect and analyze research data, and report research findings.  Critical understandings of the course (how to conduct a language research) initiate learners to present their own research. Students’ understandings, on how to develop a research, pave a way for students to criticize and prepare language researches. Thus, after taking the course, students are expected to develop components of a language research as well as their own original language research by developing their own title. |  |
| Linguistics as Applied to Language Teaching | TEFL 513 | 3 | Communicating effectively in a language requires the speaker’s good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language. This understanding will enable him to use the right language in the right context for the right purpose and then he can be referred to as communicatively competent. The course ‘Linguistics as Applied to Language Teaching’ aims at aware the trainees linguistic, sociolinguistics, discourse and strategic competencies and enable them to use these in English language teaching. The course thus include: Linguistic competence which refers to knowledge of phonology, vocabulary, grammar and semantics; Discourse competence which enables speakers to engage in continuous discourse; Sociolinguistic competence which consists primarily of knowledge of how to use language appropriately in social situations. Cross-Cultural Communication, Language and Sociolinguistic Determinants, and Teaching Sociolinguistic Competence are major areas to be addressed; and finally strategic competence (models of strategic competence, and types of strategic competence) |  |
| English Language Literature | Introduction to modern Narrative Theory | Lite. 502 |  | This course discusses about the theoretical and practical aspects of the dominant approach in literary studies which is called narratology. |  |
| Research and seminar I | Lite 621 |  | This is a research course, which teaches students how to conduct academically sound research in their field of study. |  |
| African and Caribbean literature | Lite 513 | 3 | In this course, students will be able to understand the poetics and politics of Africa literature in detail. Focusing on criticisms and theories, they will study a corpus of pre-colonial, colonial and post colonial as well as contemporary African novels, short stories, poems, plays and essays in the view of understanding the peculiar characteristics of African literary scholarship. |  |
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**COURSE SYLLABI FOR SECOND SEMESTER COURSES\_ SEM.II/2012EC**

**COLLEGE/SCHOOL/INSTITUTE: SOCIAL SCIENCES AND HUMANITIES**

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| Department | Program  Name | Course details | | | | Remark |
| ELL: AMHARIC | Course Title and code | Course code | CrHr | Course description |  |
| APPLLIED LINGUISTICS IN TEACHING AMHARIC | ALTA 605 | Approaches & Methods to Teach Language Skills | 3 | This Course represents a survey of approaches and Methods associated with language learning and teaching. It is intended to provide students with a solid Methodological foundation that is needed for understanding and investigating the practice in language education. It covers the following broad areas: First, Second and Foreign Language Teaching Methodologies, Factors influencing First/Second/Foreign language Teaching and how to teach different language Skills. |  |
| ALTA 608 | Language Testing & Assessment | 3 | Theoretical and practical consideration in the construction, use, and critical evaluation of both classroom and standardized tests of language proficiency; students are acquainted with basic concepts of validity and reliability, as well as a variety of different kinds of tests and testing techniques. |  |
| ALTA 616 | Literature in Amharic Teaching | 3 | This course will provide an opportunity for participants to establish or advance their understanding of how to use literature in the language classroom. The course introduces Definition and Genres of Literature, Reasons Why we use Literature in the Language classroom,Ways of using Literature in the language classroom, Criteria for selecting the text,Useful techniques to apply literature in the language classroom. Participants will use these theoretical understandings to begin to apply literature for language teaching. |  |
| ALTA 624 | Grammar as Applied to Amharic Teaching |  | This Course is designed to develop the students‘understanding of the notion and types of Grammar. It intends to enable students to explore and analyzing structural units of Amharic Phonetics and Phonology, Morphology in Connection to Language Teaching and its Contribution for Communicative goals. The Course offers Plenty of Opportunities for students to apply their knowledge of Language description and analysis to the teaching Amharic in Curriculum of all levels. Students understanding this Course will gain a sound foundation for further studies in the fields of linguistics and Research in Amharic Grammar. |  |

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