



**Ghana Armed Forces  
Command and Staff College  
(GAFCSC)**

# **STUDENTS' HANDBOOK**

Volume 1 – 1 October 2025

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## COMMANDANT'S MESSAGE

I welcome you to this prestigious College, the Ghana Armed Forces Command and Staff College (GAF CSC).

The College is a constituent college of the National Defence University (NDU) and is accredited by the Ghana Tertiary Education Commission (GTEC). The vision of the College is to uphold its status as a Centre of Excellence and a leading Staff College in Africa and the rest of the world. In line with that, the College's mission is to train selected middle and senior level officers of the Ghana Armed Forces, other security services, qualified civilians, as well as officers from friendly armed forces for command, staff and leadership functions in joint, combined and multi-agency operations. This mission is shaped by the security imperatives within the national and international environment and underscores the College's commitment to developing leaders who can effectively navigate the complexities of modern security challenges.

The College's integrated curriculum, which is made up of the military and academic programmes for the regular Junior and Senior Staff Courses, as well as weekend programmes for civilians, is therefore carefully designed to promote critical thinking, problem-solving, and collaboration that ensures that students are well-prepared to tackle contemporary security issues. Whether you are a military officer or a civilian professional looking to enhance your expertise, our dedicated faculty and staff are always available to provide you with a supportive and stimulating learning environment.

In addition to earning the *jsc* qualification, students at the Junior Staff Course level will obtain a Postgraduate Diploma in Defence and Security Studies. Similarly, *psc* candidates at the Senior Command and Staff Course level will earn either a Master of Science in Defence and International Politics or a Master of Science in Security Studies. For civilian students participating in the weekend programmes, you have a choice between the Master of Science in Defence and International Politics or the Master of Science in Security Studies. We also offer flexible modular programmes that you can enrol in, allowing you to customize your learning experience and enhance your skills. Based on the uniqueness of our programmes, GAF CSC has, over the years, successfully trained several selected middle and senior-level officers from many African countries and civilians who have gone on to hold various strategic positions in their countries.

As you explore this handbook, I encourage you to learn more about our academic programmes, research opportunities and extracurricular activities. Our goal each year is to achieve our academic objectives by guiding you to earn your degrees and enhance your skills in thoughtful command, staff and leadership functions in joint, combined and multi-agency operations. I encourage you to take advantage of the well-thought-out programmes to build your capacity to be able to contribute meaningfully to defence and security issues in your respective countries.

To this end, you will be challenged by Faculty Members, Directing Staff (DS) and your course mates as you seek to broaden your intellectual and professional perspectives. Whilst measures have been put in place to safeguard your health and safety throughout your stay with us, remember that you are now a student in this College and a member of the GAF CSC Community. Accordingly, you will be expected to be guided by our objectives and core values.

As you embark on this academic journey, I am confident that the College has much to offer in shaping your future. I, therefore, look forward to welcoming you to the GAF CSC community of defence and security scholars and future leaders.

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## LIST OF ABBREVIATIONS

|            |  |
|------------|--|
| AI         | Artificial Intelligence  |
| ASCOM      | Assistant Commandant   |
| ASR        | Allied Student Representative  |
| ASS        | Assistant Senior Student   |
| CBT        | Competence-Based Training  |
| CCMC       | Conflict and Crisis Management Course                                |
| CGPA       | Cumulative Grade Point Average                                       |
| CIED       | Counter Improvised Explosive Device Course                           |
| CT         | Counter Terrorism  |
| CT/CIED    | Counter Terrorism/Counter Improvised Explosive Device Course         |
| DDIP       | Doctor of Philosophy programme in Defence and International Politics |
| DMC        | Defence Management Course  |
| DS         | Directing Staff  |
| FGPA       | Final Grade Point Average  |
| FPIDC      | Foreign Policy and International Diplomacy Course                    |
| GAFCSC     | Ghana Armed Forces Staff College                                     |
| GAFCSC     | Ghana Armed Forces Command and Staff College                         |
| GAFCSCAA   | GAFCSC Alumni Association  |
| GMA        | Ghana Military Academy   |
| GP         | Grade Point  |
| GPA        | Grade Point Average  |
| GTEC       | Ghana Tertiary Education Commission                                  |
| JDC        | Junior Defence College   |
| <i>jsc</i> | Junior Staff Course  |
| KAIPTC     | Kofi Annan International Peacekeeping Training Centre                |
| MDIP       | Master of Science in Defence and International Politics              |
| MDO        | Multi-Domain Operations  |
| MDOC       | Multi-Domain Operations and Future Wars/Peace Operations Course      |
| MSS        | Master of Science in Security Studies                                |
| MSGC       | Maritime Sector Governance Course                                    |
| NCDS       | National College of Defence Studies                                  |

|            |   |
|------------|---|
| NDC        | National Defence College                              |
| NDU        | National Defence University                           |
| NWC        | National War College                                  |
| PBL        | Problem-Based Learning                                |
| PGDDSS     | Post Graduate Diploma in Defence and Security Studies |
| PhD        | Doctor of Philosophy                                  |
| <i>psc</i> | Pass Staff College                                    |
| SCSC       | Senior Command and Staff Course                       |
| SS         | Senior Student  |
| TRADOC     | Training and Doctrine Command                         |
| UK         | United Kingdom  |

## **CHAPTER ONE**

### **OVERVIEW**

#### **National Defence University**

The Ghana Armed Forces Command and Staff College is a constituent college of the National Defence University (NDU). Other constituent colleges include:

- Ghana Military Academy (GMA).
- Kofi Annan International Peacekeeping Training Centre (KAIPTC).
- National College of Defence Studies (NCDS).
- Training and Doctrine (TRADOC)

#### **Ghana Armed Forces Command and Staff College (GAFSC) in Perspective**

The establishment of a Staff College for Ghana was conceived immediately after independence in 1957 to train indigenous officers to take over from British military officers. The idea was, however, shelved due to logistics and other administrative constraints. Ghana therefore, continued to depend on the vacancies offered at the Staff Colleges of sister Commonwealth nations and other allied countries. In the early 1960s, the need to train more Staff Officers became apparent due to the ongoing expansion of the Ghana Armed Forces. Subsequently, in October 1963, the National War College (NWC) was established to train selected officers for intermediate Command and Staff appointments. In December 1963, the NWC was renamed the National Defence College (NDC). Due to ongoing training restructuring and the need to have focused training for the different segments of officers, in January 1964, the NDC was once again renamed the Junior Defence College (JDC). In 1973, the JDC started admitting students from allied African countries.

After nearly two decades of the College's existence, the idea of establishing a Grade II Staff College was conceived to serve as the highest level of military education for mid-level officers, specifically Majors and Lieutenant Colonels, and their equivalents in the Navy and Air Force. The United Kingdom and Canada supported the project by providing a Military Advisory Team made up of 6 officers from the United Kingdom and 3 from Canada to establish the Ghana Armed Forces Staff College (GAFSC) in July 1976 as a tri-service and joint institution. The UK-Canada Military Advisory Team worked jointly with selected Ghanaian Officers to form the nucleus of the faculty of the newly-established GAFSC. In October of the same year, the JDC was placed under the Command of the GAFSC as its Junior Division, and the Course was renamed the Junior Staff Course (JSC). On 10 January 1977, Course 1 of the Senior Division of the Ghana Armed Forces Command and Staff College (GAFSC) assembled with a course capacity of 28, who were all Ghanaian Officers. The Course was successfully conducted and the first graduation was held on 16 December 1977.

This achievement demonstrated the capability of the Ghana Armed Forces to train officers to meet international standards for placement into higher Command and Staff appointments. Since Course 1 was assembled in January 1977, some high-ranking officers have been at the helm of affairs and contributed immensely to the College's current status as a regional centre of excellence. The GAFSC has since had 22 past Commandants, with the first being Lt Gen Joshua Mahamadu Hamidu.

As is to be expected, training at GAFCSC is continuously evolving to respond to the needs of global security and strategic national defence imperatives. This is to ensure that the College maintains its prestigious status as a regional centre of excellence and a preferred destination for military studies for officers from sister African countries. Apart from the regular military courses, GAFCSC has, since 2014, established an academic division for post-graduate programmes. Currently, the College runs Master of Science in Defence and International Politics, Master of Science in Security Studies programmes and Doctor of Philosophy programme in Defence and International Politics. The College also runs other short and modular courses in Maritime Sector Governance, Multi- Domain Operations and Future Wars, Defence Management, Conflict and Crisis Management and the Counter Terrorism and Counter Improvised Explosive Devices. The College intends to further expand its capacity soon, to attract a wide array of students across the globe into its faculties to undertake other specialised programmes.

### GAFCSC Crest



**Description.** The Crest of GAFCSC includes the colours of the three Services of the Ghana Armed Forces: Army, Navy and Air Force. The Crossed Sword and Staff represent the Ghana Army, the Fouled Anchor represents the Ghana Navy and the Wings represent wings of the Ghana Air Force. The five-pointed Black Star stands for the Lodestar of African Freedom. It is a symbol for the emancipation of Africa and unity against colonialism. It is also a significant and revered symbol of Ghanaian independence and the country's role in African freedom

struggles. Its place in the College's Crest indicates the exemplary illuminance of the country in African and World affairs. At the base of the crest is the Latin phrase 'Alite Flammam', meaning 'Fan the Flame' or 'Keep the Flame Alight' and this is represented by the flame at the centre of the Crest. It depicts the College as the torchbearer of military education and a symbol of learning.

### PSC Crest



The symbol *psc* (pass staff course) is presented to qualified graduates of GAFCSC. It comes with a badge that has the GAFCSC crest with golden sheaves encircling half of badge. Only qualified graduates of the Senior Staff Course are entitled to wear this badge.

### Dagger Crest



The *Dagger* badge consists of GAFCSC Crest with golden sheaves encircling it fully. It is awarded to Directing Staff who have instructed/lectured at the College for one or more years. Qualified Directing Staff are the only category of officers who are entitled to wear the Dagger badge



## **Legal Mandate**

The Ghana Armed Forces Command and Staff College is a constituent college of the National Defence University (NDU) and is accredited by the Ghana Tertiary Education Commission (GTEC) under a Presidential Charter dated 20 June 2024.

## **Vision**

The Ghana Armed Forces Command and Staff College's vision is "to uphold GAFSC as a Centre of Excellence and as one of the leading Staff Colleges in Africa and the rest of the world".

## **Mission**

The Ghana Armed Forces Command and Staff College's mission is "to train selected middle and senior level officers of the Ghana Armed Forces, other security services, qualified civilians, as well as officers of friendly armed forces for command, staff and leadership functions in joint, combined and multi-agency operations. To provide higher studies within the national and international environment".

## **Milestone**

The Ghana Armed Forces Command and Staff College has trained selected middle and senior-level officers and civilians from over 20 African countries.

## **Objectives and Core Values**

### **Objectives**

- Improve Overall Professional Knowledge.
- Improve Leadership, Management and Communication Skills.
- Enhance Understanding between the 3 Services.
- Deepen Awareness of Changing Roles of the Military.
- Encourage in-depth understanding of Civil-Military Relations.
- Enhance Interest in National Development.
- Improve Awareness of International/Global Issues and Governance.
- Improve Educational and Academic Standards.

### **Core Values**

- Integrity, discipline and hard work.
- Passion, purposefulness and personal responsibility.
- Trust, mutual respect and collaboration.
- International curiosity, creative thinking and commitment to excellence.
- Risk-taking by reaching beyond perceived limitations.
- Demand-driven curriculum, that is relevant, innovative and practical.

## **Programmes Run by the College**

### **Military Training Programmes**

- Senior Command and Staff Course (*psc*).
- Junior Staff Course Senior (*jsc*).

## **Modular Certificate Course**

- Maritime Sector Governance Course (MSG).
- Foreign Policy and Institutional Diplomacy Course.
- Multi-Domain Operations and Future Wars/Peace Support Operations Course (MDOC).
- Defence Management Course (DMC).
- Conflict and Crisis Management Course (CCMC).
- Counter Terrorism/Counter Improvised Explosive Device Course (CT/CIED).

## **Academic Programmes**

- Doctor of Philosophy programme in Defence and International Politics (DDIP).
- Master of Science in Defence and International Politics (MDIP).
- Master of Science in Security Studies (MSS).
- Post Graduate Diploma in Defence and Security Studies (PGDDSS).

## **Certificates Awarded**

Qualified graduates at the Junior Staff Course earn the symbol *jsc* (Pass Junior Staff Course) and a Postgraduate Diploma in Defence and Security Studies (PGDDSS).

Qualified graduates on the Senior Staff Course earn the symbol *psc* (Pass Senior Staff Course) and postgraduate degrees in Master of Science in Defence and International Politics or Masters of Science in Security Studies. These postgraduate degrees are additional certificates earned for participating in the integrated masters programmes consisting of core and elective courses in addition to modular courses which include:

- Maritime Sector Governance Course (MSG).
- Foreign Policy and Institutional Diplomacy Course.
- Multi-Domain Operations and Future Wars/Peace Operations Course (MDOC).
- Defence Management Course (DMC).
- Conflict and Crisis Management Course (CCMC).
- Counter Terrorism/Counter Improvised Explosive Device Course (CT/CIED).

## **Location of the College**

The Ghana Armed Forces Command and Staff College is located in Teshie, close to the Kofi Annan International Peacekeeping Centre at the coordinates of 5°34'26.296"N, 0°6'51.541"W. With a beautiful front view facing the Atlantic Ocean, the College provides a refreshing and serene environment for learning. The rich indigenous culture of the Ga Community surrounding the College is also embracing.

## **Brief Description of Administrative Setup of the College**

The Ghana Armed Forces Command and Staff College is made up of the Headquarters, the Military Division and the Academic Division. The College is headed by the Commandant assisted by a Deputy Commandant. The Chief Coordinator is the chief administrative officer at the College Headquarters. The Military Division has two divisions: the Senior Division and the Junior Division. The Senior Division runs the Senior Command and Staff Course and is headed by an Assistant Commandant (ASCOM). The Junior Division runs the Junior Staff

Course and is headed by an ASCOM. The Academic Division runs the academic programmes and is headed by a Dean of Academic Affairs, assisted by a Vice Dean and a Registrar.

### **International Staff and Students' Division**

The International Staff and Students Division addresses welfare issues about the Allied Directing Staff and Students. The office is located in the basement of the headquarters building. The Division is responsible for supporting international students' needs, including advising on visas, providing cultural orientation, facilitating College integration, and coordinating programmes, as well as assisting with general welfare and accommodation matters. The Division is also committed to fostering an inclusive, collegial environment where all staff and students are part of the GAFSCSC fraternity and their academic views can be expressed freely. This is key to the College's ability to engage creatively and critically with the course packages.

### **GAFSCSC Alumni Association**

GAFSCSC Alumni Association (GAFCSCAA) is an independent educational organisation whose membership is made up of graduates of the College. The Association promotes the educational and social life of both its graduates and the Ghana Armed Forces Command and Staff College.

The International Directing Staff and Students' Division handles all alumni matters. Information is available by email: [isds@gafscsmil.edu.gh](mailto:isds@gafscsmil.edu.gh)

*Please visit our website [www.gafscsmil.edu.gh](http://www.gafscsmil.edu.gh) for more information.*

*Telephone: General - +233 (0)302 719664/ Academic Registry – +233 (0)50 404 1413*

*Address: P. O. Box (TS) 395, Otu Barracks, Teshie-Accra, Ghana*

*Email: [info@gafscsmil.edu.gh](mailto:info@gafscsmil.edu.gh)/[academic.registry@gafscsmil.edu.gh](mailto:academic.registry@gafscsmil.edu.gh)*

## CHAPTER TWO

### COURSE ORGANISATION AND ACTIVITIES

Individual students among the participants of each course are appointed into positions and these appointments are held for the duration of the particular course. These appointments apply to the Junior Division and the Senior Division of GAF CSC. Together, these individuals form the Executive Committee for the GAF CSC students' body. Additionally, other activities have been planned to enrich the student experience and provide meaningful benefits.

#### **Student Appointments**

The following student appointments exist in GAF CSC and apply to each course at the Junior and Senior Divisions.

- **Senior Student** – The appointment of the Course Senior Student (SS) is given to the most senior officer from the Ghana Armed Forces participating in the particular Course.
- **Assistant Senior Student** – The Assistant Senior Student (ASS) position is held by the next senior officer from the Ghana Armed Forces participating in the particular Course. He or she deputises for the SS.
- **Allied Student Representative** – This Allied Student Representative (ASR) position is held by an elected student among the allied students.
- **Syndicate Leader** – Each syndicate will have a student leader, who may be either a Ghanaian or a student from an allied country.
- **Assistant Syndicate Leader** – The Assistant Syndicate Leader assists the syndicate leader. He or she may be a Ghanaian or an allied student.
- **Messing Member** – The Messing Member is appointed among the Ghanaian students. He or she will be a link between the students and the Commanding Officer of GAF CSC, regarding Messing.
- **Assistant Messing Member** – The Assistant Messing Member may be either a Ghanaian or an allied student.
- **Mess Committee Representative** – A student representative is appointed as a member of the Fletcher Mess Committee. He or she will liaise with the President of the GAF CSC Mess Committee and coordinate all student activities regarding the use of the Fletcher Mess.

#### **Executive Committee**

The Executive Committee (EXCOM) is composed of the Course SS and key student appointment holders. Additionally, the EXCOM will have a Secretary and Treasurer (these appointments are open to all students). The EXCOM will provide course leadership and plan students' activities to aid in the successful accomplishment of the course objectives.

#### **Special Committees**

The special committees will coordinate specific course activities, with the advice and assistance of Course Directors or Faculty Advisors. The various special committees are described below:

- **Social Committee** – The social committee coordinates students-run social functions throughout the respective courses. Each syndicate nominates a representative for the

course social committee. From those representatives, a course social committee leader will be chosen.

- Physical Training/Sports Committee – The Physical Training/Sports/Athletic Committee coordinates all GAFCSC physical training and sports activities. The committee also assists in organising physical training/sporting events.
- ‘The Flame’ Magazine – ‘The Flame’ magazine committee coordinates the assembly and production of the course magazine for each course. ‘The Flame’ magazine is funded through a combination of course dues, advertisement sales, and College funding. Each syndicate appoints a member to this committee. One of the course committee representatives serves as the Student Leader on the ‘The Flame’ Magazine committee.

### **Class Dues**

- The EXCOM determines the course dues which are used for:
  - Deposits on reservations for course-sponsored parties
  - Coffee break.
  - The EXCOM determines course projects and welfare expenditures.

### **Physical Training/Sporting Programmes**

These will be organized according to GAFCSC’s weekly academic programme for each course.

### **Alcohol Consumption**

The consumption of alcohol during working hours or while on college premises is strictly prohibited. In exceptional cases involving civilian participants in academic programmes, the consumption of alcoholic beverages within working hours may only be permitted with prior authorization from the Assistant Commandants or the Dean. *Notwithstanding this provision, all students are strongly cautioned that drunkenness is strictly prohibited at all times on college premises.*

### **Disciplinary Issues**

Disciplinary issues are handled in accordance with Ghana Armed Forces Regulations and national laws. Where necessary, in the case allied students, reference will be made to the Memorandum of Understanding covering the training of affected students. Additionally, the following processes shall apply in dealing with disciplinary cases:

- The first point of call for reporting and handling disciplinary cases will be the Syndicate Directing Staff in cases involving military students or students of the Junior Staff Course and Senior Command Staff Course.
- Where the case cannot be handled at the Syndicate Directing Staff level, such disciplinary cases will be referred, as follows, until it gets to Commandant (where necessary):
  - Responsible Chief Instructor (Army, Navy or Air Force).
  - Chief Instructor Joint Studies.
  - Assistant Commandant (Junior or Senior Division).
  - Deputy Commandant.
  - Commandant.
- For students of the weekend and PhD programmes, the Registrar will be the first point to handle such cases. Where disciplinary cases cannot be handled at the Registrar’s

level, such case will be referred as follows until it gets to Commandant (where necessary)

- Dean.
- Chief Coordinator.
- Deputy Commandant.
- Commandant.

## CHAPTER THREE

### ACADEMIC INFORMATION

#### MILITARY PROGRAMMES

##### Senior Command and Staff Course

The Senior Division of GAFSC offers a 46-week Senior Command and Staff Course (SCSC) through lectures, syndicate room discussions, simulation exercises, and other instructional methods, to enhance the leadership, analytical, and communication skills of officers in the Ghana Armed Forces, other African armed forces, and sister security services. The SCSC also prepares the officers for command and staff functions at the tactical and operational levels; fostering understanding across services, deepening awareness of geopolitical, civil-military issues, promoting national development and academic scholarship.

##### Outline of Senior Command and Staff Course

Term One – Foundation Term.

- Application of Force.
- Combat Power.
- Command, Management, and Leadership.
- Decision Making.
- International Law and Ethics.
- Civil – Military Relations.
- Strategy and Policy.
- Joint and Combined Doctrine.
- Intelligence.
- Training.
- Maritime Sector Governance Course.
- Staff Duties and Service Writing.

Term Two – Single Service Term.

- Army.
  - Navy.
  - Air Force.
- 
- Exercise MOFIAMO

Term Three – Joint Operations.

- Joint/Combined Operations and Training.
- Campaign Analysis.
- Routine Staff Work.
- Defence Management Course.
- Conflict and Crisis Management Course.
- Joint Operations and Campaign Planning.
- Counter Terrorism/Counter Improvised Explosive Device
- Multi Domain Operations and Future Wars/Peace Support Operations.
- Africa Study Tour.
- Exercise NKABOM (Final Exercise).

## Junior Staff Course

The 19-week Junior Staff Course (JSC) at the College is designed to enhance junior officers' leadership, analytical and communication skills for command and staff functions. This is done through an integrated (military and academic) programme, focusing on staff work techniques, leadership and management. The broad outline of the Junior Staff Course is shown in Table 1.

### Outline of Junior Staff Course

*Table 1: Outline of Junior Staff Course*

| Serial   | Programme   | Period/Duration |
|----------|---|-----------------|
| Term One |   |                 |
| 1.       | Arms & Services (Org & Role)                                  | Week 1-4        |
| 2.       | Service Correspondence  | Week 1-5        |
| 3        | Operation Staff Work  | Week 2.         |
| 4        | Intelligence  | Week 2.         |
| 5        | Communication Skills  | Week 2-5.       |
| 6        | Service Papers  | Week 3.         |
| 7        | Logistics   | Week 4-5.       |
| 8        | Leadership and Management Studies                             | Week 6.         |
| 9        | Joint and Combined Doctrine                                   | Week 7.         |
| 10       | Military Operations (Estimates, Op Orders, Issuing of Orders) | -Week 7.        |
| 11       | Experiential Learning (Environmental Studies/Geo-Politics)    | Week 7-9.       |
| Term Two |   |                 |
| 12       | Regional and International Bodies in Conflict Resolution      | Week 9-14.      |
| 13       | Spiritual Development   | -Week 10-13.    |
| 14       | Organisation of Training                                      | Week 13.        |
| 15       | Military History  | Week 14.        |
| 16       | Internal Security/Counter-Insurgency                          | Week 15.        |
| 17       | Exercise – OMBUDSMAN (Capstone)                               | Week 16.        |
| 18       | Peace Support Operations                                      | Week 17-18.     |
| 19       | General Knowledge Studies.                                    |                 |
| 20       | Project Work (ASCOM Research Paper)                           |                 |



## Grading System of Military Programmes

The details of the military grading system are shown in Tables 2 and 3.

*Table 2: Military Grading System*

| Percentage Score Range | Grade | Assessment    |
|------------------------|-------|---------------|
| 91 – 100               | A     | Outstanding   |
| 81 – 90                | B+    | Excellent     |
| 71 – 80                | B     | Very Good     |
| 61 – 70                | C+    | Good          |
| 51 – 60                | C     | Average       |
| 46 – 50                | C-    | Below Average |
| 41 – 45                | D     | Poor          |
| 1 – 40                 | F     | Fail          |

*Table 3: Description of the Grades*

| Grade<br>(Percentage)             | Description  |
|-----------------------------------|--|
| Outstanding (A)<br>91 – 100%      | Work of such a high standard as to be acceptable without change; work not subject to improvement or only subject to minor improvement as a matter of personal and subjective preference. An excellent paper, complete and accurate, with only minor improvement possible.  |
| Excellent (B+)<br>81 – 90%        | Work which meets the objectives of the exercise both in substance and detail. Minor alterations in detail only are required because of a few inaccuracies in style, prose or grammar.  |
| Very Good (B)<br>71 – 80%         | Sound work, which meets the objectives so far as a substance is concerned. Alterations in detail only are required because of a few inaccuracies in style, prose or grammar. These inaccuracies, in the opinion of the Directing Staff, are debatable. Acceptable as it stands would but perhaps lacking polish. |
| Good (C+)<br>61 – 70%             | Work which generally meets the objectives of the exercise, but in which a few alterations to both substance and detail must be made. A commander or senior officer would wish to make a few alterations before signing.  |
| Average (C)<br>51 – 60%           | Work which meets the major objectives of the exercise, but in which alterations to both substance and detail must be made.   |
| Below Average<br>(C-)<br>46 – 50% | In which one or more major exercise objectives have only been met and therefore considerable changes to substance and detail are required.   |
| Poor (D)<br>41 – 45%              | Work of questionable or low quality in which one or more of the major exercise objectives have been met and considerable change in construction, substance, and/or detail is required. Such work may often reflect a lack of reasonable application on the part of the student.                                  |

|                     |   |
|---------------------|---|
| Fail (F)<br>1 – 40% | A poor attempt; requires redrafting because of errors or omissions. |
|---------------------|---|

## **MODULAR COURSES**

### **Maritime Sector Governance Course (MSGC)**

This course aims to equip professional maritime practitioners, major stakeholders and key decision-makers with the foundational knowledge for effective maritime sector governance. The focus is to raise awareness of resource potential and surveillance needs, identify management capabilities and stakeholder roles; foster appreciation for collaborative contributions and develop mechanisms for joint training and financing. In addition, the course establishes a comprehensive management organization that will ultimately promote the effective harnessing of Ghana's Blue Economy and maritime resources for socio-economic development.

### **Foreign Policy and International Diplomacy Course (FPIDC)**

This module explores the intricate dynamics of international diplomacy, peace, and security in the context of current global security challenges. It is to help explore the lessons learnt regarding the importance of early warning systems, international intervention, and post-conflict reconstruction. The target audience for this module is regular officer students at GAFSCC pursuing the Senior Command and Staff Course, external participants from Ministries, Departments, and Agencies, as well as civilian students pursuing academic programmes at the College.

### **Multi-Domain Operations and Future Wars/Peace Operations Course (MDOC)**

This course aims to develop participants' understanding of Multi-Domain Operations (MDO) by exploring the concept and its significance in modern warfare, including contributions to land, maritime, air, cyber, and nuclear forces. It also examines the psychological challenges faced by operational commanders and strategies for fostering a supportive command climate. Additionally, the course delves into the technological landscape shaping future wars (AI, robotics, cyber, hypersonic weapons); analyses operational design considerations specific to MDO and discusses command and control structures; investigates the role of information warfare and influence operations. Furthermore, the course assesses the challenges and opportunities of joint force integration and explores strategies for countering hybrid warfare. It also forecasts future trends in warfare, culminating in a practical Simulated MDO exercise where the concepts learnt are applied.

### **Defence Management Course (DMC)**

This course aims to familiarize participants with Ghana's domestic security and defence framework. It enables civil servants and military officers to understand the defence's role within national and regional security. Participants will appreciate the necessity of cooperation and coordination within the Ghanaian security sector for broader benefits. They will also comprehend the importance and application of political direction in defence. The course fosters mutual appreciation for each other's legitimate roles within the security and defence sectors.

### **Conflict and Crisis Management Course (CCMC)**

This course aims to provide participants with a clear understanding of conflict and internal crisis management. This knowledge helps them work more effectively, efficiently, and cohesively. The course achieves this by developing an understanding of various aspects of conflict and crisis management. Participants practice these skills in simulation exercises. It also reinforces links between personnel and agencies. Additionally, the course examines

opportunities for future joint training and education. Finally, it fosters professional linkages between institutions.

### **Counter Terrorism/Counter Improvised Explosive Device Course (CT/CIED)**

This course equips participants with a comprehensive understanding of Counter-Terrorism (CT) and Counter-Improvised Explosive Device (CIED) management. It enables participants to also respond effectively to CT and CIED incidents at operational and tactical levels, by covering topics such as current terrorism trends, Ghana's CT framework, CT/CIED strategies, radicalization, media coverage, and IED operations.

## **ACADEMIC PROGRAMMES**

### **Degree Programmes Offered**

#### **Doctor of Philosophy programme in Defence and International Politics (Ph.D)**

This programme offers an unparalleled opportunity to learn from seasoned professionals and academics with extensive experience in defence, governance, and international relations. Participants will engage in cutting-edge research across diverse fields. These fields include defence and security studies, political economy, geo-spatial and artificial intelligence, cyber-security, health security, international relations, diplomacy, and strategic studies. This makes the programme ideal for military/security professionals, policymakers, academics, and anyone passionate about shaping the future of national defence and international politics.

#### **Master of Science in Defence and International Politics (MDIP)**

Unlock your potential and gain the skills necessary to navigate the complex landscape of global security and defence. Our rigorous programmes are designed for military and/or security personnel, government officials, and civilians who aspire to lead in the fields of security, defence and international relations.

#### **Master of Science in Security Studies (MSS)**

This programme is designed to deepen students' understanding of global geopolitics, security, and the interplay between economic and geopolitical forces. Students will develop critical thinking and strategic planning skills essential for effective decision-making. Learn from expert faculty with real-world experience, and engage with a comprehensive curriculum that covers security policy, international relations, conflict resolution, and strategic studies. The programme also offers valuable networking opportunities with expertise in the defense and security sectors, along with flexible learning options to suit your schedule.

#### **Post Graduate Diploma in Defence and Security Studies**

This unique qualification blends modern security and defence studies with the foundational principles of military history, science, and art. It also develops broad, transferable critical thinking skills. Integrated into the Junior Staff College mandate, the programme provides comprehensive insight into the application of basic tactics, operational staff work, service writing, operations of war, and other key staff-related disciplines.

## **Regulations for Graduate Degree**

### **Admission to Degree Programmes**

#### **General Requirements and Required Documentation**

A good Bachelor's Degree (a second class lower or better) or equivalent professional qualification from a recognised university/body.

The required documentation includes:

- Two (2) completed application forms plus copies of required essays and CV;
- Two (2) copies of relevant certificates authenticated by the awarding institution;
- One (1) complete original copy of transcript of academic records;
- Two (2) references sealed in their envelope;
- Two (2) recent passport-size photographs attached to forms.

Also required (**where applicable**):

- Ghana Tertiary Education Commission (GTEC) evaluation and/or verification report on relevant certificates issued outside Ghana.
- Certified translation of relevant documents issued in other languages apart from English.
- An affidavit plus a gazette record of change of name (should be submitted at the point of applying).

#### **Admission Exception**

The Academic Board may grant admission to students of the SCSC (military officers only) with the following qualifications as an exception to the general admission rule as follows:

- A Diploma with at least 5 years of working experience as a Senior Military Officer.
- A first degree at the level of a third class with some prescribed experience and successfully passing an interview.
- A written statement of career objectives concerning the programme.

#### **Application**

Application forms can be obtained from the Academic Registry at GAFCSC or downloaded from the College's website, [www.gafcscmil.edu.gh](http://www.gafcscmil.edu.gh)

#### **Submission of Application**

- Completed forms shall be submitted to the Academic Registry at the College by post or personal delivery.
- The Academic Division shall satisfy itself of the candidate's suitability to pursue the relevant programme for which he/she is applying.
- The Academic Division shall submit its selection to the Academic Board for approval for the course of study over the prescribed period.

#### **Admissions**

The Academic Board shall consider all the recommendations for admission and decide which candidates may be admitted.

## **Course of Study**

A candidate who is admitted to a graduate programme of the College shall be required to follow the approved course of study over the prescribed period. Details shall be given to students after the Academic Board approval.

## **Academic Session**

The Academic Session comprises two Semesters, as follows:

### **Mainstream (Regular Programme)**

- First Semester - September – December
- Second Semester - January – May/June

### **Part-Time (Weekend Programme)**

- First Semester - January – August
- Second Semester - September – February/March

## **Structure of Semester**

A Semester shall normally be of 16 weeks' duration and shall be structured as follows:

- 13 weeks of Teaching.
- 1 week of Revision.
- 2 weeks of Examinations

## **Registration and Orientation**

- A student must register with the Academic Registry for the courses prescribed for every session.
- A student who fails to register at the time designated for registration by the Department shall forfeit his/her right to register for the session. Such a person shall be deemed not to be a student for that period.
- No student shall be permitted to register by proxy.
- No student is permitted to register for two programmes at the same time. The sanctions for double registration shall be the cancellation of both registrations.
- Students are to note that Orientation is compulsory for all new students and days will be specified by the Registry.

## **Matriculation**

- A person enrolling in GAFCSC for a graduate degree programme shall matriculate within three (3) months of commencement of the programme.
- A student shall not be matriculated into GAFCSC unless that person has been accepted for admission and has fulfilled the conditions prescribed by the Academic Board.
- The Academic Board shall determine the manner of matriculation into GAFCSC.

## **Duration of the Study Programme**

The following shall normally be the duration for the completion of the Master of Science degree programmes.

- Duration - Two (2) Semesters.

- Maximum Permitted Period (Including Re-registration) - Four (4) Semesters.

### **Re-Registration**

Upon the expiry of the permitted study period for a two-semester programme, a student who has still not been able to complete the programme may be allowed to re-register and pay for an additional two semesters only to complete the programme. There shall be no extension after the expiration of the re-registration.

### **Registration for Multiple Graduate Programmes**

It is an offence for a student to register for more than one programme at the same time within or outside the College, except with the express written approval of the Academic Board. The sanction for such an offence shall be the cancellation of the College registration or loss of studentship.

### **Interruption of the Study Programme**

- A student who intends to interrupt his/her study programme can only do so with the prior written approval of the Academic Board obtained by an appropriate application made in advance through the Director of Academic Affairs of the GAFSC, stating the reason why he/she wants to interrupt his/her study programme. Permission must be duly granted by the Academic Board and communicated to the applicant in writing.
- Where a student breaks his/her studies, for more than two continuous semesters, he/she shall normally be deemed to have lost any accumulated credits. Such a student may be allowed to re-apply for admission to the College.
- Deferment of the course is permissible on health grounds if it is supported by a medical report. The report may require certification by a Certified Medical Practitioner. GAFSC 'psc' students pursuing the Master of Science programmes are excluded from this clause.

### **Course Credit**

All courses shall have 30 - 40 contact hours, which attract 3 credits. This shall include lectures, tutorials, term papers and exams.

### **Transfer of Credits**

- Candidates admitted for a graduate programme may, based on approved official transcripts, be allowed to transfer credits earned from another graduate programme at GAFSC.
- A candidate who completes part of the coursework in another University may be offered admission based on credit transferred to GAFSC, provided:
  - The contents of the course taken are deemed comparable and satisfy the course requirements of the programme that he/she seeks to pursue.
  - The candidate shall take any additional courses as may be required by the College.

## Coding and Numbering of Courses

All graduate degree courses have letter and number codes beginning with four letters signifying a department or subject, followed by a three-digit number in the following range:

- All Masters' programmes range from 600 to 699.
- The third digit in the number code is Zero (0), for a course that is offered in both semesters, and Odd (1, 3, 5, 7 or 9) for a course offered in the first Semester, and Even (2, 4, 6, or 8) for a course offered in the second Semester.

## Workload Per Semester

The Master of Science programmes will run for one full academic year. A maximum of seven courses is taught each semester. During each semester, students will be issued with topics for class assignments and Term Papers, to prepare and submit written responses at programmed dates. Term Papers will constitute part of the students' assessment.

## Graduation Requirements

To graduate a student is required to complete 36 - 40 credit units of work consisting of:

- Six (6) core courses - 18 Credits.
- Four (4) core integrated courses (military students only) - 12 Credits.
- Two (2) electives (minimum) - 6 Credits.
- Supervised dissertation (20,000 words) - 12 Credits.
- Required Seminars -

**NOTE: Dissertation is mandatory for all students.**

## Grading System

Student's performance in a course shall be graded as follows:

*Table 4: Academic Grading Scale for MDIP/MSS*

| <b>Grade</b> | <b>Numerical Mark%</b> | <b>Interpretation</b> | <b>Grade Point</b> |
|--------------|------------------------|-----------------------|--------------------|
| A+           | 80 - 100               | Outstanding           | 4.00               |
| A            | 70 - 79                | Excellent             | 3.75               |
| B+           | 65 - 69                | Very Good             | 3.50               |
| B            | 60 - 64                | Good                  | 3.00               |
| C            | 50 - 59                | Weak Pass             | 2.00               |
| F            | 49 and Below           | Fail                  | 0                  |
| Z            | -                      | Disqualification      | -                  |
| I            | -                      | Incomplete            | -                  |
| X            | -                      | Absent                | -                  |

## Definition Of Grades

- Grade **A+**, **A**, **B+**, and **B** constitute Pass grades. Grade **C** and **F** constitute Fail grades and would require a student to **re-sit** or **re-take**.
- **Z**: Failure due to DISQUALIFICATION from an examination as a result of an examination malpractice or offence as determined by the Academic Board.
- **I**: Denotes INCOMPLETE and is awarded to a student who is unable to complete a course for reason adjudged by the Academic Board as satisfactory.
- **X**: Failure due to absence from examination or inability to complete a course for reasons adjudged by the Academic Board as unsatisfactory.
- Not more than one grade of **C** may be earned in a programme. A student would re-sit in the first instance to better the **C** grade. Scoring two of grade **C** or worse throughout a programme would lead to dismissal.

## Grade Point (GP)

For each grade is a corresponding Grade Point as indicated above. The Grade Point earned by a student for each course completed is computed as the product of the number of credits (credit units) for the course and the Grade Point equivalent of the letter grade obtained in the course.

## Grade Point Average (GPA)

The Grade Point Average is obtained by dividing the sum of the Grade Points obtained by the total number of credits (credit units) of courses registered. A student does not earn the credits for a failed course even though the credit units for the course are used in computing the GPA. A student's grade point average is calculated using the following formula:

$$\frac{\text{Total grade points}}{\text{Total credit hours}} = \frac{\text{Sum of (credit hours x grade points) for all courses}}{\text{Total credit hours}}$$

For example, a student taking 2 courses, each worth three credit hours, and receiving a C (2.0 points) and B+ (3.5 points) would have a GPA of:

$$\begin{aligned} \frac{\text{Total grade points}}{\text{Total credit hours}} &= \frac{(3 \text{ credit hours} \times 2.0) + (3 \text{ credit hours} \times 3.5)}{6 \text{ credit hours}} \\ &= \frac{6.0 + 10.5}{6} = \frac{16.5}{6} = \mathbf{2.75} \end{aligned}$$

## Cumulative Grade Point Average (CGPA)

A Student's Cumulative Grade Point Average is calculated by dividing the total number of grade points obtained, up to any specified time, by the total number of credits for all courses for which the student has registered up to that time.

## Final Grade Point Average (FGPA)

Final Grade Point Average is the Cumulative Grade Point Average for all courses for which the student has registered up to the end of the academic programme.



### **Student in Good Standing**

- A student in good standing shall have obtained the minimum level of credit and grade point average required by the programme of study at the end of each Semester/Session.
- Where a student fails to obtain the minimum CGPA of 3.00, he/she shall be deemed not to be in good standing and shall be asked to withdraw.
- Where a student obtains a CGPA of 2.00 and 2.99 (inclusive), he/she shall be asked to repeat the semester/session.
- Where a student fails in more than two papers in any semester/session, he/she shall be asked to repeat the semester/session.

### **College Examinations**

#### **Eligibility for Examinations**

A student shall not be allowed to take an examination unless he/she has:

- Registered for the courses for the examination.
- Attended at least 75 percent of the lectures, tutorials, seminars and practicals, and undertaken all other activities and assignments as approved by the Department.
- Fulfilled the Continuous Assessment requirements.

The Academic Division, with the approval of the Academic Board, determines the requirements for the courses it offers. A student who does not satisfy the requirements for any courses shall not be allowed to take the examination for that course.

In any case, a student who is absent for a continuous period of five (5) days in the case of modular and twelve (12) days in the case of Semester from all lectures, tutorials, practicals and other assignments prescribed for any course in a particular Session/Semester shall be deemed to have withdrawn from the course. Such a student shall not be permitted to sit for the end-of-session/Semester examination.

#### **Registration for Examinations**

Registration for Examination shall require clearance by the Academic Registrar and Finance Officer of GAF CSC to the effect that the candidate has pursued satisfactorily the approved course(s) of study in each of the subjects offered over the prescribed period and fulfilled all financial obligations. A candidate's registration shall not be valid unless it is so endorsed.

#### **Scheme of Examinations**

The examinations shall consist of written papers and such practical/project work/dissertation and oral exercises as may be prescribed.

#### **Examination Regulations**

Qualification to write GAF CSC Examinations

- Candidates must have registered for the course in the semester.
- Candidate must have followed the approved course as a regular student over the required period in the semester.
- Candidates do not owe fees.
- Possession of valid GAF CSC Students Identity Card and Examination Admit Card.

### Examination Room Prohibitions

- Do not bring to the Examination centre/venue or to the washroom of the Examination centre any notes, books, cellular or mobile phones, unauthorized material.
- Do not enter the Examination room until you are invited, called or requested to enter the Examination room.
- Do not leave the Examination room within the first hour of the Examination session unless you are unwell and permitted by the invigilator.
- Do not leave the Examination room during the last ten minutes of the Examination; remain seated until the Examination scripts have been collected by the invigilators.
- Do not obstruct or frustrate the work of any Examination official.
- Do not hide unauthorized material on your body. Do not refuse to submit your body to search when that becomes necessary.
- Do not communicate with a fellow candidate in the Examination Hall or room.
- Do not pass or attempt to pass information or an instrument to another candidate during an Examination.
- Do not copy or attempt to copy from any candidate or engage in any similar activity.
- Do not use correction fluid in any answer booklet.
- Do not borrow material from another candidate.
- Smoking or drinking alcoholic beverages is not allowed in the Examination halls.

### Other Regulations

- Candidate must display the students' ID and Examination Point on the left-hand side of the Examination table.
- A candidate may be refused admission to GAFCSC Examinations if the candidate reports to the examination centre more than half an hour after its commencement.
- Candidates who fail to be present at an Examination without a satisfactory reason shall be awarded a grade 'X'.
- Candidates at an Examination shall sign his or her name in the register of candidates for the Examination.
- At the end of each Examination, candidates should ensure that they do not take away any answer books, supplementary sheets, whether used or unused, or any official Examination material from the hall.
- A candidate who is allowed to leave the Examination room temporarily will be accompanied by an attendant or by an invigilator.

### Unacceptable Reasons for Absence from Examination

- Mis-reading the timetable.
- Forgetting the date and time of the Examination.
- Inability to locate the Examination Hall.
- Failure to find transport.
- Loss of a relation.
- Pregnancy; unless certified by a Medical Doctor to make writing of test and /or Examination impossible or unadvisable.
- Appropriate disciplinary action may be taken against absentees.

### **Sanctions for Breaches**

- A reprimand.
- Loss of marks.
- Cancellation of a paper.
- Withholding of result for a period.
- Award of grade Z (disqualification).
- Being barred from Examination of the Institute for a stated period.
- Being barred from Examination of the Institute indefinitely.
- Suspension from the institute.
- Expulsion from the institute.
- For 'psc' students, appropriate military regulations shall also be applied.

### **Deferment of Examinations**

A student who has registered for prescribed courses, attended lectures and satisfied the requirements for examination, but is unable to take the examination on grounds of ill-health, shall, on application to the Dean/Director of Academic Affairs and, on provision of a Medical Certificate issued or endorsed by the certified medical practitioner, be allowed to defer the examination(s), and shall be allowed to take them at a special sitting or the next offering. Approval for deferment of examinations shall be communicated to the student in writing.

On grounds other than ill-health: In cases of deferment on grounds other than ill-health, the Dean/Director of Academic Studies shall invite the applicant for an interview and advise the Academic Board as appropriate. It shall be the student's responsibility to satisfy the Academic Board, beyond a reasonable doubt, why he/she wishes to defer the examinations.

In all cases of deferment of examinations, the applicant(s) shall obtain written responses from the Director of Academic Studies. Deferment of examination does not apply to 'psc' students.

### **Notifications**

Students shall be notified of their provisional examination results before the next Session/Semester. The approved results will be released to the students during the first week of the next Session/Semester or any other time determined by the Academic Board.

### **Publication of Results**

Approved results of examinations taken at the end of each Session/Semester shall normally be published by the Registry before the commencement of the next Session/Semester. The Director of Academic Studies shall be required to provide results (in letter grades), with copies to the Registry, before the beginning of the next Session/Semester. A result slip indicating a student's performance in the examination shall be made available to the student.

### **Grade Appeal**

Grade appeal can be made when the student complainant can establish that:

- The grade awarded is not based on performance in the course but on non-academic standards such as discrimination, harassment, among others.

- The grade awarded is based on criteria/requirements outside what is stated and articulated in the course outline issued to the students before commencement of the course.

Although this policy is important by its intention and purpose, the College is also mindful of possible abuse of this exercise and, therefore, cautions students that all appeals for review of grades must be merited and not baseless. It is the responsibility of the student complainant to provide all evidence in support of the injustice and as a basis for the review of the grade.

*\*See Policy on Guidelines for Grade Appeal and Re-Marking for further details.*

### **Re-Taking Papers(s)**

A student may be permitted to re-take failed paper(s) only at the next regular opportunity. Students re-taking failed paper(s) must do so within the maximum time permitted for the completion of their programmes; that is, two years in the case of a one-year programme. Students re-taking failed paper(s) must participate in all lectures and activities relating to the failed course(s).

### **Examiners and Determination of Results**

#### **Scoring Scheme**

The following scoring (weighing) scheme will apply in the evaluation of students' performance:

- |                         |   |     |
|-------------------------|---|-----|
| • Examination           | - | 60% |
| • Continuous Assessment | - | 40% |

*\*Continuous assessment includes term papers, class assignments, syndicate work, quizzes, case studies, class tests, class attendance, and executive summaries, among others.*

### **Dissertations**

#### **Supervision of Dissertation**

The Dissertation Committee (DC) shall submit the topics and the names of the Supervisor(s) to the Academic Board for approval.

The Lead Supervisor of each dissertation shall submit periodic reports, as may be determined by the DC, on the work of each student to the Director of Academic Affairs. The Academic Board may, on the recommendation of the Dean/Director of Academic Affairs, direct a student to withdraw from the course on grounds of unsatisfactory performance.

A student shall, not later than three months before the date for the dissertation examination, submit the first draft of her/his thesis/project (covering all chapters) to his/her Supervisor for approval. The approved dissertation title may not change except with the permission of the DC.

The student shall submit two (2) typed tape-bound copies of her/his dissertation together with a completed dissertation presentation form to the Registry for processing and final examination.

- There shall be no joint authorship of a thesis/project submitted for a GAFCSC degree.

- The completed (i.e., examined, corrected, amended, etc.) dissertation shall be produced on good-quality A4 paper, typed/printed on one side only, with one-inch margins and hard-bound before submission.
- The dissertation shall contain a declaration signed by the student that the dissertation in question embodies her/his work. In addition, the College's Librarian will sign as having checked the dissertation for possible plagiarized material.
- All references to other people's work in a dissertation should be acknowledged. Failure to do so would be regarded as an act of plagiarism.
- A dissertation found to contain plagiarized material would be withdrawn and the degree if already conferred on the student revoked or withdrawn, no matter how long the degree has been conferred on the student.
- The student, the Supervisor(s) and the Director of Academic Affairs must sign each copy of the dissertation.
- A short abstract of the dissertation shall be prepared by the student and attached to each copy of the dissertation.
- The dissertation must be written in English.
- The dissertation must not have been previously submitted for examination, award of a degree or publication in the College or elsewhere before submission to GAFCSC.
- Two (2) copies of the dissertation must finally be bound in hard cover and be submitted, as directed above, by the student.
- There is a time frame for the results from the external examiners after which the 3<sup>rd</sup> copy must be submitted to another external examiner (if required).

### **Submission of Dissertations**

A dissertation must address an issue that is expected to contribute to the body of knowledge in the student's field of study.

Upon completing the dissertation, the student submits it to the Registry for the records and formal dispatch to the respective Supervisor(s) and/or Examiner(s) within two days. The Examiner(s) then mark the dissertation and return it, with their detailed comments, back to the Registrar for processing. Changes (if any) recommended by External Examiners and /or Supervisors must be corrected within 7 to 30 days.

The dissertation will be submitted three (3) months from the end of the last examination date of the programme. The thesis/project will be examined by at least two people, one of whom must be external.

Students are expected to submit their completed dissertations within three (3) months after their final exams. A student who is unable to submit the dissertation within three (3) months after the coursework may be granted an extension of a maximum of one (1) month to complete and submit it. Failure to submit the dissertation by the end of the extension may attract penalties as determined by the Department.

A candidate may also be examined orally on the substance of his/her dissertation. Students on the Staff Course (psc) are excluded from the three (3) months submission clause and the one (1) month extension clause.

## Examination of Dissertations

The Examiner shall be appointed by the Director of Academic Affairs in consultation with the Academic Board and shall comprise one External Examiner and at least one Internal Examiner. A formal report, written on a prescribed form and duly signed by each Examiner, shall first be submitted to the Director of Academic Affairs, who shall, after considering the report, submit the dissertation, together with the results of all other examinations, to the Academic Board for approval.

The Examiners' report on the Dissertation shall indicate the extent of the candidate's knowledge of the field of study, the subject area of the dissertation, whether or not the presentation of the material is satisfactory, and whether the dissertation meets the requirements for the award of a Master's Degree. **The pass mark for a Dissertation shall be 60% (grade 'B').**

A dissertation, which is adjudged by the Examiners to be inadequate, will be returned to the participant for correction. The candidate shall resubmit the corrected dissertation within two weeks to one month (as determined by the Dissertation Committee).

*\*See the GAFCSC dissertation manual for further details.*

## External Assessment

Approved External Examiners shall moderate all examination question papers and randomly select marked answer scripts before and after the examinations, respectively. The External Examiners will send their reports to the Registry and a copy to the Director of Academic Affairs. External Examiners' comments will be used to correct observed deficiencies, where applicable. External Examiners will be drawn from renowned practitioners and experts in both Ghana and overseas.

## Qualifications for the Award of a Graduate Degree

To qualify for the award of a Graduate Degree, a student must pass in each paper/course, as well as the dissertation. The pass mark in an individual paper, as well as in the dissertation work, is sixty percent (60%).

## Graduation Requirements

A student is required to attend all the required classes, write prescribed examinations and complete all other assignments. The programme cannot be considered as completed if there are outstanding (re-sit) papers and/or term papers/assignments/project work to be taken. A student is expected to obtain a total average mark of 60 percent in order to qualify for the award of the degree. Other graduation requirements are as follows:

- A grade point average of at least 3.0, on a 4-point scale, in all courses
- A minimum grade of B in courses taken in the area of specification. One C grade in the entire programme may be permitted.
- Submission of two (2) copies of the revised (where applicable) and final draft of the dissertation to the Registry.

- A candidate must earn the minimum required credits and obtain a CGPA of at least 3.0.
- A candidate must pass in each paper as well as the dissertation.
- A candidate who fails the thesis/project is deemed to have failed the entire programme but will be offered a chance for resubmission and graduate the following academic year.

A candidate who fails to carry out or satisfy any recommendation made by the Academic Board within the time specified or fails to follow the guidelines laid down for such re-writing or amendment or revision, fails the examination(s).

The Graduate Degree, appropriately designated, shall be awarded to a student who has been properly admitted to a programme at GAFSC, has followed the prescribed course of study over the period, has fulfilled all the requirements pertaining to the programme and obtained a minimum credit requirement.

### **Endorsement**

The Graduate Degree, appropriately designated, shall be conferred under National Defence University's (NDU) seal upon each successful student at a formal graduation ceremony.

### **Cancellation of Award**

A Graduate Degree conferred on a student may be cancelled at any time, even with retrospective effect if it becomes known that:

- The student gained admission with false qualifications.
- The student impersonated someone else.
- The student has been guilty of examination malpractice.
- The student has otherwise conducted himself/herself in a manner that is adjudged to be incompatible with the status of the holder of a NDU/GAFSC Graduate Degree.
- Other reasons would have led to the withholding of confirmation of the award in the first place.

### **Transcript of Academic Performance**

At the end of a student's programme, the College shall, on the payment of an appropriate fee, issue to the particular student a complete transcript of his/her academic record. This transcript shall record all courses attempted and all results obtained.

### **Evaluation by Students**

At the end of each session, each student will be requested to complete an evaluation form under conditions of confidentiality and anonymity. The process will be managed by the Quality Assurance Unit of the College.

The form will cover the following items: relevance of the course, clarity of handouts and modules, methodology, lecturer's performance and conduct, quality of programme and learning environment. The data shall be analyzed and the results used to improve/enrich modules and administration in general. The evaluations form part of the lecturer's appraisals.

## **Changes in Regulations**

The Ghana Armed Forces Command and Staff College reserves the right to change rules, regulations and policies, as well as programmes and course requirements outlined in these Academic Regulations without prior notice.

## **Programmes and Courses**

### **Doctor of Philosophy programme in Defence and International Politics (DDIP)**

#### **Aims**

The DDIP curriculum in the Defence and International Politics programme is designed to give students a solid grounding in the history, concepts, and substance of national and international affairs; as well as the skills to conduct original research (that responds to the needs of Ghana, Africa and beyond) and analysis on contemporary military, security and defence issues.

The mission of the programme is to develop reflective professionals who understand the multiple forces at work in national and international security situations and can offer leadership in taking actions to anticipate, analyse, prevent, manage, and resolve Issues of defence and security. Indeed, the program's overarching mission is to produce a new generation of analysts, policymakers, and researchers/scholars, fully knowledgeable about the range of national, international issues in defence and security problems and foreign policy issues of the 21<sup>st</sup> Century.

The goals of the Doctor of Philosophy programme in Defence and International Politics are to enable students to:

- Identify, understand, and analyze critical national and international security issues with the ability to deal with all elements of defence, including strategic planning, security analysis, international politics, and international relations.
- Learn about theoretical approaches and real-life challenges, working with both leading scholars and outstanding practitioners.
- Provide students with a broad theoretical understanding of security and defence analytics, and international politics, together with exposure to core competencies for dealing with defence and security in the national and international settings.
- While in the programme, students would develop strong analytical, critical thinking, and writing skills through a coherent yet flexible curriculum, tailored to students' intellectual and professional interests and then apply the knowledge acquired for analysis, evaluation, and the formulation of defence and security policies.
- Emphasize a systems-based, cross-cultural approach to security and defence management in the relevant concentrations with a special (though not exclusive) focus on sub-regional and regional issues in Africa.
- Create an academic environment that is interdisciplinary, innovative, interactive, competency-based, and student-centered.

Graduates of the programme should have the ability to plan, integrate and direct the application of these competencies within a strategic defence management framework, specific to the security situation and contextually defined. This strategy shall be built upon a sound theoretical foundation acquired throughout the programme. Students wishing to develop the level of



competencies necessary to become practitioners in these roles will have ample opportunity to acquire professional skills and competencies through a thesis in specified areas. Doctor of Philosophy in Defence and International Politics is expected to continue to develop their professional competencies and skills throughout their careers.

## **Objectives**

The programme intends to equip students with advanced tools for analytical thinking, good judgment, leadership, and other critical managerial skills in defence, security, and international politics. The specific objectives of the programme are to:

- Equip graduates with specialized knowledge and skills to play meaningful roles in management and provide professional leadership in defence and security.
- Meet the demands and aspirations for continuing education of serving military officers and officers of other defence and security agencies in Africa and beyond.
- Offer continuous professional development in defence, security and military sciences for strategic industries, CSOs, NGOs, and allied institutions and organisations.
- The philosophy is to meet the urgent need for a higher degree programme in the advanced stages of defence, security and international politics.

## **Students' Admission, Progression and Graduation**

### **Admission**

For admission into the PhD programme in Defence and International Politics, applicants must possess any of the following: Master of Science in Defence and International Politics; a Master of Arts MA/MPhil in International Affairs; a Master of Arts MA/MPhil in International Relations; and a Master of Arts MA/MPhil in a related and/or allied fields (e.g. Political Science, Security Studies, Military Science, etc.). Those with equivalent/similar qualifications in the social and natural sciences from recognized universities/institutions may also apply. Transcripts must accompany the application.

**Note:** Applications should be accompanied by a research proposal of not less than 2000 words and a statement of motivation (500 words).

Short-listed applicants will be invited for an interview.

### **Progression**

The PhD in Defence and International Politics is a four-year, eight-semester programme with a possible four-semester extension:

- **First semester:** Pass (60%) all the core courses.
- Re-sit a core course(s) that had been failed.
- **Second semester:** Students are supposed to offer and pass (60%) electives.
- **Comprehensive/Qualifying Examination:** In the second year, a student takes his/her comprehensive/qualifying examination. The comprehensive/qualifying examination is made up of a three-hour written examination and three hours of oral examination. Successful students in the comprehensive/qualifying examination qualify as Candidates in the PhD programme in Defence and International Politics.
- Students shall undergo Experiential Learning during the second semester of the second year. The experiential Learning spans three months (a semester).

- Students have another chance to re-sit the comprehensive/qualifying examination if unable to pass the first sitting. Failure at the second attempt implies a withdrawal from the programme.

### Graduation Requirements

A student must satisfy all the requirements: pass all core and elective courses successfully, complete qualifying/comprehensive examinations, complete experiential learning, defend the thesis topic and complete the thesis within the specified duration. The details of the Graduation Requirements are in Table 5:

*Table 5: Details of Graduation Requirements*

| Coursework              | Credit Hours           |
|-------------------------|------------------------|
| Coursework per semester | 21 – 24 credits        |
| Seminars (4)            | 12 credits             |
| Thesis                  | 24 credits             |
| <b>Total</b>            | <b>72 – 78 credits</b> |

### Components of the Programme

The components of the programme are as follows:

- Core course (s).
- Elective course (s).
- Mandatory course(s).
- Research component.
- Competence-Based Training (CBT).
- Problem-Based Learning (PBL).
- Practical training, industrial attachment, internship, clinical experience - Experiential Learning.
- Structure of the programme (Semester-by-semester schedule/structure of course, showing the credit value of each course).

The core courses below offer important theoretical frameworks for the Ph.D. degree programme. The courses provide a foundation for understanding the production and application of social science knowledge in the field of defence and international politics. As a starting point for all students in the programme. These courses help to develop a common frame of reference and give focus to the programme. The details are in Tables 6 – 15:

*Table 6: Core Courses*

| Course Code | Course Title                                 | No. of Credits |
|-------------|--|----------------|
| DDIP 701    | Philosophy of Military Science               | 3              |
| DDIP 703    | Philosophy of Social Sciences                | 3              |
| DDIP 705    | Research Methodology [Qualitative]           | 3              |
| DDIP 707    | Research Methodology [Quantitative]          | 3              |
| DDIP 709    | International Law and Diplomacy              | 3              |
| DDIP 711    | International Politics                       | 3              |
| DDIP 713    | Critical Theories of International Relations | 3              |

Table 7: Elective Courses

| Course Code | Course Title                                   | No. of Credits |
|-------------|--|----------------|
| DDIP 702    | Cyber Security                                 | 3              |
| DDIP 704    | Artificial Intelligence                        | 3              |
| DDIP 706    | Civil- Military Relations                      | 3              |
| DDIP 708    | Ethics of War                                  | 3              |
| DDIP 710    | Economics of War                               | 3              |
| DDIP 712    | Terrorism and Counter Terrorism                | 3              |
| DDIP 714    | National Security Policy and Strategy          | 3              |
| DDIP 716    | Intelligence: Theory and Practice              | 3              |
| DDIP 718    | Globalization, Defence and Security            | 3              |
| DDIP 720    | Weapons Production and Proliferation           | 3              |
| DDIP 722    | Nature and Future of War                       | 3              |
| DDIP 724    | Maritime Security                              | 3              |
| DDIP 726    | Police Science and Defence                     | 3              |
| DDIP 728    | Geo-spatial Intelligence and Human Security    | 3              |
| DDIP 730    | International Political Economy                | 3              |
| DDIP 732    | International Organisations                    | 3              |
| DDIP 734    | International Security                         | 3              |
| DDIP 736    | Conflict and Crisis Management                 | 3              |
| DDIP 738    | Defence Management                             | 3              |
| DDIP 740    | Advanced Theories in Disaster/ Risk Management | 3              |
| DDIP 742    | Defence Psychology                             | 3              |

Table 8: First Year Workload

| Course Code          | Course Title                                 | No. of Credits    |
|----------------------|--|-------------------|
| DDIP 701             | Philosophy of Military Science               | 3                 |
| DDIP 703             | Philosophy of Social Sciences                | 3                 |
| DDIP 705             | Research Methodology [Qualitative]           | 3                 |
| DDIP 709             | International Law and Diplomacy              | 3                 |
| DDIP 713             | Critical Theories of International Relations | 3                 |
| Two Electives        |  | 6                 |
| <b>Total Credits</b> |  | <b>21 credits</b> |

Table 9: First Year Workload

| Course Code          | Course Title                        | No. of Credits    |
|----------------------|-------------------------------------|-------------------|
| DDIP 707             | Research Methodology (Quantitative) | 3                 |
| DDIP 711             | International Politics              | 3                 |
| Four Electives       |                                     | 12                |
| <b>Total Credits</b> |                                     | <b>18 credits</b> |

Table 10: Second Year Workload (First Semester)

| Course Code          | Course Title  | No. of Credits    |
|----------------------|---|-------------------|
| First Semester       | Comprehensive/Qualifying Examination                | 60% or above      |
| DDIP 715             | Seminar 1: Thesis area/topic Defence<br>(Pass: 60%) | 3                 |
| Four Electives       |   | 12                |
| <b>Total Credits</b> |   | <b>18 credits</b> |

Table 11: Second Year Workload (Second Semester)

| Course Code          | Course Title                      | No. of Credits          |
|----------------------|-----------------------------------|-------------------------|
| DDIP 744             | Experiential Learning (Pass: 60%) | 3                       |
| <b>Total Credits</b> |                                   | <b><u>3 credits</u></b> |

Table 12: Third Year Workload (First Semester)

| Course Code          | Course Title      | No. of Credits   |
|----------------------|-------------------|------------------|
| DDIP 717             | Seminar 2: Thesis | 3                |
| <b>Total Credits</b> |                   | <b>3 credits</b> |

Table 13: Third Year Workload (Second Semester)

| Course Code          | Course Title      | No. of Credits   |
|----------------------|-------------------|------------------|
| DDIP 719             | Seminar 3: Thesis | 3                |
| <b>Total Credits</b> |                   | <b>3 credits</b> |

Table 14: Fourth Year Workload (First Semester)

| Course Code          | Course Title      | No. of Credits   |
|----------------------|-------------------|------------------|
| DDIP 721             | Seminar 4: Thesis | 3                |
| <b>Total Credits</b> |                   | <b>3 credits</b> |

Table 15: Fourth Year Workload (Second Semester)

| Course Code               | Course Title   | No. of Credits    |
|---------------------------|----------------|-------------------|
|                           | Thesis Defence | 24                |
| <b>Grand Total Credit</b> |                | <b>78 credits</b> |

## Course Descriptions

### DDIP 701: Philosophy of Military Science

#### Course Description

The course involves the study of military processes, institutions, and behavior, along with the study of warfare, and the theory and application of organized coercive force. It is mainly focused on the theory, method, and practice of producing military capability in a manner consistent with national defense policy. Military science serves to identify the strategic, political, economic, psychological, social, operational, technological, and tactical elements necessary to sustain a relative advantage of military force; and to increase the likelihood and favorable outcomes of victory in peace or during a war. Thus, the course addresses the role of the Armed Forces in national affairs as well as from the historic context. Concurrently, it provides in the organizational, planning, and directive processes of control while incorporating those leadership dimensions associated with written and verbal communicative forms, training procedures, counseling techniques, systems, and resource management. In a sense, it studies military doctrine and systems.

#### Course Content

- Leadership Attributes, Skills, Actions.
- Army Values, Professional Ethics, Warrior Ethos, Ethical Decision Making.
- Military Law.
- Tactical Operations.
- Personal Development – Character, Intellectual Capacity, Adaptability, Physical Fitness.

#### Course Delivery

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

#### Readings

Tzu, S. (1963). *The Art of war / Sun Tzu*; Translated and with an introduction by Samuel B. Griffith. New York: Oxford University Press.

Oliviero, C. (2021). *Praxis Tacticum: The Art, Science and Practice of Military Tactics*. London: Double Dagger Books.

O'Hanlon, M.E., (2013). *The Science of War: Defense Budgeting, Military Technology, Logistics, and Combat Outcomes*. Princeton: Princeton University Press.

Phillips, T.R., (1985). *Roots of Strategy: The 5 Greatest Military Classics of All Time*. Ontario, Canada: Stackpole Books.

Parker, G. & Cullum, A. (2021). *The Cambridge History of Warfare*. New York: Upfront Books.

Sharp, L., (2021). *The Habit of Excellence: Why British Army Leadership Works*. London: Penguin Business.

## **DDIP 702 Cyber Security, Cyber- terrorism and Bio-terrorism**

### **Course Description**

The course provides a fundamental understanding of how to protect organisations, networks, IT systems and individuals against cyber-attacks and potential risks. The cybersecurity landscape is constantly evolving, and organisations are finding it increasingly difficult to defend themselves from these constantly changing and persistent threats. It is critical that government, defence institutions and private agencies protect their systems and data from potential risks arising from these threats. The module will outline how terrorists and related actors use cyberspace. It will provide an overview of the technology of the Internet and, using case studies, will explore some of the major types of cyber-attacks.

### **Course Content**

- Cybersecurity terminology.
- The basics of computer networks.
- Security policies.
- Incident response.
- Passwords.
- Cryptographic principles.
- Bio- terrorism.
- Cyber- terrorism.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

- Espinosa, C. & Griffith, K. (2021). *The Smartest Person in the Room: The Root Cause and New Solution for Cybersecurity*. New Jersey: Author's Republic.
- Valerino, B. & Maness, R.C. (2018). *International Relations Theory and Cyber Security: Threats, Conflicts, and Ethics in an Emergent Domain*. Oxford: Oxford University Press.
- Cavelty, M.D. & Wenger, A. (2020). Cyber security meets security politics: Complex technology, fragmented politics, and networked science. *Contemporary Security Policy*, 41. (1), pp. 5-32.
- Puvvelde, D. V. & Brantly, A. (2017). *US National Cybersecurity International Politics, Concepts and Organizations*. New York: Routledge.
- Kshetri, N. (2014). *Cybersecurity and International Relations: The US Engagement with China and Russia*. North Carolina: The University of North Carolina at Greensboro.

## DDIP 703: Philosophy of Social Sciences

### Course Description

The course explores the philosophical foundations of the social sciences through a critical examination of conceptual and methodological issues central to scientific social inquiry. It is an introduction to selected topics in the philosophy of social sciences, including key ontological and epistemological questions and debates, highlighting methodological debates in social research. Other issues examined are explanations and predictions in social science, scientific theory, hypotheses, data and testing, facts and values in social sciences, and the truth. Also emphasized are the variety of approaches in the social sciences, their differences and compatibility; normative and empirical issues and theory; notion of the individual versus society and nature of social relations; issues of rational choice & action as well as social policy; and issues in research design and practice.

### Course Content

- Philosophical issues and debates in social research – Ontology and Epistemology.
- Scientific method and positivism – causal, explanation, prediction and law.
- Interpretivism and constructionism.
- Methodological pluralism.
- Rational choice theory.
- Social research and social policy.
- Individualism and Holism – agency and structure.
- Structural and functional analysis.
- Critical social science.
- Social theory and research practice.

### Course Delivery

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### Reading

Okasha, S. (2002). *Philosophy of Science: A Very Short Introduction*. Oxford: Oxford University Press, chs. 1-4.

Rosenberg, A. (2008). *The Philosophy of Social Science*. 3<sup>rd</sup> ed. Boulder, Colorado: Westview Press. Ch. 1.

Kuhn, T. (1970). *The Structure of Scientific Revolutions*. 2<sup>nd</sup> ed. Chicago: University of Chicago Press, chs. 1 & 2.

Benson, T. & Craib, I. (2010). *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. New York: Palgrave Macmillan. Ch. 1.

de Gialdino, I.V. (2009). "Ontological and Epistemological Foundations of Qualitative Research" in *Forum: Qualitative Social Research*, 10, 2, May.

Flowers, P. (2009). "Research Philosophies – Importance and Relevance", *Issue 1*, January.

Jane Ritchie & Jane Lewis (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London: Sage Publications.

## DDIP 704: Artificial Intelligence

### Course Description

The course will focus on both fundamental concepts, such as search and knowledge representation, as well as applied work in areas such as planning and vision, and relative short-to medium-term international security dynamics. It will emphasise AI methodology and fundamentals; intelligent agents; search algorithms; game playing; supervised and unsupervised learning; decision tree learning; neural networks; nearest neighbours' methods; dimensionality reduction; clustering; kernel machines; support vector machines; uncertainty and probability theory; probabilistic reasoning in AI; Bayesian networks; statistical learning; and fuzzy logic.

### Course Content

- Artificial Intelligence, Defense and International Security.
- Data Visualisation and Interpretation.
- Image Analysis.
- Natural Language Processing.
- Time Series.
- Introduction to Python.
- Machine Learning Concepts.
- Supervised Learning.
- Unsupervised Learning.
- Face Detection.
- Sentiment Analyzer.
- Reinforcement Learning.
- Object Detection.
- TensorFlow and Neural Network
- Motion Analysis and Object Tracking.

### Course Delivery

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### Readings:

- Allen, G. & Chen, T. (2017). *Artificial Intelligence and National Security*. Cambridge: Harvard Belfer Center.
- Horowitz, M. (2018). Artificial Intelligence, International Competition, and the Balance of Power. *Texas National Security Review*, 1(3), pp. 36-57.
- Brundage, M., & Avin, S., et al. (2018). *The Malicious Use of Artificial Intelligence: Forecasting, Prevention, and Mitigation*. Retrieved from: [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://img1.wsimg.com/blobby/go/3d82daa4-97fe-4096-9c6b-376b92c619de/downloads/1c6q2kc4v\\_50335.pdf](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://img1.wsimg.com/blobby/go/3d82daa4-97fe-4096-9c6b-376b92c619de/downloads/1c6q2kc4v_50335.pdf)
- Danzig, R. (2018). *Technology Roulette: Managing Loss of Control as Many Militaries Pursue Technological Superiority*. CNAS Report. Retrieved from: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://s3.amazonaws.com/files.cnas.o>



rg/documents/CNASReport-Technology-Roulette-DoSproof2v2.pdf?mtime=20180628072101

Scharre, P. (2018). *Army of None: Autonomous Weapons and the Future of War*. London: W.W. Norton & Company.

Hoadley, D.S. & Lucas, N. J. (2018). *Artificial Intelligence and National Security*. Congressional Research Service. Retrieved from: <http://crsreports.congress.gov>

Bostrom, N. (2013), *Superintelligence: Paths, Dangers, Strategies*. London: Oxford University Press.

## **DDIP 705: Research Methodology (Qualitative)**

### **Course Description**

The course examines the process of doing qualitative research by introducing them to the tools of data collection, analysis, and reporting. It will take students through the steps of designing and executing a qualitative research study and preparing them for writing the thesis and other academic papers. This course is designed to enhance PhD students' understanding of qualitative research; this includes the philosophical underpinnings of the approach and the techniques needed to execute qualitative research studies. Provide students with a critical understanding of the philosophical foundations of qualitative research methods; Explore generic issues in conducting and publishing qualitative research such as identifying research questions, integrating research with prior literature, demonstrating the quality of the work, etc.; Develop skills in analysing and building theory from qualitative data; balance the acquisition of advanced knowledge about the nature of qualitative research and the application of that knowledge to the conduct of research in the public administration context. The course will include a deeper understanding of ethics relative to qualitative research; and generate a preliminary research proposal around some topics of interest that will culminate in a research presentation and paper.

### **Course Content**

- Ethics
- Systemic review
- The case and rationale for Qualitative Research.
- Philosophical Foundations of Qualitative Research
- Qualitative Research
- The Strategies of Inquiry 1- Case Study
- Analysis: Practices, Principles and Processes
- Strategies for Data Analysis, Semiotics and Content Analysis

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations)
- Individual Assignment

### **Readings**

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3<sup>rd</sup> Edition). Thousand Oaks, CA: Sage.

Silverman, D. (2013). *Interpreting Qualitative Data: A guide to principles of qualitative research* (4<sup>th</sup> Edition). Thousand Oaks, CA: Sage

- Van Thiel, S. (2014). *Research Methods in Public Administration and Public Management: An introduction*. New York: Routledge
- Rubin, H. J. & Rubin, I. S. (2012). *Qualitative interviewing: The art of Hearing Data*. Thousand Oaks, CA: Sage
- Patton, Q. M. (2005). *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA: Sage.
- Boateng, R. (2016). *Research Made Easy*. Charleston, SC: Createspace

## **DDIP 706: Civil-Military Relations / The Military and Society**

### **Course Description**

This course examines the ways that the military and society interact and shape each other. The dynamic intersection where military and society meet is influenced by trends in society and the security environment. The fundamental challenge of civil-military relations is to build a professional, competent, and effective military that can defend the state against external enemies and internal revolt, while ensuring that the military remains accountable to civilian leaders and does not use its monopoly over the means of violence to undermine the civilian political order. Notwithstanding this, even in countries where the military is firmly under civilian control, there is often contention and bargaining over the degree of military influence over decisions of war and peace. This field of study can be linked to works by Clausewitz: ‘war is the continuation of politics by other means’; and Sun Tzu: ‘if not in the interest of the state, do not act. The field of study includes all aspects of relations between armed forces, as a political, social and economic institution, and the society, state or political ethnic movement of which they are a part.

### **Course Content**

- Veterans
- Women in the military.
- Military families.
- Enlistment and retention.
- Reserve forces.
- Military and religion.
- Military privatisation.
- Civil-military relations.
- Civil-military cooperation.
- Military and popular culture.
- Military and the media.
- Military and disaster assistance.
- Military and the environment.
- Blurring of military and police functions.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

## Readings

- Huntington, S. (1981). *The Soldier and the State: The theory and politics of Civil-Military relations*. Cambridge, MA: Harvard University Press.
- Owens, T.M. (2011). *U.S. civil-military relations after 9/11*. New York: Continuum.
- Bruneau, T.C. & Tollefson, S.D. (2006). *Who guards the guardians and how?* Austin: University of Texas Press.
- Feaver, P. (1996). The Civil-Military Problematique: Huntington, Janowitz, and the Question of Civilian Control. *Armed Forces & Society*, 23(2), pp. 149-178.
- Desch, M.C. (1997). *Civilian Control of the Military*. Baltimore, MD: Johns Hopkins Press.
- Huntington, S. (1968). *Political Order in Changing Societies*. Yale: Yale University Press.
- Singh, N. (2016). *Seizing Power: The Strategic Logic of Coups*. Baltimore, MD: Johns Hopkins Press.
- Barany, Z. (2012). *The Soldier and the Changing State: Building Democratic Armies in Africa, Asia, Europe and the Americas*. Princeton: Princeton University Press.

## DDIP 707: Research Methodology (Quantitative)

### Course Description

This course outlines the fundamental philosophical issues and quantitative methodological frameworks relevant to the social sciences. This theoretical basis is complemented by the development of practical skills in developing instruments, undertaking scientific description and measurement, and the analysis and interpretation of social science data and information.

### Course Content

- Strategy/Paradigms and Perspectives of Inquiry.
- Review of Statistical Concepts and Quantitative Procedures.
- Quantitative Methodology and Design.
- Data, Coding and Analysis.
- Modelling Data: method and techniques.
- Analysis and Interpretation of Data.
- Computer/Software Applications: Excel, SPSS, R Studio and Stata.
- Report Writing.

### Course Delivery

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

## Readings

- Lynch, S. M. (2016). *Using Statistics in Social Research: A Concise Approach*. Springer.
- Chambliss, D. F. and Schutt, R.K. (2015). *Making Sense of the Social World*. Sage Publications, Inc.
- Alexander Mis, B. (2015), *Quantitative Research: An Introduction*. CreateSpace Independent Publishing Platform.
- O'Dwyer, L.& Bernauer, J. A. (2013). *Quantitative Research for the Qualitative Researcher*. Sage Publications, Inc.
- Martin, W.E. & Bridgmon, K.D. (2012). *Quantitative and Statistical Research Methods: From Hypothesis to Results*. Jossey-Bass.

Gliner, J.A., & Morgan, G.A. (2009). *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis*. Routledge.

## **DDIP 708: Ethics of War and Peace**

### **Course Description**

This course is concerned with the ethics of war and peace in defense and international politics. Thus, it explores the moral issues raised by collective violence, among others. The approach taken is both theoretical and practical; major theoretical approaches to ethical questions in international relations (i.e., realism, pacifism, and just war theory) and will be evaluated to evaluate their strengths and weaknesses, as well as apply their logic and insights to specific cases and scenarios. These and other related issues will be explored through the examination of a wide range of events, both past and present, including: WWI and WWII, the terrorist attacks of 9/11, the 2003 Iraq War, the use of torture in Abu Ghraib, the killing of Osama bin Laden, the use of child soldiers in African conflicts, the 2007 cyberwar in Estonia, the 2011 military intervention in Libya, the tactics of Islamic State, the conflict in Syria, the reconstruction of Afghanistan, the tensions in the South China Sea, the nuclear standoff with North Korea and conflict between Russia and Ukraine. The course will also examine the ethics of emerging military and security technologies, such as drones, robots, cyborgs, and cyberweapons.

### **Course Content**

- Philosophy of Peace.
- Kantianism.
- Critical Theory (Constructivism).
- Realism.
- Pacifism.
- Traditional theory of Just War.
- Pre-emptive and preventive strikes.
- Terrorism.
- Counter-Terrorism.
- Ethics of war: The Geneva Convention.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

- Donnelly, J. (2009). *Realism and International Relations*. Cambridge: Cambridge University Press.
- Frowe, H. (2010). A Practical Account of Self-Defence. *Law and Philosophy*, 29(3), pp. 245-272.
- Frowe, H. (2018). Lesser-Evil Justification for Harming: Why We're Required to Turn the Trolley. *The Philosophical Quarterly*, 68(272), pp. 460-480.

- Quong, J. (2016). Agent-Relative Prerogatives to Do Harm. *Criminal Law and Philosophy*, 10(4), pp. 815-829.
- McMahan, J. (2005). The Basis of Moral Liability to Defensive Killing. *Philosophical Issues*, 15, pp. 387-405.
- McMahan, J. (2006). Just Cause for War. *Ethics & International Affairs*, 19(3), pp. 1-21.
- Pierce, A.C. (1996). Just War Principles and Economic Sanctions. *Ethics & International Affairs*, 10(1), pp. 99-113.
- Moses, J. (2018). Peace Without Perfection: The Interactions of Realist and Pacifist Thought. *Cooperation and Conflict*, 53(1), pp. 42-60.

## **DDIP 709: International Law and Diplomacy**

### **Course Description**

This course focuses on the study of international treaties, such as the Vienna Convention on Diplomatic Relations. It also analyzes the place of customary international law in the regulation of diplomatic relations. It explores the close interaction and interrelation between international law and diplomacy. The study of the interrelations between international law and diplomacy is very important in understanding how the norms of international law are implemented in the relations among sovereign states. This is especially seen in the functioning of international organizations, in which diplomats constantly use the language of international law to resolve international disputes. This course enables the student to learn the interactions between international law and diplomacy by using international negotiation simulations, which is one of the most important skills of international lawyers and diplomats.

### **Course Content**

- Similarities and Mutual Reliance.
- Differences and Perennial Rivalry.
- The Influence of Culture.
- Diplomacy and Law: Cohabitation or Divorce.
- The use of force and the concept of self-defence.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

- Barker, J.C. (2006) *The Protection of Diplomatic Personnel*. Burlington, VT: Ashgate.
- Berridge, G.R. (2002) *Diplomacy: Theory and Practice*. New York: Palgrave.
- Bobbitt, P. (2002) *The Shield of Achilles: War, Peace, and the Course of History*. New York: Random House.
- Bozeman, A.B. (1971). *The Future of Law in a Multicultural World*. Princeton: Princeton University Press.
- Brownlie, Ian, (2003), *Principles of Public International Law*, Oxford University Press, USA
- Boyle, A. & Christine, C. (2008), *The Making of International Law*, Oxford University Press
- Bull, H. (2002) *The Anarchical Society: A Study of Order in World Politics*, 3rd edn. New York: Columbia University Press.

## **DDIP 710: Economics of War**

### **Course Description**

This course examines economic issues concerning war and peace, including new types of conflict such as civil wars and terrorism. The course aims to cover three inter-related topics: inter-country wars, internal conflicts (including civil war and ethnic conflicts), and terrorism. It would discuss why countries may go to or prepare for war at phenomenal economic cost when negotiated settlement is an option, choice, and efficiency of alternative methods of raising an army and economic costs of war, determinants of internal conflicts such as inequality, ethnic diversity, poverty and macroeconomic shocks, and their characteristics, causes and patterns of terrorism, trade-off between defensive and offensive counter-terrorism strategies and economic impacts of terrorism.

### **Course Content**

- War, violence, and conflict: definitions, measurement and types.
- Theoretical approaches to the analysis of conflict, emphasizing game theoreticS and other methods.
- Economic and other causes of wars, focusing on economic imperialism, economic grievances, resources and environmental problems, poverty, underdevelopment, and international issues, including globalization.
- Economic and related consequences of wars, both for people in the regions, for their neighbours, and the world as a whole.
- Economic measures for ending and preventing wars, and for maintaining peace.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

- World Bank. (2003). *Breaking the conflict trap. Civil war and development policy*: A World Bank research report, Oxford: Oxford University Press.
- Stiglitz, J.E. & Bilmes, L.J. (2008). *The Three Billion Dollar War*, New York and London: W W Norton.
- Gleditsch, N. P., Wallenstein, P., Eriksson, M., Sollenberg, N., & Strand, H. (2002). Armed conflict 1946-2001: A new dataset, *Journal of Peace Research*, 39, pp. 615-37.
- Sandler, Todd and Hartley, Keith (1995). *The economics of defense*, Cambridge: Cambridge University Press, chapters 4, 11, and 13.
- Kaldor, M. (2001). *New and old wars.Organized violence in a global era*, Stanford: Stanford University Press.
- Joseph S. & Nye, Jr. (2000). *Understanding international conflicts*, New York: Addison Wesley Longmans.
- Huntington, S. (1993). The clash of civilizations? *Foreign Affairs*, 72(3), pp. 22-49.
- Coulomb, F. & Dunne, P. (2008). Economics, conflict and war, *Realworld economics review*, 46, pp.147-157.

## **DDIP 711: International Politics**

### **Course Description**

It focuses on international relations, a subfield of political science. The general purpose of the course is twofold: the first is to provide students with the current theoretical frameworks and methodological approaches utilized in the study of international relations, including the approaches used in more specific areas such as conflict and international political economy. The second goal of the course is to expand students' knowledge of international affairs and institutions, including historical and contemporary issues of significance. These two purposes are not mutually exclusive, and as such, there will be a large degree of interplay between them, including the use of the theoretical frameworks presented to contextualize and interpret current events.

### **Course Content**

- Contemporary Media in a Global Society.
- Dynamics of Political Change.
- Russia: Past and Present.
- The Global Marketplace.
- Russia and the United States.
- Confronting our Differences/Discovering Our Similarities.
- Conflict Resolution.
- China, Japan, and the United States.
- Contemporary Arab World.
- Africa.
- International Immigration.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

- Art Robert and Robert Jervis. (2017). *International Politics: Enduring Concepts and Contemporary Issues*, 13 ed. New York, Pearson.
- Goldstein, J.S. & Jon C. Pevehouse, J.C. (2011). *International Relations*. Boston: Longman.
- Waltz, K.N. (2001). *Man, the State, and War*. New York: Columbia University Press.
- Walt, S.M. (1998). "One world, many theories." *Foreign Policy*, 110, pp. 29-46.
- Nye, J. (2000). Globalization: What's New? What's Not? (And So, What?), *Foreign Policy* No. 118, pp. 104-119.
- Kegley Charles W, Shannon L. Blanton, (2013), *World Politics – Trend and Transformation*, Ottawa, Wadsworth
- Morgenthau, Hans J (1985), *Politics Among Nations*, 6<sup>th</sup> Edition, Revised by Kenneth W. Thompson, New York: Knopf

## **DDIP 712: Terrorism and Counter Terrorism**

### **Course Description**

The course examines issues related to terrorism and counterterrorism, which have reemerged as prominent issues in international politics. It aims to develop an ability to critically understand and assess a variety of challenges associated with terrorism and their implication for counterterrorism measures. The course addresses debates surrounding the definition of terrorism, the history of the concept and possible causes. Other topics to be discussed include issues such as gendered terrorism and state terrorism. Different counterterrorist strategies, such as war models, criminal justice models, prevention, and de-radicalization efforts, are analyzed to evaluate ways of addressing terrorist threats. The course will make extensive use of case studies that represent a diversity of issues and questions. The course will not only explore global terrorism and responses to it, but will also engage with domestic and regional actors (e.g., IRA and Boko Haram) that require different responses.

### **Course Content**

- Terrorism in a globalised world.
- Military force and counter-terrorism.
- Policing, intelligence, and counter-terrorism.
- African politics and security.
- Middle East politics and security.
- US policies and global security.
- Geo-politics and Global Security.
- The Clash of Civilizations.
- Critical Theory of Terrorism.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

Blakeley, R. (2009). *State Terrorism and Neoliberalism*. New York: Routledge.

Huntington Samuel, (1998), *The Clash of Civilizations and the Re-making of the world order*, New York: Simon & Schuster

Jackson, R., Smyth, M.B. & Gunning, J. (2009). *Critical Terrorism Studies - A New Research Agenda*. London: Routledge.

Kegley, Charles W., (ed) (2003), *The New Global Terrorism*, Upper Saddle River, NJ: Prentice Hall.

Nacos, B. L. (2016). *Terrorism and Counterterrorism*. London: Routledge.

Silke, A. (2018). *Routledge Handbook of Terrorism and Counterterrorism*. London: Routledge.

Stern, Jessica, *The Ultimate Terrorist*



## **DDIP 713: Critical Theories of International Relations**

### **Course Description**

Critical theory, as a diverse set of schools of thought in international relations, is designed to examine the theoretical, meta-theoretical and political status quo. It also promotes a critical study of the leading theories and concepts in the field of International Relations and their dynamic contribution to analysis, understanding and application, both historical and contemporary. The changing nature of the field of international relations and the newer interpretations and formulations demand the need for a more acceptable approach to locating the forces and actors that shape the direction and management of inter-state relations. Examples of these theories include Marxism, Communism, Neo-Liberalism, Feminism, Constructivism, Human Security, and Securitisation, among others.

### **Course Content**

- Neo-Liberalism.
- Liberalism.
- Critical Security Studies.
- Communism.
- Constructivism.
- Critical Feminist Theory.
- Human Security.
- Securitization.
- Critical IR Theory.
- Rethinking the State, Territory, and Sovereignty.
- Feminism, Gender, and Queer IR Theory.
- International Ethics and Feminist Foreign Policy.
- Historical International Relations: Marxism and Historical Sociology
- Neo – Gramscianism and the Frankfurt School.
- Interpretation.
- Theory of Colonialization, De-colonialism and Decoloniality.
- Feminist Theories.
- Structuration.
- Post-structuralism/Post-modernism.
- Discuss Analysis.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

Ingram, D. (2014). *Critical theory to structuralism: Philosophy, politics and the human sciences*. New York: Routledge.

Tyson, L. (2015). *Critical theory today*: New York: Routledge, Taylor & Francis Group.

Roach, S. G. (2007). *Critical Theory and international relations: A reader*. New York, Routledge.

- Brincat, S. et al. (2012). *Critical theory in international relations*. New York: Routledge.
- Roach, S. C. (2010). *Critical theory of international politics: Complementarity, justice and governance*. New York: Routledge.
- Linklater, A. (1990). *Beyond realism and Marxism: New dimensions in world politics*. London: Macmillan Press.
- Linklater, A. (2007). *Critical theory and world politics: Citizenship, sovereignty and humanity*. New York: Routledge.

## **DDIP 714: National Security Policy and Strategy**

### **Course Description**

The course focuses on a sub-set of Security Studies that deals with the use of force in international politics. Special attention is paid to the impact of technological and normative change upon the practice of war among diverse political groups across time. One key, relatively recent, change in this sense is the advent of nuclear weapons, which has given rise to a paradoxical scenario for traditional ways of implementing foreign policy decisions. In all, the course will examine several theoretical, conceptual, and analytical tools with which to filter, order and attach contextual meaning to a plethora of themes or issue-topics regarding national security, strategy, and international politics.

### **Course Content**

- The Evolution of War.
- The Utility of Force.
- Strategy Culture.
- Grand Strategy.
- Nuclear Strategy.
- Taming Power.
- The Waning of Major War.
- Civilizing Process.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

- Mahnken, G. T. & Maiolo, J.A. (2014). *Strategic Studies: A Reader*. London: Routledge.
- Baylis, J., Wirtz, J.J. & Gray, C.S. (2016). *Strategy in the Contemporary World: An Introduction to Strategic Studies*. London: Oxford University Press.
- Strachan, H. (2014). *The Direction of War: Contemporary Strategy in Historical Perspective*. Cambridge University Press.
- Centeno, M. A. & Enriquez, E. (2016). *War & Society*. London: Polity.
- Smith, R. (2007). *The Utility of Force: The Art of War in Modern World*. New York: Alfred A. Knopf.
- Booth, K. (1979). *Strategy and Ethnocentrism*. London: Routledge.

Clark, I. (2015). *Waging War: A New Philosophical Introduction*. Oxford: Oxford University Press.

## **DDIP 716: Intelligence: Theory and Practice**

### **Course Description**

This course exposes students to the diverse areas of intelligence and to intelligence process methodologies in a variety of contexts. It discusses the essential characteristics of intelligence systems and examines how the intelligence function fits within a dynamic national security context, situating the intelligence function within the Law Enforcement, Foreign, National Security and Military domains. The unit examines the Ghanaian and selected international intelligence communities.

### **Course Content**

- The GAFSCC intelligence analysis programme.
- Data and Information Seeking, critical reasoning and analysis.
- Intelligence basics: understand the nature of intelligence, its structure and measurement.
- Single-factorial, multi-factorial theories and alternative models of intelligence.
- The intelligence professional.
- Intelligence, ethics, and the law.
- National security intelligence.
- Military intelligence.
- Police and Criminal Intelligence.
- Intelligence in the private sector.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

Hayes, N. (2011). *Introduction to Psychology*. Athens: Pedio.

Gardner, H. (1995). *Reflections on multiple intelligences. Myths and messages*. Phi Delta Kappan.

Nisbett, R.E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D.F. & Turkheimer, E. (2012). Intelligence: New Findings and Theoretical Developments. *American Psychologist*, 67(2), pp. 130-159.

Triliva, S. & Poulou, M. (2004). Emotional Intelligence: Definitions, conceptual models and concern. *Eleftherna*, 1, pp. 275-295.

Tsaousis, I. (2008). Measuring trait emotional intelligence: development and psychometric properties of the Greek Emotional Intelligence Scale (GEIS). *Psychology*, 15(2), pp. 200-218.

Clark, C. M., Lawlor-Savage, L., & Goghari, V. M. (2016). The Flynn Effect: A Quantitative Commentary on Modernity and Human Intelligence. *Measurement: Interdisciplinary Research and Perspectives*, 14(2), 39–53.

Sternberg, R. J., & Kaufman, S. B. (2011). *The Cambridge Handbook of Intelligence*. Cambridge: Cambridge University Press.

## **DDIP 718: Globalization, Defence and Security**

### **Course Description**

This course introduces students to the basic concepts and issues of security in the contemporary world. After briefly reviewing the historical development of war, the course examines deterrence, alliances, collective security, conventional war, and the nuclear revolution. The course then analyses emerging transnational threats such as terrorism, the challenges of the proliferation of nuclear, chemical, and biological weapons, the tensions between economic globalization and the imperatives of homeland (domestic) security and the technological changes giving rise to new weaponry such as military robotics, as well as the prospects of cyber warfare.

### **Course Content**

- Historical development of warfare.
- Theories of international politics relative to major contemporary global security issues.
- Functioning of deterrence as opposed to defence.
- Consequences of the nuclear revolution.
- Terrorism.
- Organised Crimes.
- Arms proliferation.
- Prospects of cyber warfare.
- Trans – organised crime.
- Organised crime.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

Mabee, B. (2021). *The globalization of security*. London: Palgrave Macmillan.

McNeill, H. W. (1984). *The Pursuit of Power: Technology, Armed Force, and Society since A.D. 1000*. Chicago: University of Chicago Press.

The 9/11 Commission Report. (2004). *Final Report of the National Commission on Terrorist Attacks Upon the United States*. New York: W.W. Norton.

Paul, K. K. (2008). *Nuclear, Biological, and Chemical Weapons and Missiles: Status and Trends*. Washington, DC: Congressional Research Service Report.

Hoffman, B. (2011). *Inside Terrorism: National Strategy for Counterterrorism*. New York: Columbia University Press, 2006.

Enemark, C. (2009). Is Pandemic Flu a Security Threat? *Survival*, 51:1, pp. 191–214.

Dupont, A. (2008). The Strategic Implications of Climate Change. *Survival*, 50:3, pp. 29–54.

## **DDIP 720: Weapons Production and Proliferation**

### **Course Description**

The course will examine why and how disarmament, arms control and nonproliferation have become important issues in modern diplomacy. It will focus on the impact that weapons of mass destruction have had on this process; how globalization has facilitated transfers of key weapons technologies and led to complex international trade controls; and how the current challenges to global security from proliferation of small arms and light weapons, rogue states, non-state actors and terrorism are being addressed. The prospects for future progress in arms control will be examined in the context of new emerging powers and the diminishing effectiveness of conventional military power. This course will cover the treaties and other normative regimes that comprise the international legal framework for regulating the proliferation of weapons of mass destruction (WMD). This will include, *inter alia*, coverage of the Nuclear Non-proliferation Treaty, the Chemical Weapons Convention, and the Biological Weapons Convention and their associated verification and export control regimes.

### **Course Content**

- Small weapons production, proliferation, and controls in Africa.
- Introduction to nuclear weapons.
- Nuclear explosive materials.
- Nuclear reactors and plutonium production.
- Isotope separation with focus on uranium enrichment.
- Gas centrifuges.
- The A.Q. Khan Case.
- Illicit nuclear trade.

### **Course Delivery**

- In class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

Beeck, C. (2008). *From Surplus Exports to Destruction, The Politics of Destroying Surplus Small Arms and Ammunition: Inconspicuous Disarmament in Contemporary Security Policy*. Germany: Routledge.

Hughes-Wilson, J. & Wilkinson, A. (2001). *Safe and Efficient Small Arms Collection and Destruction Programmes: A Proposal for Practical Technical Measures*. New York: UNDP.

Goldblat, J. (2002). *Arms Control: The New Guide to Negotiations and Agreements*. London: Sage Publications.

Cirincione, J. (2008). *Bomb Scare: The History and Future of Nuclear Weapons*. Columbia: Columbia University Press.

O'Hanlon, M.R. (2010). *A Sceptics' Case for Nuclear Disarmament*. New York: Brookings Institution Press.

## **DDIP 722: Nature and Future of War**

### **Course Description**

The course emphasises the future of war and considers how both the reasons and how states go to war are changing. The course considers the following: how and why have states gone to war in the past; what were considered as legitimate reasons for going to war; how will violence in within international political arena be governed in a world where the norms of the application of force have changed; the issue of military force for humanitarian intervention; the future of nuclear deterrence, the dilemma of preventive war, coercive approaches to nuclear non-proliferation, and the involvement of non-state actors in conflicts.

### **Course Content**

- Features of warfare in the 21<sup>st</sup> century.
- Transformative domains of cyberspace and space warfare.
- Geo-strategic nature of future warfare.
- Tools and techniques for gaining insight about future wars.
- Conventional, insurgency and counter-insurgency.
- Terrorism.
- Cyber, nano-bio-robotic war futures.
- Traps and pitfalls of futurists.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

Freeman, L. (2017). *The Future of War: A History*. New York: Public Affairs.

Andersson, J. (2018). *The Future of the World: Futurology, Futurists, and the Struggle for the Post-Cold War Imagination*. Oxford: Oxford University Press.

Berman, E. et al. (2018). *Small Wars, Big Data: The Information Revolution in Modern Conflict*. Princeton: Princeton University Press.

Hall, J. K. (2018). *Cyber-war: How Russian Hackers and Trolls Helped Elect a President What We Don't, Can't, and Do Know*. London: Oxford University Press.

- Hironaka, Ann, (2005), *Never-ending Wars*, Cambridge Mass.: Harvard University Press
- Holtsi, Kalevi J., (1996), *The State, War, and the State of War*, Cambridge: Cambridge University Press.
- Kaldor, M. (2012). *New and Old Wars: Organized Violence in a Global*. Stanford: Stanford University Press.

## **DDIP 724: Maritime Security**

### **Course Description**

The course provides a focus on contemporary maritime affairs, global trade, maritime security, territorial disputes, and environmental issues at sea. Maritime security is a constant fixture in security headlines; over 90% of international trade is carried by sea – the lifeblood of globalization. The world’s oceans also present a myriad of opportunities and challenges in international affairs, such as territorial disputes, opening Arctic Sea routes, piracy, terrorism, strained fisheries, mineral and energy extraction, marine disasters, whaling, maritime security, and technological advances in maritime domain awareness. Ranging from territorial disputes in the South China Sea to piracy near strategic chokepoints, maritime security challenges are varied and complex. This course seeks to unravel these challenges by examining the basic foundations of maritime security. These include the key technologies and technological trends that affect maritime security, the role of Great Powers, the importance of chokepoints, and the future of non-state actors. Students taking this course will emerge with a nuanced understanding of security challenges in the maritime domain and knowledge of maritime terminology used by practitioners in the field.

### **Course Content**

- The international maritime security framework.
- UN Convention on the Law of the Sea.
- Maritime naval power.
- Blue economy.
- Piracy.
- Terrorism.
- Strained fisheries.
- Mineral and energy extraction.
- Marine disasters.
- Over-fishing.
- Technological advances in maritime domain awareness.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

## Readings

- Roberts, F. S., Drumhiller, N.K. & DiRenzo, J. (2017). *Issues in Maritime Cyber Security*. Holland: Westphalia Press.
- Stavrids, A.J. (2017). *Sea Power: The History and Geo-politics of the World's Oceans*. London: Penguin Books.
- McNicholas, M. (2016). *Maritime Security: An Introduction*. United Kingdom: Butterworth-Heinemann.
- Kessler, G. & Shepard, S. (2022). *Maritime Cybersecurity: A Guide for Leaders and Managers*. New York: Routledge.
- Kraska, J. (2011). *Contemporary Maritime Piracy: International Law, Strategy, and Diplomacy at Sea*. London: Praeger.
- Mahan, A.T. (2011). *The Influence of Sea Power Upon History, 1660-1783*. Boston: Little, Brown and Co.

## DDIP 726: Police Science and Defence

### Course Description

This course incorporates and addresses the subjects that are a significant threat and challenge to contemporary society and are priority areas for policing, law enforcement and security organisations. The course intends to deepen and refine existing knowledge, skills, and values, so that the student will be able to investigate and solve specific crimes successfully. The course provides an in-depth theoretical knowledge of investigative principles and is aimed at enabling the student to determine the true events that have taken place in a particular case, uncover all possible information, and present as much evidence as possible to a court of law. This module will be of particular use to those in the public, private and corporate investigation environments.

### Course Content

- Criminal justice history.
- Police operations.
- Organizational, leadership, and communication.
- Risk management.
- Ethics in Policing.
- Law enforcement and security.
- Counter-Terrorism.
- Serious and complex crime.
- Intelligence and covert policing management.
- International rules and standards for Policing.
- Mission of UN Police.

### Course Delivery

- In class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.



## Readings

- Stoughon, S.W., Noble, J.J. & Alpert, G.P. (2021). *Evaluating Police Uses of Force*. New York: NYU Press.
- Walker, J.T. & Hemmens, C. (2019). *Legal Guide for Police: Constitutional Issues*. London: Routledge.
- Birzer, M. & Roberson, C. (2019). *Police Field Operations: Theory Meets Practice*. London: Pearson.
- Novak, K. & Cordner, G. et al. (2019). *Police & Society*. Oxford: Oxford University Press.
- Hunter, R. & Barker, T. et al. (2017). *Police Community Relations and the Administration of Justice*. New York: Pearson.
- Sanchez, M. R. (2018). *United Nations International Police Officers in Peacekeeping Missions*. New York: Routledge.
- United Nations for Human Rights Office of the High Commissioner. (2020). *United Nations Human Rights Guidance on Less-Lethal Weapons in Law Enforcement*. New York: United Nations.

## DDIP 728 Geo-spatial Intelligence and Human Security

### Course Description

The course focuses on Spatial Science (Geo-spatial Intelligence) with a scientific and technical grounding in human security, including how to evaluate security around the world, create and gather geospatial data, and design solutions that maintain or promote stability for human well-being. Threats to human security come in many forms – natural disasters, humanitarian crises, environmental risks, public health issues, military operations, terrorist attacks, genocide, political violence, and food/resource accessibility challenges, among others. This course leverages a variety of geo-spatial technologies with intelligence tools to develop intelligence products that support disaster response, humanitarian relief efforts, and national security. It provides students with geospatial intelligence knowledge and practical skills to assist in informing decision-making in a variety of human security settings.

### Course Content

- Intelligence community, the players and their typical roles and responsibilities.
- Role of disaster management, humanitarian assistance, surveillance, and navigation in geospatial intelligence.
- Importance of Physical and Human Geography.
- Geospatial Building Blocks.
- Gathering Intelligence from Legacy Geospatial Datasets.
- Role of Data Management and Data Mining.
- Gathering Geospatial Data from Airborne Sensors, Satellites, and other RS Platforms.
- Gathering Geospatial Data from Social Media Feeds.
- Data Fusion, Integration, and Geo-visualization.
- Geospatial Intelligence Analysis and Communication.

## Course Delivery

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

## Readings

- Starr, H. (2013). *On Geo-politics, Space, Place, and International Relations*. Boulder, CO: Paradigm Publishers.
- Anderson, E. (2000). The Geography of Hazard Analysis: Disaster Management and the Military. *GeoJournal*. 34(2), pp. 201-205.
- Corson, M.W. & Palka, E.J. (2004). *Geotechnology, the US military, and war*. In Bruun, S.D., Cutter, S.L., & Harrington, J.W. (eds.) *Geography and Technology*. Dordrecht, The Netherlands, Kluwer: pp. 401-427.
- Esri. (2007). *GIS Supporting the Homeland Security Mission, An Esri White Paper* – May 2007, Redlands, CA: Esri Press.
- Palka, E.J., Galgano, F.A., & Corson, M.W. (2006). Operation Iraqi Freedom: A military geographic perspective. *Geographical Review*, 95, pp. 373-399.
- USGIF. (2015). *State and Future of GEOINT: 2015-2019*. Reston, VA: United States Geospatial Intelligence Foundation.

## DDIP 730: International Political Economy

### Course Description

The course is to provide students with a broad understanding of the theoretical and empirical aspects of International Political Economy (IPE). The global financial crisis at the beginning of the 1980s has made the study of International Political Economy so relevant to the shaping of international affairs, defence and security. The objectives of the course include: i) providing students with knowledge of a range of theoretical approaches to the study of global and international political economy; ii) presenting the major political themes in the historical development of the international economy; iii) providing students with an understanding of debates about the emergence and political consequences of a globalised economy, with its patterns of inequality; iv) exploring the prospects and politics of managing the global economy; and v) reviewing recent research which emphasises the importance of the politics of human and environmental security in studies of International Political Economy.

### Course Content

- Globalisation and the Rise of Populism in the West.
- Financial Crises in Africa (1980 – 2001); Latin America (1980-2001); East Asia (1997/1998) and Advanced Economies (2008/2012).
- Global Trade Imbalances between the United States and China.
- Brexit and European Monetary Union.
- The World Trade Organisation and Trade Policies.
- Financial Globalisation.
- Economic Development.
- The International Monetary Fund and World Bank.

- Climate Change and Global Environmental Politics.
- Multinational Corporations.
- COVID-19 and the International Political Economy.
- ECOWAS and Integration.
- African Continental Free Trade Area (AfCTA).
- BRICS.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

- Gilpin, R. (1987). *The Political Economy of International Relations*. Princeton: Princeton University Press.
- Cohen, B. J. (2008). *International Political Economy: An Intellectual History*. Princeton: Princeton University Press.
- Mastanduno, M. (2009). System Maker and Privilege Taker: U.S. Power and the International Political Economy, *World Politics*, 61(1), 121-154.
- Kastzenstein, P. J., Keohane, R. & Krasner, S.D. (1998). International Organization and the Study of World Politics. *International Organization*, 52(4), pp. 645-685.
- Ikenberry, J. (1992). A World Economy Restored: Expert Consensus and the Anglo-American Post-war Settlement. *International Organization*, 46(1), pp. 289-321.
- Gilpin, R. (2001). *Global Political Economy: understanding the international economic order*. Princeton: Princeton University Press.

## **DDIP 732: International Organisations**

### **Course Description**

The course is designed to provide an in-depth examination and analysis of the conceptual, legal and institutional frameworks of organizations whose activities dominate and affect cooperation and development of the international system. Also referred to as non-state actors in the literature, the course entails an understanding of the organizational and structural effects on the inter-state system. Existing as formal political agreements among member states, they have the status of international legal entities. In both the developed and developing world, these non-state actors have created enormous institutional and organizational frameworks for international and regional cooperation, economic development, regional integration, international security, conflict resolution and the promotion of international peace and security. Examples of these include Intergovernmental Organizations (INGOs), Non-Governmental Organizations (NGOs), and Civil Society Organizations (CSOs), among others. Substantively, these consist of the defunct League of Nations, United Nations, European Union, African Union, Organization for Security and Cooperation in Europe, and Association of Southeast Asian Nations, among others.

### **Course Content**

- International Organizations.
- Institutions.

- Agreement.
- Regional Integration.
- Economic Development.
- Structure.
- International Governmental Organizations.
- Non-Governmental Organizations.
- Civil Society Organizations.
- Economic Development.
- International Peace and Security.
- Conflict Resolution.
- Structure of International Organisations.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings:**

- Hurd, I. (2020). *International organizations: Politics, law and practice*, (4<sup>th</sup> ed.). Illinois: Northwestern University.
- Archer, C. (2015). *International organizations* (4<sup>th</sup> ed.). New York: Routledge.
- Cogan, J. K. (2016). *International organizations*. Oxford: Oxford University Press.
- Pease, K. K. S, ed. (2019). *International organizations: Perspectives on global governance*. New York: Routledge.
- Reinalda, B. (2013). *History of international organizations: From 1815 to the present day*. (1<sup>st</sup> ed.). New York: Routledge.
- Ziring, Lawrence; Robert E. Riggs; and Jack C. Plano. (2005) *The United Nations, International Organization and World Politics*, 4<sup>th</sup> Edition; Thomson, Wadsworth

### **DDIP 734: International Security**

#### **Course Description:**

The course is basically about the concept of security and its intrinsic link to governance structures, both domestic and international. It outlines the changing concept of security to incorporate new issues in the conceptualization of security: the merging of Global Development and Security, Human Security and the relevance and challenges these pose to Africa. The sources, nature and conceptualization of the profile of threats to international peace and security are some of the most evolving phenomena since the end of the Cold War. A number of non-traditional or transnational manifestations have become major security concerns. These phenomena do not equal the typical traditional security threats posed by rival states or alliances. These threats are called transnational because they are diffused in and do not have an easily identifiable source. Some of these are terrorism, climate change, resource scarcity, drug trafficking, migration, refugees, and pandemics. The course is to provide students with the opportunity to discuss these issues in depth and see how realistic and relevant they are as security issues/threats.

## Course Contents:

- Foundations of International/Global Security.
- Security, Intelligence and foreign policy.
- Terrorism: threats, responses and strategy.
- Global Governance and Globalization.
- Security Governance.
- Security, Intelligence and Military Issues.
- Human Security and Humanitarian Crises Issues.
- Environmental Security Issues.
- Nationalism.
- Identity.
- Immigration.
- Race.
- Ethnicity.
- Nationality.

## Course Delivery

- In class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

## Readings

Browning, C. S., (2013), *International Security: A Very Short Introduction*, Oxford University Press, USA.

Hough, P., et al, (2021), *International Security Studies: Theory and Practice*, Routledge

Rogers P., (2010), *Losing Control: Global Security in the 21st Century*, Pluto Press;

ISBN-13: 978-0745329383

Buzan, B. (1984). 'Peace, Power, and Security: Contending Concepts in the Study of International Politics', *Journal of Peace Research*, XXI, pp. 109-125.

Buzan, B. (1991). *Peoples, States, and Fear: An Agenda for International Security Studies in the Post-Cold War Era*, Harlow: Longman.

Buzan, B & Hansen L., (2021), Beyond the Evolution of International Security Studies? Research Article available at: <https://doi.org/10.1177/0967010610388214>

Kinzer, S., (2008). *All the Shah's Men: An American Coup and the Roots of Middle East Terror*, John Willey and Sons, Canada.

## DDIP 736: Conflict and Crisis Management

### Course Description

The Conflict and Crisis Management Course provides students with a clear understanding of the causes and nature of conflict and crisis and their internal management. It is designed to enhance students' understanding of threats to national safety and security, the structure of

conflict and crisis management at the global, regional, and national levels, and Human, ethical and moral dimensions of conflict and crisis management. It is further designed to develop professional linkages between institutions and provide opportunities for understanding inter-agency cooperation in crisis and conflict management. Basically, the course arms students with the tools for analysis and techniques used in conflict and internal crisis management. The Course starts by introducing students to the Theory of Conflict, Early Warning Systems and Conflict Analysis tools; Conflict Prevention, Management and Resolution; Small Arms and Light Weapons proliferation; the Role of Various Agencies in Conflict; Conflict Mapping and Human Security Dimension; Ethnicity and Conflict; Religion and Conflict; Elections and Conflict. In all these, relevant Case Studies are applied, while students are made to practice the application of conflict and crisis management tools in simulation exercises.

### **Course Content**

- Threats to National Safety and Security.
- Nature and causes of crisis/conflict.
- Early warning system.
- Conflict Analysis.
- Negotiation tools and application.
- The Media and Communication.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Reading**

- Aning, E. K. (2002). An Overview of the Ghana Police Service. In Kwame Karikari, Ed., *The Face and Phases of the Ghana Police Service*. Accra: ertMerish Publishing.
- Chappell, P. K. (2010). *The End of War: How Waging Peace Can Save Humanity, Our Planet, and Our Future*. Westport, CT: Easton Studio Press.
- Chappell, P.K. (2015). *The Art of Waging Peace: A Strategic Approach to Improving Our Lives and the World*. Westport, CT: Prospecta Press.
- Faria, F. (2004). *Crisis Management in Sub-Saharan Africa: The role of the European Union*, The European Union Institute for Security Studies.
- Lund, M.S. (1996). *Preventing Violent Conflicts: A Strategy for Preventive Diplomacy*, Washington, D.C: USIP.
- Solis, G. (2010). *The Law of Armed Conflict: International Humanitarian Law in War*. Cambridge: Cambridge University Press.
- Williams, P.D. (2011). *The African Union's Conflict Management Capabilities*. The Council on Foreign Relations.

## **DDIP 738: Defence Management**

### **Course Description**

The Defence Management Course aims at exposing students to the issues, principles, and techniques relevant to improving the governance and management of the Defence and Security sectors. The Course is designed to familiarise students with the domestic and international

framework, within which security and defence are both managed and delivered. The course enables students to appreciate the respective roles of public servants and the military in the delivery of national and regional security and defence. The Course familiarises students with the need for civilian oversight of defence. In that sense, students are made to appreciate each other's roles and the legitimate roles of other agencies within the Security and Defence sectors. Additionally, the course develops an awareness of the inter-relationship between the various aspects of change management in the defence and security sectors. It further provides students with the opportunity to apply the strategic management tools in national security and defence policy development.

## Course Content

- Concept of Defence management.
- Defence Policy.
- Civil-Military Relationship.
- Military Budgeting and accountability.
- Change Management.
- Defence.
- Logistics.

## Course Delivery

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

## Readings

- Cameron, E. & Green, M. (2015). *Making Sense of Change Management: a complete guide to the models, tools and techniques of organizational change*, 4th Edition, London: Kogan Page.
- Cleary, L.R. & McConville, T. (2006) *Managing Defence in a Democracy*. London: Routledge.
- Darby, R. (2014), Inter-Agency Working & Co-operation: Learning from Collaboration in the Humanitarian & Security Sector Space. *The Journal of Humanitarian Assistance*.
- Darby, R., & Williamson, C. (2013). Challenges to international human resource management: the management of employee risk in humanitarian aid and security sectors. *Inter. Journal of Human Resources Development & Management*. Vol 12, 3.
- Martin, C. A. (2015), [Understanding Terrorism: Challenges, Perspectives, and Issues, New York: Routledge](#)
- Neal, Derrick J, (2006). Do We Really Understand What Is Meant by Transformational Change for Defence? *Defence Studies*, March 2006.
- Neal, D. & Naylor, Q. (2007). Moving mountains through simple directive. *Strategic Change*, 16, pp. 399 – 41.
- Trout, R.A. (1986), *Marketing Warfare*. Atlanta, McGraw-Hill Companies, USA

## **DDIP 740: Advanced Theories in Disaster Risk Management**

### **Course Description**

The course provides a range of theoretical skills and practical knowledge to graduates, covering areas such as the etiology of disaster risk such as climate change risks, mass casualty events, terrorism, physiological, and social adaptation to the environment and to environmental change. The course would explore the theoretical bases of human interactions and social, cultural, and psychological factors in the maintenance or disruption of ecosystems; effects of population density on health; social organization and conflict; ethnicity and conflict as well as gender and conflict, be assessed concerning the resulting disaster risks these activities contribute to creating and how mitigation and interventions are developed. Students would be exposed to the effect of mundane human activities and how these affect environmental quality, air quality and general pollution, vis-à-vis the new adaptive challenges in the urban environments would be studied. Students would identify the interrelations between technological and environmental changes; maladaptation in man's biological and cultural evolution; food quality and quantity in physical and intellectual performance, demographic change; the use of technology, computers, remote sensing devices, and other new technologies in sustainable development. There will be discussions on links of aspects of human settlement, to the theories that would help to explain the deep connections between one causal agent of disaster risk to the following: ecosystem and physical space; ecosystem services and their functions; water supply and sanitation; environmental determinants of health (physical, biological, chemical and the mode of transmission, including social/economic determinants); environmental toxicology (toxin sources, distribution, and bioaccumulation, e.g., pesticides, metals, solvents, radioactive isotopes, food additives, etc.); estimating environmental consequences on human health; environmental modeling; methodological designs in disaster risk; limitations and common errors in disaster risk assessment; interventions, energy and health that creates risks that may results in disasters and emergencies and their management.

### **Course Content**

- Protection Motivation Theory.
- Adaptive Structuration Theory.
- Social Cognitive Model.
- Social Disengagement Theory.
- Social Identity Theory.
- Space Transition Theory.
- Percolation Theory.
- Reason Action Theory (Fisbean and Ajzen).
- Resource Based Theory (RBT) of Barney.
- Persons Relative to Event Theory (PrE).
- Principles of Risk Assessment.
- Selective Optimization Compensation Theory.
- Principles of Risk Communication.
- Securitization Theory (Copenhagen/Welsh/Chicago Schools).
- Desecuritization Theory.
- Radicalism, Jihadism, and Violent Extremism.



## Course Delivery

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

## Readings

- Coppola, D. (2013). *Introduction to International Disaster Management*, 4<sup>th</sup> Ed. UK: Putterworth-Heinemann.
- Etkin, D. (2015). *Disaster Theory: An Introductory approach to concepts and causes*. 1<sup>st</sup> Ed. Butterworth-Heinemann. ISBN-13: 978-0128002278
- Rao, Y. Surampalli, (2010). *Change Modeling, Mitigation and Adaptation*. Ed. Tian C. Zhang, C. S. P. Ojba et al. (2010). Climate Environmental Council (EWRI) of American Society of Civil Engineering. Washington, D.C.: UNDP.
- Giddens, A. (1984). *The constitution of society: Outline of the theory of structuration*. UK: Cambridge University Press, Polity Press.
- Buzan, B & Hansen, L. (2009). *Evolution of International Security studies*. Cambridge University Press.
- McDougall, F, White, P, Franke, M. & Hindle. (2001). *Integrated Solid Waste Management: A Life Cycle Inventory*. Second Edition. New York: Blackwell Publishing Company.
- Fischhof, F. B. (1995). Risk perception and communication unplugged: twenty years of progress. *Risk Analysis*, 15, pp. 137-45.
- Westcott, R., Ronan, K., Bambrick, H., & Taylor, M. (2017). *Expanding protection motivation theory: investigating an application to animal owners and emergency responders in bushfire emergencies*. *BioMed Central. Psychology*, 5(13), pp. 1-14. DOI: 10.1186/s40359-017-0182-3

## DDIP 742: Defence Psychology

### Course Description

This course is intended to provide the student with a broad overview of applications of psychology in defence and military operations. The course focuses on the two major areas of military psychology, being the clinical and operational components. More specifically, areas covered will include uses of human factors, industrial-organizational, social, and clinical psychology in various military settings to promote the behavioral health of service members and families, performance of individuals and teams, and success in military operations. It will treat the study and practice of psychology in the military as a means for gaining useful insights about human behavior. This course is expected to be **highly interactive** and a chance for students to share what they have learned from the course content and guest lecturers.

### Course Content

- Mental Health Law.
- Ethics, Morality and Social Justice in the Military.
- War, Trauma, Grief and Death and Loss.

- Psychology of Conflict and Operations Other Than War.
- Military Approach to Psychiatric Management of Combat.
- Psychology of Terrorism.
- Combat Stress Reaction.
- Prisoners of War (POW) Experiences.
- Mental Adaptation for Future Warfare.
- Stress associated with other forms of Conflict, such as Peacekeeping.
- Continuum of Care for the Military, Veterans and their Families.

### **Course Delivery**

- In-class Lecture/Virtual.
- Syndicate/Group Discussions/Presentations (Individual and Group Presentations).
- Individual Assignment.

### **Readings**

- Burleson, E. (2019). *Separating from service: The Mental Health Handbook for Transitioning Veterans*. New York: Varime, LLC.
- Morrison, M. (2012). *The Inside Battle: Our Military Mental Health Crisis*. New York: Military Psychology Press.
- Hollins, P. (2018). *Psychological triggers: Human nature, irrationality, and why we do what we do. The hidden influences behind our actions, thoughts, and behaviours*. London: CreateSpace Independent Publishing Platform.
- Geldard, F. (1962). *Defence Psychology*. German: Pergamon Press.
- Regev, L. (2023). *The boy from block 66: A WW2 Jewish Holocaust Survival true story (Heroic children of World War II)*. London: CreateSpace Independent Publishing Platform.
- Olf, M. & Godaert, G. (1991). *Quantification of Human Defence Mechanisms (Recent research in psychology)*. London: Springer.
- Freud, S. (2010). *Interpretation of Dreams: The complete and definitive text*. United Kingdom: Basic Books.

### **Assessment Regulations**

Students must pass all taught courses, seminars, as well as the comprehensive examination and complete a thesis.

### **Method of Evaluation**

A variety of evaluation methods and techniques are employed in evaluating participants' performance in every course. These guidelines are provided based on prior arrangement with NDU. These methods include:

- Term Paper(s).
- Thesis
- Individual/Group Presentation (s).
- Individual/Group Assignment (s).
- Written/Oral Comprehensive Examination (OCE).

## DDIP Grading System

Table 16; DDIP Grading System

| Grade | Percentage | Grade Interpretation | Grade Point |
|-------|------------|----------------------|-------------|
| A+    | 80 – 100   | Excellent            | 4.00        |
| A     | 70 – 79    | Excellent            | 3.75        |
| B+    | 65 – 69    | Very Good            | 3.50        |
| B     | 60 – 64    | Good                 | 3.00        |
| C     | 50 – 59    | Pass                 | 2.00        |
| D     | 40 – 49    | Fail                 | 1.50        |
| F     | Below 40   | Fail                 | 0           |

- Z: Failure due to DISQUALIFICATION from an examination as a result of an examination malpractice or offence as determined by the Academic Board.
- I: Denotes INCOMPLETE and is awarded to a participant who is unable to complete a course for reasons adjudged by the Academic Board as satisfactory.
- X: Failure due to absence from examination or inability to complete a course for reasons adjudged by the Academic Board as unsatisfactory.

### **Grade Point (GP)**

For each (letter) grade there is a corresponding Grade Point as indicated above. The Grade Point earned by a candidate for each course completed is computed as the product of the number of credits (credit units) for the courses and the Grade Point equivalent of the (letter/numerical) grade obtained in the course.

### **Grade Point Average (GPA)**

The Grade Point Average is obtained by dividing the sum of the Grade Points obtained by the total number of credits (credit units) of courses registered. A participant does not earn the credits for a failed course even though the credit units for the course are used in computing the GPA.

### **Cumulative Grade Point Average (CGPA)**

A participant's Cumulative Grade Point Average is calculated by dividing the total number of grade points obtained, up to any specified time, by the total number of credits for all courses for which the participant has registered up to that time.

### **Final Grade Point Average (FGPA)**

The Final Grade Point Average is the Cumulative Grade Point Average for all courses for which the candidate has registered up to the end of the academic programme.

## **Mode of Certification**

The National Defence University (NDU) will award a certificate to Students. **The certificate awarding institution** is the National Defence University.

## **Master of Science in Defence and International Politics (MDIP) & Master of Science in Security Studies (MSS)**

The MDIP/MSS programmes are the flagship programmes of the College. The programmes are accredited by the Ghana National Tertiary Education Commission (GTEC) and is a one-year programme.

Having taken into consideration the needs of our publics, the programme is run in two streams: regular and weekend. The regular school is run for qualified Military officers who are pursuing professional training in the 'Pass Staff College Course' at the Senior Officers' Level in the College.

The weekend school is scheduled to meet the needs of capable but time-constrained people, including civil servants, technocrats, entrepreneurs, diplomats and others who will find it more convenient to take a course on weekends. The weekend school, therefore, gives the opportunity for those who enroll to attend lectures every other weekend over the one-year course duration.

### **Objectives of the Course**

Within the broad framework of the College's mandate, the MDIP/MSS programmes is aimed at equipping students with basic tools for analytical thinking, good judgment, leadership and other critical managerial skills. The specific objectives of the programmes are to:

- Achieve the highest professional standards in Defence, Security Management and International Politics.
- Equip graduates with specialized knowledge and skills to play a meaningful role in management and provide professional leadership in Defence and Security.
- Meet the demands and aspirations for continuing education of serving military officers and officers of other security agencies in Africa and the public.

### **Aims of the Course**

The mission of the programme is to develop reflective professionals who understand the multiple forces at work in Defence, Security and International Politics situations related to their area of specialization, and who can offer leadership in taking action to anticipate, analyze, prevent, manage and resolve issues of Defence and Security. The programme aims to:

- Deal with all elements of defence, including strategic planning, security analysis, international politics and international relations.
- Provide the students with a broad theoretical understanding of defence and security analysis and International Politics Theory together with exposure to a range of skills for dealing with defence in a variety of large organisational groups, and multi-national settings.
- Emphasize a systems-based, cross-cultural approach to defence and political analysis, and security management.
- Emphasize the international dimensions of Defence and Security management in the relevant concentrations with a special (though not exclusive) focus on the African continent.

- Create an academic climate that is interdisciplinary, innovative, interactive, competency-based, and student-centered.

Graduates of the programme can plan, integrate and direct the application of these skills within a strategic defence and security management framework specific to the defence and security situation and its context. This strategy is built upon a sound theoretical foundation acquired throughout the programme. Students wishing to develop the level of skills necessary to become practitioners in these roles will have ample opportunity to upgrade professional practical skills through coursework and through either the Major Research Project or the Applied Skills Option. Graduates are expected to continue to develop their professional skills throughout their careers.

## **Description of Courses**

### **Components of the Programme**

#### **First Semester – Core**

- MDIP 601/MSS 609: Research Methods\*
- MDIP 603: Theories and Concepts of Defence
- MSS 605: International Political Economy
- MDIP 605/MSS 601: Theories and Concepts of Security
- MDIP 607/MSS 603: International Politics and Diplomacy
- MDIP 609/MSS 607: International Law, Human Rights and Conflict in Africa

*\*Required*

#### **Second Semester – Core**

- MDIP 602: African Politics and Political Economy

#### **Electives – MDIP (Students to select 3 electives)**

- MDIP 604: Early Warning Systems and Response
- MDIP 606: Governance and Democratic Practice in Africa
- MDIP 608: International Law and Organizations
- MDIP 610: International Humanitarian Law and the Law of Armed Conflict
- MDIP 612: Terrorism and Counter-Terrorism
- MDIP 614: International Conflict and Conflict Resolution
- MDIP 616: Comparative African Politics
- MDIP 618: Nationalism and Ethnicity in Africa
- MDIP 620: Peace Operations
- MDIP 622: Security Sector Reforms
- MDIP 624: Youth and Conflict
- MDIP 626: The Cold War & Post-Cold War International Politics
- MDIP 628: Principles and Practice of Negotiation and Mediation
- MDIP 632: Inter-Agency Co-ordination and Collaboration
- MDIP 634: Contemporary Challenges in Security Management
- MDIP 636: Post-Conflict Reconstruction and Development
- MDIP 638: Regionalism and Integration
- MDIP 640: Command Leadership and Management\*\*\*
- MDIP 642: Operations of War\*\*\*

- MDIP 644: Experiential Learning\*\*\*
- MDIP 646: Defence Management\*\*\*
- MDIP 648: Conflict & Crisis Management

\*\*\**Restricted to the military students.*

#### **Electives – MSS (Students to select 3 electives)**

- MSS 602: Area Security Studies
- MSS 604: Grand Strategy and Military Operation
- MSS 606: National Security Planning, Strategy and Decision-Making for the 21<sup>st</sup> Century
- MSS 608: Theory and Practice of Intelligence
- MSS 610: Globalization and Security
- MSS 612: Terrorism and Counterterrorism
- MSS 614: Weapons Proliferation and Security
- MSS 616: Technology and Security
- MSS 618: Cyber Security
- MSS 620: The Law of War in the Age of Terror
- MSS 622: Civil-Military Relations
- MSS 624: Economics of War
- MSS 626: Force Planning
- MSS 628: Ethics of War
- MSS 630: Artificial Intelligence and Security
- MSS 632: Pandemics and Global Security
- MSS 634: WMD & Global Security
- MSS 636: Ghana's National Security (Policy & Challenges)
- MSS 638: Maritime Conflicts
- MSS 640: Covert Action/ Counter Intel
- MSS 642: Women, Peace and Security

#### **Core Courses**

##### **MDIP 601/MSS 609: Research Methods in International Relations and Politics**

#### **Course Description**

This course outlines the fundamental philosophical issues and methodological frameworks relevant to International Relations and Politics research in the social and applied sciences. This theoretical basis is complemented by the development of practical skills in developing instruments, undertaking scientific description and measurement, and the analysis and interpretation of social and applied science data and information. The course is designed to arm candidates with presuppositions, methods, practices and products of qualitative and quantitative research in the social sciences. A team-taught course, it highlights the key theoretical postulates and concepts in qualitative and quantitative methods of research. With a directed approach, analysis starts with a theory or relevant research findings as guidance for initial codes. Emphasis will be placed on Content Analysis. Content Analysis is a widely used qualitative research technique. On the other hand, quantitative analytical approaches allow the reporting of summary results in numerical terms to be given with a specified degree of confidence. Quantitative Analysis approaches are particularly helpful when the qualitative information has been collected in some structured way. The course, therefore, links the

qualitative approaches with the quantitative, paying attention to data structure. Some applied field methods may also be employed. Here, the focus is on the logic of hypothesis testing, modes of gathering data, sampling, experimental and non-experimental, index construction, bivariate and multivariate techniques, causal inference fallacies, transforming hypotheses into a fieldwork setting, questionnaire construction and administration, and interviewing techniques. In most instances, the case-study approach to the study of phenomena is employed to allow students to be armed with the techniques of report writing.

### **Course Aims**

The course aims to develop core skills in using, critiquing and developing research relevant to International Relations, Security, and Politics research in the social and applied sciences. It aims to assist students to become informed readers and users of published research and competent designers of small/large-scale quantitative and qualitative research projects. It seeks to enhance understanding of the logic of underpinning research approaches, the methods that can be used to design, implement and analyze research and the social, political, economic, international and ethical context in which research is generated and used.

The course focuses on the use of advanced research methods and statistics in analyzing international relations, politics, policy making and analysis. Topics include experimental and quasi-experimental designs, survey research, sampling strategies and intermediate statistical techniques, including analysis of variance, correlation and regression, and time series analysis. Problem-solving exercises involving data analysis and interpretation using SPSS/Excel and other software. Students are expected to complete their analytical projects, from problem formulation through preparation of a brief report.

Upon completion of this course, you will:

- Understand the research philosophies and the main stages of the research process.
- Understand the processes of literature review, develop and enhance writing skills.
- Be familiar with the variety, types and integration of quantitative and qualitative methods and data used in social and applied science research.
- Be able to select the appropriate methodology for a variety of research questions; be able to critically evaluate research in terms of the appropriateness and accuracy of its design, methodology, analysis and resulting conclusions.

In this course, there is an emphasis on developing practical research skills and by the end of the Semester, the student will be able to develop and implement a quantitative or qualitative research project through all stages of the research process, from scoping a project to interpreting and reporting findings.

### **Content and Organisation**

The course is organized around three main themes spread across several topic areas. The first theme focuses on qualitative research methods and you will be introduced to the paradigmatic and ethical considerations of this mode of research, as well as key methods of data collection (including interviews, focus groups, content analysis, case study, observation and field research) and techniques for analyzing qualitative data. The second theme takes you through key aspects of quantitative research methods, incorporating the overarching theoretical paradigm and ethical considerations, as well as aspects of the research method, including selection of variables, sampling techniques, data collection, descriptive and basic inferential

statistical analysis, with an emphasis on survey research. The final part of the course focuses on the integration of quantitative and qualitative research methods (Nathan, 2010).

### **Course Outline and Topics**

- Introduction to the Course and Overview.
- Social science and Public Policy Research: the process and problems of social research.
- Strategy/Paradigms and Perspectives of Inquiry.
- Elements of Research Design.
- Literature Review and Writing Skills.
- Research Methodology.
- Working with Data, Coding and Analysis.
- Analysis and Interpretation of Data.
- Report Writing.

### **MDIP 602: African Politics and Political Economy**

#### **Course Description**

This course examines theoretically and empirically the government, politics and economies of Africa. With a focus on Sub-Saharan Africa (SSA), it raises key but debatable themes and questions on African politics and economy. As an interdisciplinary course, it adopts the political economy approach to the study of Africa, with emphasis on key contemporary political and economic issues of poverty, uncertainty and decline; governance, weak state structures, collapsed/failed states, political violence and instability, terrorism, ethnicity, race and religion. These constitute problems of state-building, nation-building, democratization and economic development. It also positions Africa in the context of a globalising political economy to probe its marginalization, dependence and lack of influence in the international realm. In essence, the course examines Africa's pre-colonial, colonial and post-colonial history. The emphasis is on contemporary social forces to appreciate state-civil society relations, contemporary structures of states and policy choices, and relations with the world. Case studies will unravel the variations in African countries' experiences and why some are better developed politically, economically and socially than others.

#### **Course Objectives**

The course has the following interrelated objectives:

- To help students understand Africa's political economy.
- To examine the African continent from a historical point of view.
- To analyze state structures and political and economic governance.
- Identify and discuss social forces.

#### **Learning Outcomes**

Students should be able to:

- Analyze Africa's politics and economies.
- Engage in in-depth theoretical, applied knowledge and original research about SSA.
- Understand Africa's position within the global political economy.
- Appreciate key challenges faced by contemporary Africa.



## **Course Outline and Topics**

- Introduction.
- Africa's History.
- African Politics.
- State Structures
- Africa in the World.
- Political Economy of Africa.
- Political Instability, War and Peace.
- Social Challenges.
- Regional Economic Integration, Conflict Management and Peace building.
- Governance: Democratization & Shortcomings - Military Coup d'états.

## **MDIP 603: Theories and Concepts of Defence**

### **Course Description**

This course will examine the role of defence policy-making and implementation in contemporary times in Africa. Attention will be placed on the theoretical framework and concepts of defence, national security strategy, organization of defence bureaucracy and the mechanisms and processes of interagency design of national policy and strategy. Taking into consideration the threat environment in Africa, substantial focus will be placed on the role of defence and the national security framework in the application of intelligence in its terrorism and counter-terrorism strategies. The course will also explore the subject of the history of intelligence, its role and reform in the wake of emerging security threats in Africa. Democratic oversight over defence institutions and the role of constitutional bodies will be examined during the course. Furthermore, to practicalise the course, case studies on the Security and Intelligence Agencies' Act of Ghana and of other African countries will be examined and compared. The African Peace and Security Architectures developed by the AU and National Peace Architectures in different African states will also be addressed. Comparatively, the security frameworks of the US and EU towards Africa will be discussed in the course.

### **Course Objective**

Upon successful completion of this course, students should be able to:

- Discuss the importance and perspectives on the multiple roles of defence in Africa and how the study of the theories and concepts of defence can assist in understanding the dynamics of the subject matter.
- Critically assess the defence and national security outcomes and its impact on the changing dynamics of conflict transformation and peace and security in Africa.
- Discuss best practices, lessons learnt, and emerging policies on defence issues as well as problems and challenges, using specific case studies in Africa

### **Expected Outcomes**

- To be able to understand, appreciate and share the ideals and ideas of the multifaceted aspects of national defence security. The aim is to enable future decision-makers, professionals and researchers to inculcate these ideas in their working fields, both as part of their objectives as well as of their processes (multidisciplinary and interdisciplinary).

- To appreciate the processes of defence, and to encourage the use of alternative methods, strategies and frameworks to respond to national issues.
- To apply multi-disciplinary approaches such as philosophy to defence strategies and policies, the ethical minimums shared by different cultures and beliefs and to establish procedures for intercultural dialogue.

### **Course Outline and Topics**

- Theoretical Framework and Concepts.
- Democratic Control and Oversight over Defence/National Security.
- Defence Policy and Framework.
- Case Studies.

### **MDIP 605/MSS 601: Theories and Concepts of Security**

The Course outlines the changing Concept of Security to incorporate new Issues in the conceptualization of security: The merging of Development and Security, Human Security and the relevance and challenges these pose to Africa. The sources, nature and conceptualization of the profile of threats to international peace and security are some of the most evolving phenomena since the end of the Cold War. A number of non-traditional or transnational manifestations have become major security concerns. These phenomena do not equal the typical traditional security threats posed by rival states or alliances. These threats are called transnational because they are diffuse and do not have an easily identifiable source. Some of these are terrorism, climate change, resource scarcity, drug trafficking, migration, refugees, and pandemics. The course is to provide students with the opportunity to discuss these issues in depth and see how realistic and relevant they are as security threats.

### **MDIP 607/MSS 603: International Politics and Diplomacy**

#### **Course Description**

The course is designed to provide students with an overview of the academic discipline of International Politics, with primary emphasis on theoretical perspectives to understand and conceptualize major actors, events, trends and processes within the international system. In the current era of global interdependence, global governance is an imperative to allow for collaborative efforts to meet the most pressing challenges in international politics, security and economics. The course also focuses on historical and contemporary themes on international politics, security and economic development; statehood; and the dynamic international system in which these issues continue to play out. The concepts, themes, and events will be discussed concerning theory and policy debates on the changing nature of international systems, conflicts, state failure, multi-dimensional peace support operations, quests for political and economic stability, and human security. Patterns of international and transnational co-operation and diplomacy are also discussed. The hegemonic position of the US and its foreign policy are analyzed as well.

#### **Course Objectives**

The course has the following interrelated objectives:

- To familiarize students with the discipline of international relations, how it has evolved, and its fundamental basis in political theory and its current status.

- To provide a historical and theoretical analysis of the changes that are taking place in contemporary international society from various theoretical perspectives.
- To examine the role and place of international organizations, international law and diplomacy in international relations.
- To problematize the notion of security, and examine the nature & causes of war and peace; and the role of state and non-state actors such as the United Nations.
- To understand global issues such as human rights and the environment.
- To analyze the hegemonic position of the US and its foreign policy.

### **Learning Outcomes**

- Appreciate the nature and scope of the field of international relations.
- Understand the major theoretical perspectives to the study of international phenomena.
- Identify and analyze contemporary problems and attempts to resolve them.

### **Course Outline and Topics**

- Introduction: Meaning, Scope and Context of International Relations.
- Theories of International Politics/Relations.
- The Nation, State and the International Political System.
- International Security.
- International Political Economy.
- Diplomacy.
- International Institutions – the United Nations.
- The US and International Relations.

## **MDIP 609/MSS 607: International Law, Human Rights & Conflict in Africa**

### **Course Description**

The international system is governed by a body of rules, norms and principles collectively referred to as international law. International law sets the limits of actions of states and of individuals in peace-time and during conflict. This course provides participants with a unique combination of academic expertise and practical insights into the interactions between international law, human rights and conflicts within an increasingly globalized world. It also examines the roles of various international institutions including the United Nations and the International Criminal Court within the international political and legal system.

### **Course Objectives**

Upon completion of the course, participants should be able to:

- Understand the theory and fundamental principles of international law.
- Analyze the actions of States and other actors in the context of international law.
- Evaluate the participation of African States in the international legal system.
- Assess human rights trends in Africa and implications for peace and security.
- Understand limits on the use of force and the requirements for peaceful settlements of old disputes.

## Course Content

- Nature and Sources of International Law.
- Subjects of International Law.
- The State and Statehood.
- Treaties and International Agreements.
- The Law of the Sea.
- The Use of Force.
- Human Rights.
- International Humanitarian Law (IHL).
- Immunities and Diplomatic Relations.
- Peaceful Settlement of Disputes.

## Elective Courses - MDIP

### MDIP 604: Early Warning Systems and Responses

Effective early warning and response (EW&R) systems would normally be able to prevent a great deal of human suffering and far-reaching instability caused by man-made and/or natural disasters or violence. For most early warning systems, the focus is on the likelihood of political, armed violence. EW&R systems often suffer, among other technical difficulties, from three main conceptual flaws: they are focused on the wrong threat; their various - ideally integral - parts do not work well together; and thus, much timely warning does not lead to timely, relevant and effective action. The course is therefore designed to look at these challenges by reflecting on some of the experiences and lessons learned in early warning and response activities. A new focus will be emphasized: threat analyses should take the place of conventional conflict analyses when devising and running EW&R systems. The course philosophy is to move from the definition of threats to their monitoring, analysis, warning, policy influence and implementation, the key assumption being that working on key threats will likely make the greatest contribution to assuring peace, security, and stability. In this sense, the course introduces novel tools, practices, strategies and methodologies. The course aims to build the capacity of professionals to design, manage, evaluate and develop strategies to institutionalize *early warning systems*. The [Hyogo Framework for Action \(HFA\) 2005 – 2015](#) will be analyzed.

### MDIP 606: Governance and Democratic Practice in Africa

Democracy, as a form of regime whose legitimacy derives from the principle of popular sovereignty, has become the preferred system of government. Under the third wave of democratization in Africa, good governance emerged in the 1990s as one of the most important and enduring new areas of policy and democratic practice. It is an acceptable belief that development and progress require effective and accountable government. Students are led to appreciate the fact that, for democracy to flourish and enhance political participation, human rights, access to justice, a good education and health care, an improved quality of life, a healthy environment, and personal security, citizens must be informed, empowered and assertive. The course examines key concepts of good governance and democratic peace in the context of Africa. It analyzes the evolution of democracy in Africa, while considering the role of the Cold War and the role of international and national actors in the democratization process on the continent. It gives students a greater comprehension of how the processes of good governance and democracy promote inclusiveness and responsiveness through participation, accountability, representation and human rights, equality of opportunities and the rule of law. The nexus between the concepts of democracy and good governance is also explored.

### **MDIP 608: International Law and Organisation**

Inter-state relationship is pivoted on a complex international legal framework. The focus is on the expanding role of law in governing relations among nations, while an interdependent world turns to multinational organizations in the making of global policy. The course is therefore designed to explore and give a solid grounding in the foundations of the international legal order and will focus on controversial and challenging issues in contemporary international politics – including the recent examples of the use of force, international economic integration, international criminal law, and the promotion and protection of human rights. The course also examines the functioning of the various international organizational mechanisms in a series of different substantive areas: the history of ideas, legal doctrines, and institutional and administrative structures developed over the last century to organize and legalize international economic and political life. The course approaches the organization and institutionalization of global society from the viewpoint of law, rather than political science. The United Nations system will be examined, situating it in relationship to the broader institutional structures of public international law and regulation. The course will be problem-based, rather than doctrinal.

### **MDIP 610: International Humanitarian Law and Law of Armed Conflict**

The course covers International Humanitarian Law as applied to soldiers, humanitarian workers, refugees, displaced persons, and others involved with armed conflict. Topics include background and definitions, protection of victims, rights of prisoners of war, rules of conduct in hostilities, means of implementation, human rights and International Humanitarian Law, applicability of International Humanitarian Law to peacekeeping and peace enforcement, different applications to international and intra-national conflicts, terrorism, sovereignty, and the role of the International Red Cross in International Humanitarian Law.

### **MDIP 612: Terrorism and Counter-Terrorism**

The desire for security and safety has always been at the heart of the human condition. An understanding of the subject of security involves studying not only what makes the human condition secure but also what we regard as threatening. Against a background of intensifying economic, political, cultural, and military globalization, there is now a heightened awareness of terrorism and international crime as threats to global security. The course on International Terrorism identifies the features of these respective threats and explores the challenges to national and global governance, human rights and ethics, criminality and regionalism. This course examines the character of these contemporary global threats, considers specific case studies, and contributes to the debate over how to respond intellectually and in practical policy to these major threats to global security. The course's scope, therefore, involves the investigation of international security and terrorism since the end of the Cold War, whilst making clear how the issues raised are embedded within the broader field of International Politics. This programme covers theory and practice, as well as counter-terrorism strategies and techniques. In the current international environment, with the upsurge in international terrorism and the conflicts in most places around the globe, this course offers the opportunity for in-depth study and analysis for students and those with a professional interest in the subject.

### **MDIP 614: International Conflicts and Conflict Resolution**

The course presents the various methodological approaches to understanding conflicts; the structure of conflicts; and the different approaches to the analysis, prevention, management and resolution of conflicts. The course, while examining all forms of conflicts in the international system, places special emphasis on Third World conflicts, particularly intra-state

conflicts. The role of civil society, groups, states, NGOs and international organizations in conflict management is explored. The course seeks to enable students to develop knowledge, skills, values, and behavioural alternatives, which can be used for the management of conflicts.

### **MDIP 616: Comparative African Politics**

The course surveys the history of ‘development’ in the Third World/Global South *vis-a-vis* the history of ‘development’ in the West. It highlights development fundamentally in relation to former European colonies, anti-colonial and decolonization struggles that gave birth to their conceptualization as the ‘Third World.’ It covers the key theories, paradigms, perspectives, concepts, and policies that have emerged since 1945 in an attempt to explain, forecast or otherwise effect change in the global south. These include: modernization, dependency, world systems, feminist perspectives on development and post-development theories. It also evaluates the various critical interventions in the debate, such as post-development, postcolonial, and alternatives to development thinking. Finally, it examines the impact of contemporary neoliberal globalization on development, and the good governance, human security, and social capital discourses. The course provides a critical platform for students to both deepen and broaden their interdisciplinary knowledge of ‘development.’ It equips students with the ability to critique the modes in which intellectuals engage in the Third World or Global South through development discourses, with emphasis here being on Africa.

### **MDIP 618: Nationalism and Identity in Africa**

The course critically explores important theories of ethnicity, religion, race, and nationalism in development with a focus on nation-state formation and state-building in Africa. Stress is on viewing ethnicity, religion, culture and nationalism as diverse, situational, and in flux. Debates concerning multi-ethnic state formation, nation-state models, federalism, civil society, and interethnic conflict will be covered. Combining theoretical readings with case studies, the approach is broadly comparative and covers classic problems such as: what is the relationship between civic and ethnic conceptions of nationhood? How does nationalism evolve from an intellectual movement to a mass movement, and what impact does this shift have on its ideological context? What is the nature of social cleavages and their influence on politics in Africa? It explores the theoretical foundations of claims to self-determination and nationhood, which characterise many of today’s so-called ‘ethnic conflicts. It addresses how personal and political identity has become linked to issues of sovereignty and statehood. The course is interdisciplinary with readings drawn from philosophy, history, political science, anthropology, and/or psychology, as well as international law.

### **MDIP 620: Peace Operations\*\*\* (modular)**

The Peace Operations course is designed to offer students an understanding of UN Peace Operations – aims, design, and goals. The course starts with a historical overview of UN peacekeeping operations and delves into the operational realities of peacekeeping. In focus here are the peacekeepers, the mission, and outcomes. The main issues discussed, therefore, include: principles and guidelines for UN Peacekeeping; Core pre-deployment preparations; Humanitarian concepts and Human Rights (ethics in peacekeeping, international Human Rights Law, conflict resolution and/or mediation, protection of civilians in conflict etc.); Mission Components, Operations, and Procedures (civil-military coordination in peace Operations, commanding UN PKO, the conduct of humanitarian relief operations, principles of intervention management; disarmament, demobilization, and re-integration; managing pandemics – Ebola etc; mine actions and Explosive Hazards management; security for Peace Operation personnel and Military Observers; Managing global initiatives); The Gender

Dimension of PKO; and Logistics. Examples are drawn from UN Peacekeeping history, and as far as possible, participants (UN Field Commanders – both retired and serving - , as well as peacekeepers) are brought in to share their experiences with students. The course uses lots of simulation exercises, feature films and real-life documentaries.

### **MDIP 622: Security Sector Reforms**

This course introduces students to security sector reforms and rehabilitation of societies as important confidence-building and security measures that reduce violence, and promote security among people, communities, and societies to promote good governance. Essentially, the emphasis is on long-term efforts. It covers sustainable development, improved public security in communities, heightened public awareness, and increased viable alternative livelihood opportunities for communities, especially the youth, urban poor, peripheral groups and rural areas. It highlights integration of security threats and security improvement measures into development programmes, ranging from police reforms to community development, food security, public health and education.

### **MDIP 624: Youth and Conflict**

This course examines the relationship between youth and conflict, starting with an exploration of varying definitions of youth as a biological, cultural, and political category. The class discusses youth and children both as victims of conflict and as perpetrators of violence, as well as youth and nation, the effect of conflict on educational systems, the special concerns of girls, the efforts of international child protection agencies and NGOs, children's testimonies of violence, and youth-sponsored peace-building activities internationally.

### **MDIP 626: The Cold War, Post-Cold War and International Politics**

The Cold War, an ideological and a more than military confrontation between the West (represented by the US and its allies) and the East (represented by the erstwhile Soviet Union and its allies), was a global force-field, within which the world developed for nearly five decades. This course explores the Cold War as an international phenomenon, using some of the newest literature covering not only the military and diplomatic history of the period but also the social and cultural impact of the confrontation between capitalism and communism. It will interrogate the origins of the conflict, the formation of opposing blocs, the interplay between periods of tension and détente, and the relationship between the “center” of the conflict in the North Atlantic/European area and the global “periphery,” as well as the remarkable way the Cold War ended. In exploring the history, drama, and complexity of the Cold War, emphasis will be placed on the essence of the Cold War to the global political economy. It must be noted that the Cold War was the metaphor for determining the international systemic order for nearly half a century. The end of the Cold War has its dynamics of a non-system with attendant rise in activities of non-state actors. The course, therefore, explores the new dynamics of global politics within the framework of globalization and its antinomies.

### **MDIP 628: Principles and Practice of Negotiation and Mediation**

The course introduces students to collaborative approaches to responding to conflict. Theoretical perspectives and case studies are used to understand the situations where third parties operate, what values and resources they bring, and how power issues affect mediator functioning. An analysis and critique of the nature and role of third parties in conflict intervention are reviewed. The structure is highly interactive, integrating theory and practice through lectures, demonstrations, small group discussions and individual exercises, and negotiation role plays with evaluative feedback. Students will learn how to function as a neutral

third party, focusing on: conflict analysis, communication skills, maintaining a neutral role, creating a safe environment, and ensuring procedural, substantive and psychological satisfaction. The course focuses on a broad range of negotiation strategies in a variety of contexts, with an emphasis on building collaborative processes and self-awareness skills. The importance of the role of time, information, and power in negotiation situations, and the way ethics, perceptions, and communication forms affect negotiation processes and outcomes, is highlighted. The special characteristics of negotiation in various settings, including post-negotiation settlement issues - matters of implementing provisions of the agreement, new issues of reconstruction, demobilisation, institution building and conflict prevention will be presented.

### **MDIP 630: Gender, War and Conflict in Africa**

The course examines constructs of gender, war and conflict as they relate to critical analysis of theory and practice. Gender issues will be reviewed for their contributions to social and conflict theories. Narratives will be used to explore how gender and power dynamics interact in war and conflict. The course will examine contemporary conflicts and conflict prevention, conflict resolution and reconstruction in conflict situations from a gender perspective and highlight the policy and programme implications that this dimension presents. Topics include how gender relations are affected by conflict; the relationship between gender and militarization of communities and communities; violation of human rights and women's rights; women in peace-building and conflict resolution; gender-based violence; sexual exploitation and abuse; and general dynamics of aid and post-conflict reconstruction. The course will also assess the effects of war on gender with specific cases in Africa. Case studies and mapping on war and conflicts in Africa and comparison with other parts of the world, will be used to enrich the discussions for the class.

### **MDIP 632: Inter-Agency Co-Ordination and Collaboration**

Multiagency coordination is a process that allows all levels of government and all disciplines to work together more efficiently and effectively. Multiagency coordination occurs across the different disciplines involved in incident management, across jurisdictional lines or across levels of government. Multiagency coordination can and does occur regularly whenever personnel from different agencies interact in such activities as preparedness, prevention, response, recovery and mitigation. The course, therefore, emphasises the importance of inter-agency cooperation and/or collaboration, especially in times of crises and conflict, with emphasis on the structural links needed in such situations. The major challenges to inter-agency collaboration are also discussed. Case studies (local and international), including simulation exercises and role-playing, form a major part of the course.

### **MDIP 634: Contemporary Challenges in Security Management**

This course starts with the essential introduction to the key ideas, techniques, and issues that are at the heart of security management today and provides unique insights and comprehensive coverage of the role, resources, and skills that are central to providing effective security management for national development. From identifying issues and understanding ideas about the risks, causes and prevention of crime/crisis, through to designing and implementing loss prevention and security initiatives that really work, this is the ultimate security manager's course. Contemporary security threats (national and international) are discussed with a focus on efforts at managing such threats. This course is delivered by security experts (theorists and practitioners) who have extensive experience in security and hold the highest academic, vocational, and professional qualifications in the subject.



### **MDIP 636: Post-Conflict Reconstruction and Development**

In the past decades, the ending of wars and the subsequent building and reconstruction of collapsed states and societies, as well as the pursuit of development as part and parcel of the overall process of post-war reconstruction, have gained increasing global concern. Three inextricably linked processes in the areas of security, economics, and politics constitute the basis for reconstruction. Interventions by the international community and non-state actors in pursuit of post-conflict reconstruction and development (PCRD) have focused primarily on disarmament, demobilization and reintegration (DDR); security sector reform (SSR); transitional justice; economic recovery and poverty reduction strategies; negotiation of peace agreements; elections and democracy promotion and others. This course examines the issues and debates surrounding the transitions from war to peace. More specifically, it examines the links between violent internal conflicts and development and explores the conceptual frameworks for understanding war-to-peace transitions. Further, it focuses on the processes and practical issues involved in such transitions, including an understanding of the conflict and post-conflict environments, and the role of different actors. In this light, it examines the key actors and challenges of building peaceful and stable societies in weak and collapsed states and societies emerging out of war.

### **MDIP 638: Regionalism and Integration**

The course navigates the contending theories in regionalism and regional integration and relates the phenomenon of regional integration arrangements (RIA) to African development. In particular, the course places an accent on the market (functionalist) approach to regionalism (which sees integration as trade-induced) and explores the tendencies that have drawn the contours for Africa's development. Beyond the theories of integration, issues like the Lome Conventions, the Cotonou Partnership Agreement (CPA), the Economic Partnership Agreements (EPAs), the African Economic Community (AEC) project, and the various sub-regional groupings in Africa will be discussed.

### **MDIP 640: Operations of War\*\*\* (restricted to students on the Staff Course)**

The Operations of War Course is designed to introduce students to military approaches to operations, operational methods of planning and incorporates the new notion of design: the Military Decision-Making Process, offensive, defensive and transition operations; Joint Operational Campaign Planning and Combat Service Support. In effect, the course enhances the understanding of the notion of operational design, which is a critical and creative thinking methodology to help commanders/leaders understand the environment, analyse problems, and consider potential approaches so they can exploit opportunities, identify vulnerabilities, and anticipate transitions during campaigns. The course starts by introducing students to the theory, concepts, and principles of warfare in different environments; navigates military decision-making processes and its application at the strategic, operational and tactical levels for the land, naval and air components. It further equips students with the knowledge and skills to successfully conduct offensive, defensive and transitional operations including Joint and Multinational Operations. Additionally, the course arms students with the requisite knowledge and understanding of the planning, mobilization and execution of combat logistics to support military operations.

### **MDIP 642: Experiential Learning \*\*\* (restricted to students on the Staff Course)**

The Experiential Learning Course is designed to evaluate policies on, and the link between, conflict, security, and development in the national and international environment. It involves a 2-week national and international field study tour to critically examine people, constitutions, structure of governments, including political, cultural, socio-economic and defence issues, at the end of which students are expected to present their research findings. In that respect, students are taken through pre-tour research lessons. Since this is a field study tour, students are given a two-week pre-tour research design lesson, involving methods of data collection, surveys, preparation of questionnaires for interviews, sampling methods, report writing, etc. Students are expected to produce their final paper in a specific format, which includes a PowerPoint presentation.

### **MDIP 644: Defence Management \*\*\* (restricted to students on the Staff Course)**

The Defence Management Course aims at exposing students to the issues, principles and techniques relevant to improving the governance and management of the Defence and Security sectors. The course is designed to familiarise students with the domestic and international framework, within which security and defence are both managed and delivered. The course enables students to appreciate the respective roles of public servants and the military in the delivery of national and regional security and defence. The course familiarises students with the need for civilian oversight of defence. In that sense, students are made to appreciate each other's roles and the legitimate roles of other agencies within the Security and Defence sectors. Additionally, the course develops an awareness of the inter-relationship between the various aspects of change management in the defence and security sectors. It further provides students with the opportunity to apply the strategic management tools in national security and defence policy development.

### **MDIP 646: Conflict and Crisis Management \*\*\* (*modular*)**

The Conflict and Crisis Management Course provides students with a clear understanding of the causes and nature of conflict and crisis and their internal management. It is designed to enhance students' understanding of threats to national safety and security, the structure of conflict and crisis management at the global, regional, and national levels, and human, ethical and moral dimensions of conflict and crisis management. It is further designed to develop professional linkages between institutions and provide opportunities for understanding inter-agency cooperation in crisis and conflict management. Basically, the course arms students with the tools for analysis and techniques used in conflict and internal crisis management. The Course starts by introducing students to the Theory of Conflict, Early Warning Systems and Conflict Analysis tools; Conflict Prevention, Management and Resolution; Small Arms and Light Weapons proliferation; the Role of Various Agencies in Conflict; Conflict Mapping and Human Security Dimension; Ethnicity and Conflict; Religion and Conflict; Elections and Conflict. In all these, relevant case studies are applied, while students are made to practise the application of conflict and crisis management tools in simulation exercises.

### **MDIP 648: Command, Leadership and Management (*restricted to students on the Staff Course*)**

The Command, Leadership and Management Course introduces students to leadership theory, values education, character development, and officer-ship. It provides an understanding of the philosophy of command, the nature and the environment of command, the commander's functions, to relate command to leadership and management and also to understand the roles

of the staff in support of command. The course deals with the tools available at higher echelons of command and how commanders employ such tools to assist them in the execution of their responsibilities. It also deals with the role of leadership in military organisations at the operational level and the kind of values necessary for effective leadership. It further examines the relationship that an effective leader should have with subordinates as well as superiors. The course starts with concepts of leadership, command and control, some historical perspective, innovation and managing change, including approaches to decision making. In all these, relevant case studies would be employed.

## **Elective Courses – MSS**

### **MSS 602: Area Studies**

This course provides students with a broad overview of specific Area Studies. It combines area or country-specific issues that give students the needed cultural immersion with a more general comparative focus. This is intended to provide students with the requisite intellectual tools, concepts and theories to understand the dynamics of political developments in this particular area, as well as be able to utilize skills from various disciplines to evaluate not only the region's past, present, and future but its role within the global context. Many of the critical issues currently under discussion in the field will be examined. The course proposes the following areas: Russia and Eastern Europe, the Middle East, South-East Asia, Latin America, the Black Sea Area, China, and Africa.

It is intended to offer student's opportunity to specialize in the area chosen, using the analytical tools offered in the core courses. It may also help in choosing a topic for the thesis. This is a seminar and students are expected to present term papers at the end of the course.

### **Course Content**

Area specifics (history, system of governance, foreign policy and international behaviour, etc)  
Area's role in contemporary international politics, including conflict and conflict resolution;  
Area's place in international security.

### **MSS 604: Grand Strategy and Military Operations**

Grand strategy unites all the instruments of state power—military, economic, political, diplomatic, and cultural—in pursuit of a state's overarching objectives. It is the highest level of policy, and it is also the level a citizen is most able to access and understand. Grand strategy confronts policymakers with uniquely difficult problems. They have at their disposal a set of tools of enormous power and breadth, but they likely do not understand any of these tools very thoroughly. Moreover, they are constrained by institutions, by other policymakers, and by the strategies of other countries, and so any attempt to instil coherence into policy must survive a labyrinth of competing interests and ideas. The central question of grand strategy is thus: how can a country reconcile its means and its ends within a single, coherent strategy? The course examines the theory and practice of grand strategy in historical and contemporary contexts from a variety of analytical perspectives. It defines grand strategy as 'the calculated relation of means to large ends'. It focuses on how parts relate to the whole in whatever an individual, a corporation or a nation might be seeking to accomplish. The course is intended for students interested in history, politics, and public service. Its goal is to equip students to think rigorously and historically about the category of grand strategy, and to apply their learning to large-scale problems in the contemporary world. The course emphasizes the study of history and humanistic thought, and promotes the sharing of knowledge between scholars and practitioners.

## **Course Content**

- Grand Strategy- Meaning and essence.
- War and Peace in historical perspectives.
- Policymaking in times of crisis.
- Statecraft.
- Leadership & Responsibility.

## **MSS 606: National Security Planning, Strategy and Decision-Making for the 21st Century**

The National Security Planning, Policy and Strategy course focuses on national security policies and the strategies that put them into operation. It examines the elements that underpin national security planning, policy, and strategy, including the international and domestic environments. The national security policy and strategy formulation, the instruments of national power, and the processes employed by governments for integrating and synchronizing those instruments to formulate national security policies and strategies in the pursuit of national security objectives. The course also examines the role of the current national strategic documents to include the National Security Strategy (NSS), the Defence Strategy Review and the National Military Strategy (NMS), among others.

## **Course Content**

- National Security Environment and Decision-making.
- National Security Actors and Institutions.
- Instruments of National Power.
- Global Political Order.
- Role of the Military in National Security and Decision-making.

## **MSS 608: Theory and Practice of Intelligence**

This course exposes students to the diverse areas of intelligence and to intelligence process methodologies in a variety of contexts. It discusses the essential characteristics of intelligence systems and examines how the intelligence function fits within a dynamic national security context; it discusses the strengths and weaknesses of the national intelligence gathering apparatus. It would look at issues of integration among the intelligence services with a professional and not a ceremonial minister of national security. Issues of horizontal and vertical integration would be considered in the review of zonal, district, regional, national and sub-regional coordination. Major national and regional legislation would be discussed concerning State power and collaboration with other international actors. These will help in situating the intelligence function within the Law Enforcement, Foreign, National Security and Military domains. The unit examines the Ghanaian and selected international intelligence communities.

## **Course Content**

- General Intelligence.
- The GAF intelligence analysis programme.
- Liaison relationships of intelligence gathering and sharing.

- Barriers to seconding military and other attaches to international national posts and stations.
- Barriers to effective liaison within the national intelligence organization.
- Data and Information Seeking, critical reasoning and analysis.
- Intelligence basics: understand the nature of intelligence, its structure and measurement.
- Single-factorial, multi-factorial theories, and alternative models of intelligence.
- The intelligence professional.
- Intelligence, ethics, and the law.
- National security intelligence.
- Military intelligence.
- Police and Criminal intelligence.
- Intelligence in the private sector.
- The legal framework on national intelligence gathering, grouping, disaggregation, analysis, and codification for operational purposes.
- Use of technology in information gathering such as drones, photometry, and other such data analysis and extrapolations.
- Cyber-security.
- Modalities for infiltration, imbed, disguise, accent moderation, and language skills.

### **MSS 610: Terrorism and Counter-Terrorism**

This course provides a multidisciplinary overview of the causes, methods, motivations and historical lessons surrounding terrorism and the global response to terrorism. This course covers the definition of terrorism, issues surrounding its measurement, and an in-depth analysis of domestic and international terrorism. Responses to terrorism are examined through three perspectives: intelligence, law enforcement and international relations. Course readings, assignments, and discussions center on understanding the challenges and complexity of this highly sensitive topic. A major focus of this course is to support the development of critical thinking and writing skills, so that students can critique research and policy decisions and discuss their findings in a capable and nuanced manner.

Upon completion of this course, students should be able to:

- Critique and synthesize key concepts in the study of terrorism, including the definition, historical evolution, causes, and responses to international and domestic terrorism following World War II.
- Compare the different motivational methods used by religious movements to inspire terrorists.
- Critique the criminal justice system including the legal, theoretical and public policy issues that impact it.
- Compare and contrast contemporary Criminal Justice issues through the application of current theories and literature as they impact the international and national Criminal Justice systems.

### **Course Content:**

- Conceptualizing Terrorism.
- Causes of Terrorism.
- Nature of Terrorism.
- Radicalization and Violent Extremism.

- Hoffman's Concept of 'New Terrorism'.
- Combating Terrorism.
- Terrorism – the Legal constraints.

### **MSS 612: Globalization and Security**

Nations, public institutions, private businesses, government agencies, NGOs, and more are becoming concerned about global security. Global Security is constantly becoming complex and requires a variety of approaches, understanding and perceptions. The course focuses on security issues such as espionage, spying, cyber threats in general, war and peace, nuclear proliferation, surveillance and intelligence, diplomacy, as well as other matters that affect the geopolitical system. At the same time and recognizing changing security trends and an emphasis on human security, the course focuses on issues such as human rights, democratization, transnational crime and business risk.

#### **Course Content:**

- Beliefs, Violence and Conflict.
- Terrorism and National Security.
- Transnational Crime and National Security.
- Surveillance and Intelligence.
- Global Issues and Human Rights.
- Global and Human Security.
- Public Security and Global Governance.
- Integration, Migration and Globalization.
- Disasters, Security and Global Governance.

### **MSS 614: Weapons Proliferation and Security**

The course will examine why and how disarmament, arms control and nonproliferation have become important issues in modern security and diplomacy. A review of the history and environmental consequences of nuclear, chemical, and biological weapons of mass destruction (WMD); of how these weapons work, what they cost, how they have spread, how they might be used, how they are currently controlled by international treaties and domestic legislation; and what technical issues, and policy issues, arise in current WMD debates.

It will focus on the impact that weapons of mass destruction have had on this process; how globalization has facilitated transfers of key weapons technologies and led to complex international trade controls; and how the current challenges to global security from proliferation, rogue states, non-state actors and terrorism are being addressed. It will also analyze the problems of conflict caused by small arms proliferation in the developing world and the efforts so far made to limit this process. New weapons systems targeting cyber activity and space will be discussed as future challenges to arms control.

#### **Course Content:**

- Small weapons production, proliferation, and controls in Africa.
- Introduction to nuclear weapons.
- Nuclear explosive materials.
- Nuclear reactors and plutonium production.
- Illicit nuclear trade.

### **MSS 616: Technology and Security**

The course focuses on information, technology and security, integrity and privacy techniques. It will emphasise the nature and challenges of computer security, the relationship between policy and security, the role and application of cryptography, the mechanisms used to implement policies, the methodologies and technologies for assurance and vulnerability analysis and intrusion detection.

#### **Course Content:**

- Legal, ethical, and professional issues in information security.
- Risk management.
- Security technology: Firewalls and VPNs.
- Security technology: intrusion detection, and access control.
- Cryptography.
- Security and personnel.
- Information security maintenance.

### **MSS 618: Cybersecurity**

The course explores the conceptual, contextual and practical issues related to cybersecurity with the idea of equipping students with advanced knowledge and skills in the protection of cyber assets. It is also formulated to assist in understanding the related fields of technology, policy and management challenges by engaging students in explaining the methods related to data integrity, data sovereignty, disaster recovery, business continuity, planning and risk management. Further, the course examines the advanced tools and techniques of forensics, cryptography, cryptanalysis and organizational practices such as access control, network security and digital forensics. In the contemporary international system, nation-states have increasingly moved away from the traditional methods and techniques of national security, which rely on hard power tools to ensure the state's survival and security. State resilience and security, though defined by robust armed forces and related structural requirements, must also develop soft competencies in cyber competencies and security, which are virtual in orientation. The conception and understanding of cyber warfare, cyber threats and destruction are all borne by the recent trends in cyber methodologies and their application. It becomes pivotal for students to be exposed to these newer technologies and applications.

#### **Course Content:**

- Concept of Cyber Security.
- Context and Content of Cyber Security.
- Technology, Policy and Management Tools of Cyber Security.
- Data Integrity in Cyber Security.
- Tools and Techniques of Cyber Security.
- Forensic and Cryptography in Cyber Security.
- Cyber War and Cyber Security.
- Data Sovereignty.
- State versus Cyber Sovereignty.

### **MSS 620: The Law of War in The Age of Terror**

The students would study the etiology of international laws of war and why it should matter in international relations and treatment of prisoners of war, particularly those prisoners of terrorism and violent insurgency. The course will look at the relationship between the laws of

war and the dynamic rules of engagement in terrorism, counter-terrorism and rendition of offenders as well as extradition operations today in the United States of America, UK and other Western Industrial nations, China and Russia. Students would interrogate the concept of whether counter-terrorist military operations should be different and therefore exempt from international agreements on the laws of war, the Geneva Convention, International Humanitarian Law and the internationally accepted treatment of prisoners of war. They would pursue the issue of whether acts of terrorism are acts of war, and whether such approximation cloaks terrorism with legitimacy. The in-class discussions and assignments would try to answer the following questions: What body of law should apply to those captured and suspected of having engaged in terror acts? Should the criminal law of the jurisdiction apply, or should the trial be staged at the International Court of Justice or Criminal Court? Should captured personnel who are suspected of involvement in terrorist organizations be entitled to prisoner-of-war (POW) status? If they are not considered to be POWs, does the law recognize a different status, and what international standards apply to their treatment? Terror-related crimes of rape, murder, maiming, and general crimes against humanity shall be investigated.

### **Course Content:**

- International laws of war.
- War and terrorism.
- Counter-insurgency and Terrorism.
- Nuremberg Code.
- Crimes Against Humanity: Crimes of murder, rape, maim, torture, enslavement, kidnapping.
- Geneva Convention.
- The role of International Criminal Court in the rendition of prisoners.
- The role of domestic courts in the trial of terrorist.
- Conflict of laws Issues.
- Treatment of POWs.
- Rights of POWs.

### **MSS 622: Civil-Military Relations**

The course in Civil-Military relations or CMR, is a program that examines the relationship between military establishments and the civil authority. The structure of that relationship is defined and accepted as the civilian control of the military. In a typical democratic state, particularly as pertains in the mature democracies, and increasingly in societies undergoing democratic consolidation, this practice is not only desirable but also a requirement. It means that the military architecture has its development, management, control and direction under the civil authority. This guarantees democratic and political development, arrests military uprisings and insurrections and more importantly, ensures the requisite professional discipline and organizational integrity towards national cohesion. CMR, in a nutshell, describes the relationship between military organizations and civil society, military establishments and other governmental bureaucracies and leaderships. CMR incorporates a diverse yet strategic field that cuts across state management, policy choices and direction. It specifically describes the relationship between the civil authority of a given society and the military. The ultimate objective is to enable students to understand how the military harnesses its professional power to serve important national security interests while ensuring that military power is not misused so as to threaten the well-being of society or lead to military dictatorship.



## **Content**

- Institutional Theory.
- Convergence Theory.
- Agency Theory.
- Occupational Hypothesis.
- Civil-Military Culture and Principles of Civilian Control.
- Military Recruitments, Training and Philosophy.
- Civilian-Military Gaps.
- Democratic Consolidation.
- Political Development.
- Military Establishment.
- Civil-Military Operations.
- Military Institutions.

### **MSS 624: Economics of War**

This course examines economic issues concerning war and peace, including new types of conflict such as civil wars and terrorism. The course aims to cover three inter-related topics: inter-country wars, internal conflicts (including civil war and ethnic conflicts), and terrorism. It would discuss why countries may go to or prepare for war at phenomenal economic cost when negotiated settlement is an option, choice, and efficiency of alternative methods of raising an army and economic costs of war, determinants of internal conflicts such as inequality, ethnic diversity, poverty and macroeconomic shocks, and their characteristics, causes and patterns of terrorism, trade-off between defensive and offensive counter-terrorism strategies and economic impacts of terrorism.

#### **Course Content**

- War, violence, and conflict: definitions, measurement and types.
- Theoretical approaches to the analysis of conflict, emphasizing game theoretic and other methods.
- Economic and other causes of wars, focusing on economic imperialism, economic grievances, resources and environmental problems, poverty, underdevelopment, and international issues, including globalization.
- Economic and related consequences of wars, both for people in the regions, for their neighbours, and the world.
- Economic measures for ending and preventing wars, and for maintaining peace.

### **MSS 626: Force Planning**

Ensuring that a modern military has the appropriate personnel and capabilities is the key goal of military force planning. Research on such topics as military wages, support for military families, troop diversity, and reenlistment rates ensures that the military is well aware of issues related to career field management and personnel retention and recruitment. Ensuring that a modern military has the appropriate personnel and capabilities is the key goal of military force planning. The course is intended to arm students with knowledge in military force planning

Strategic scenario planning, or what-if analysis, is a series of interconnected analyses designed to help the organization understand the choices available to adjust **or** adapt organizational portfolios.

## Course Content

- Determinants of Force Planning.
- Force Planning Scenarios.
- Strategic concepts.
- Defence Management.
- Strategic scenario planning.

## MSS 628: Ethics of War

Can the use of force against sovereign States ever be justified? Can anyone justify a Just war? Can pre-emptive and preventive strikes be justified on ethical grounds? Can terrorism be justified on ethical grounds? Should terrorists be entitled to prisoner of war status? Can torture be justified to combat terrorism? How do we balance the ethics of war and the ethics of peace? Questions of this kind and more are the principles of this course. Such questions will be explored through wide range of past and current events such as WWI and WWII, current Russia–Ukraine war, the terrorist attacks of 9/11, the 2003 Iraq War, the use of torture in Abu Ghraib and Guantanamo Bay detention camp, the killing of Osama bin Laden and Gadhafi, the use of child soldiers in Liberia and Sierra Leone and many more. Students will be introduced to the major theoretical approaches to ethical dilemmas in Realism, Pacifism, and Just War Theory, and will be expected to evaluate their strengths and weaknesses as well as apply their logic and insights to specific cases and scenarios. The course will delve further into the ethics of emerging military and security technologies, such as Remotely Piloted Air Systems (RPAS), robots, cyborgs, and cyberweapons.

## Course Content

- International conventions on war.
- Intrinsically evil weapons.
- Emerging war technologies.
- The conduct of war.
- How *Just* is Just War?
- What conditions must be satisfied?
- How much force is ethical to use?
- Contents of modern war.

## MSS 630: Artificial Intelligence and Security

The course will focus on both fundamental concepts, such as search and knowledge representation, as well as applied work in areas such as planning and vision, and relatively short-to medium-term international security dynamics. It will emphasise AI methodology and fundamentals; intelligent agents; search algorithms; game playing; supervised and unsupervised learning; decision tree learning; neural networks; nearest neighbours' methods; dimensionality reduction; clustering; kernel machines; support vector machines; uncertainty and probability theory; probabilistic reasoning in AI; Bayesian networks; statistical learning; and fuzzy logic.

## Course Content

- Artificial Intelligence, Defence and International Security.
- Data Visualisation and Interpretation.
- Image Analysis.
- Natural Language Processing.

- Time Series.
- Introduction to Python.
- Machine Learning Concepts.
- Supervised Learning.
- Unsupervised Learning.
- Face Detection.

### **MSS 632: Pandemics and Global Security**

Students would be exposed to international health regulations, which provide a framework for all nations to combat disease outbreaks and investigations. The nature of the legal framework of IHR would be considered in view of Global Health and Globalization, air travel, and the role it plays in global health; whether or not it improves the capacity of all countries to detect, assess, notify and respond to public health threats. How each nation deals or works under the IHR framework would be investigated concerning how issues of disease outbreak investigation at the local, district, regional and national levels are dealt with. The students would be exposed to how the scope of IHR has been expanded from cholera, plague and yellow fever to all public health emergencies of international concern (PHEIC). In addition, this expansion includes those illnesses caused by infectious diseases, chemical agents, radioactive materials and contaminated food, as well as pandemic response and interventions. The legal framework on COVID-19 as a case study would be considered together with the implications of the Imposition of Restrictions Act of 2020 (Act 1012) as well as Executive Orders, E.I. 64 and 65, in the fight against COVID-19 in Ghana and WHO/CDC role in managing diseases.

#### **Course Content**

- Modalities for pandemic preparedness, response, and interventions.
- Planning and Coordination; Surveillance.
- Situation monitoring and Assessment.
- Prevention.
- Containment and Management.
- Communications; and Social Mitigation.
- Strengthened national capacity for surveillance and control, including in travel and transport.
- Prevention, alert, and response to international public health emergencies.
- Global partnership and international collaboration.
- Rights, obligations, and procedures, and progress monitoring.

### **MSS 634: WMD & Global Security**

Weapons of Mass Destruction or WMD and their place in global security have emerged as a topical issue and are expectedly to constitute a major area for international studies. In the post-Cold War international system, in particular, these WMDs, including nuclear, chemical and biological weapons, their methods of delivery at short, medium and long-range modes and the possible effects for the world have created the basis for debate and the responsibilities for the international community. Relevant issues of concern for the academic community include nuclear proliferation, disarmament and denuclearization towards the creation of a more peaceful world. The dominant issues, however, are the production and use of such weapons, the opportunities and constraints which affect the proliferation of these weapons, the institutional structures and the existing regulatory frameworks. The role of decision and policy-makers, including governments, international organizations and international regimes, requires

analysis since they could affect the overall trend in global governance processes. Typical in this regard are relevant United Nations institutions and agencies, including the International Atomic Energy Agency (IAEA) and the Non-Proliferation Treaty (NPT). In the United Nations documentation, such WMDs which are worthy of mention include atomic explosive weapons, radioactive material weapons, lethal chemical and biological weapons and weapons developed now or in the future that affect human survival and global security and must be regulated through sanctions and other punitive multilateral arrangements.

### **Content**

- Weapons Systems.
- Mass Destruction.
- Nuclear, Chemical and Biological Weapons.
- Nuclear Materials.
- Weapons Production.
- Weapons Proliferation.
- International Atomic Energy Agency.
- Non-Proliferation Treaty.
- Multilateralism.
- Regulatory International Regimes.
- Sanctions Regimes.
- International or Global Security.
- United Nations Frameworks.
- Atomic Explosives.
- Radioactive Materials.
- Human Security.

### **MSS 636: Ghana's National Security (Policy & Challenges)**

The course would look at the national security architecture and how it promotes national development, inclusivity or regime power and control. The course would focus on the National Security and Intelligence Agency Act of 2020 (Act 1030) and the National Security Strategy of 2020. Historical and operational modalities would be reviewed and discussed and to identify strengths and weaknesses at the administrative, field operation, integration with other agencies in security and the overall relationship with the population. Issues of coordination at the national and regional levels would be discussed concerning Planning and Direction, Information gathering, Data Processing, Data Analysis, and cross-cultural skills.

### **Course Content**

- National Security and Intelligence Agency Act.
- National Security Strategy of 2020.
- Integration with other security agencies.
- Contribution to national development.
- Protection of civil liberties.
- Planning and Direction.
- Information gathering tools.
- Data Processing.
- Data Analysis.
- Dissemination.

### **MSS 638: Maritime Conflicts**

Maritime Conflicts, which cover areas like piracy, sea trafficking, illegal fishing and port security, pose a global challenge, insurance, international law, and global shipping. In effect, putting a heavy toll on sea legal activities and shipment costs. Students will be equipped with knowledge in the areas of practice and theory that underpin the dynamics of maritime conflicts. Students will be equipped with a critical understanding of the key concepts of maritime conflicts and security problems associated with the menace. The course covers Maritime Security, including shipping, the security sector, counter-terrorism, Law of the Sea (UNCLOS), insurance, development, international relations, and diplomacy. In addition, this course will encourage students to critically assess cutting edge approaches and theories relating to maritime security policy, governance and law and how these concepts translate into practice.

#### **Course Content**

- Law of the Sea (UNCLOS).
- Rising rate of piracy.
- Maritime Security – Theory and Concepts.
- Dynamics of maritime conflicts.

### **MSS 640: Covert Action/ Counter Intelligence**

Intelligence analysis is said to be the function of developing meaning from incomplete information. This course is a study of the relationships between intelligence and security and will consist of three primary elements. First, a history of how intelligence has evolved will be provided. US, French and Russian intelligence set-ups will be provided. This segment will include an assessment of some of the most spectacular strategic intelligence failures, such as Pearl Harbour, Korea, 9/11/01, and why they occurred. A second element will include how intelligence requirements, such as collection, collation, analysis, and dissemination, all fit together. There will be an emphasis on the importance of the interpretation of current events to forecast future actions, especially in the era of terrorist uncertainties. Thirdly, there will be an assessment and discussion about how the intelligence community is currently put together and what can be done to make it better. Students will develop their intelligence analysis skills through application problems and scenarios.

#### **Course Content**

- Covert Action: History & Meaning.
- The CIA and KGB.
- Intelligence Failure.
- Geo-politics and covert actions.
- Covert Actions, governance, and national Security.

By the end of this course, the student will be able to do the following:

- Assess the theoretical effectiveness of intelligence and covert action in analysing governmental structure and national security policy.
- Identify geographic location of nations/states.
- Define the purpose of U.S. and Russian intelligence communities.
- List the different kinds of intelligence and how it is gathered.
- Identify and explain the intelligence cycle.
- Appraise ethical and moral issues in intelligence and covert actions

## **MSS 642: Women, Peace and Security**

This course is designed to equip students with effective tools for analytical thinking, good judgment in security leadership and other critical managerial skills in Women, Peace and Security. Further, students will be equipped with skills to achieve the highest professional standards in Conflict Prevention, Resolution, Management, Transformation, Settlement, and Security Management. Students will, therefore, acquire knowledge and skills to play meaningful roles in communities, multi-dimensional peace facilitations in national, regional, continental and beyond.

### **Course Content**

- Roles of women in Peace and Security.
- Theories and Analysis of Conflict, Peace and Security.
- Roles of women in Post-Conflict Reconstruction.
- Governance and Leadership dynamics in Africa.
- Migration, Citizenship rights and Conflict.
- Gender Rights and International Law.

## **Ethics Policy/Code of Conduct**

### **Introduction**

GAFCSC has established this Ethics Policy to guide the College's administrative and teaching staff, visiting lecturers, and students with respect to standards of conduct expected in areas where improper activities could damage the College's reputation as well as result in serious adverse consequences. Effective ethics is a team effort involving the participation and support of every member of the College community. All personnel in the College are therefore required to be familiar with the policy and be able to observe as well as enforce it. Any infractions of this code of ethics will not be tolerated.

A student or staff member who violates any of the above shall be subjected to disciplinary action as determined by a committee set up for that issue. A faculty member will at all times be expected to exhibit professional interest in the student, with the sole purpose of mentoring, generating and disseminating knowledge. Any interactions between a faculty and a student, which are contrary to this prescription, shall be deemed an infringement of good conduct on both sides. In this regard, the conduct of the faculty members must be clearly above suspicion.

A student shall be expected at all times to show concern for public issues and public property. He/she shall be expected to comport himself or herself in the best interest of the tradition of academic decency and social involvement. This includes strict adherence to the national laws on drug abuse, indecent social behavior, examination malpractice and falsification of certificates to gain admission. The relationship between students and staff should be underpinned by an environment of mutual respect.

### **Statement of Purpose and Values**

GAFCSC, as an international center of excellence, aims at not only producing accomplished scholars but persons of integrity and high ethical values committed to rendering dedicated service to Ghana, Africa and the rest of the world. GAFCSC's purpose for this Ethics Policy is therefore to show the College staff (administrative and teaching), visiting lecturers, and students the climate that we foster and to express the ethical principles and guidelines for their conduct. It also informs the public of the standard of ethical conduct for the College.

The values the College upholds include discipline, integrity, excellence, and teamwork. As a military institution, discipline is the foundation upon which the College is built. Good behaviour, respect for and obedience to authority are therefore emphasized. Integrity is important to the College community as teaching and assessment of students' work is expected to be done in all honesty. Actions and comments of all personnel should engender trust. The College is a centre of excellence; therefore, every effort is made to ensure the staff and the students are of the highest quality. The College understands that teamwork is one of the essential pillars of every organization. Cooperation is necessary for us to deliver as a team.

## **Ethical Standards**

### **Academic Board Subcommittees for Discipline**

There shall be set up ad hoc subcommittee(s) of the Academic Board comprising not more than five 5 persons to handle any of the cases of misconduct as and when they happen. The committee should be gender balanced as much as possible and should have a chairperson. In all situations, the committee shall be given its terms of reference. A case shall be referred to the committee after a formal complaint has been made to the Academic Board through the Director of Academic Affairs.

### **Offences and Sanctions**

All cases will be duly investigated and concluded based on evidence provided by the parties involved in the matter and appropriate sanctions will be meted out to those found culpable. The offences and sanctions are discussed below.

### **Sexual Harassment of Student by Member of Staff or Staff by Student or Student by Student**

Sexual harassment in all forms by Staff or students against each other is strictly prohibited. *Sexual harassment is defined as unwelcome sexual advances, requests for sexual favours, and/or other inappropriate verbal, written, or physical conduct of a sexual nature that takes place under any of the following circumstances:*

- When submission to such conduct is made, explicitly or implicitly, **a term or condition** of employment, instruction, or participation in other GAFSCS activities.
- When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personnel or academic decisions affecting the individual subjected to sexual harassment; and/or
- When such conduct has the effect of unreasonably interfering with the individual's work and/or academic performance; or creating an intimidating, hostile, or offensive work or learning environment.

Sexual harassment committed by students of either sex against students or staff of the opposite sex or student against staff or staff against staff shall constitute inappropriate behaviour and depending on the severity of the offence, subject to disciplinary action by **dismissal** or any other punishment under existing regulations.

### **Destruction of School Property**

Willful destruction of college property shall attract replacement of item(s) or payment of full cost of replacement plus a surcharge of 300% of the cost and/or dismissal of the student.

### **Drug Abuse by Students or Staff**

The College has zero tolerance for drug abuse. Drug abuse refers to the use of illicit drugs or the abuse of prescription or over-the-counter drugs for purposes other than those for which they are indicated or in a manner or in quantities other than directed." The sanctions for drug abuse shall include referral to civil authority for prosecution, dismissal or any other punishment determined by the Disciplinary Committee.

### **Stealing By Student or Staff**

Stealing shall attract sanctions including dismissal and criminal prosecution.

### **Assault, Verbal and Physical Abuse Depending on The Degree**

- First time: Written Warning.
- Second time: Suspension.
- Third Time: Dismissal.

### **Corruption by Staff or Student, Depending on The Degree**

This may include monetary payments or gifts or services in exchange for admissions, for marks or refusal of staff to notice cheating, ghost writings, etc. For staff and members of the Armed Forces, the appropriate portion of the Armed Forces regulation would be applied. For students, depending on the severity:

- First time: Written Warning.
- Second time: Suspension
- Third Time: Dismissal

### **Examination Malpractice**

Depending on the gravity of the offence, the student may be warned by the invigilator during the exam, marks subtracted, cancellation of the examination paper and the student suspended from the programme of study for a period as may be determined by the ad hoc subcommittee or banned from any programme of the school. ***For members of the Armed Forces, appropriate Service Regulations would also be applied.***

*\* Please see [Guidelines for Handling Examination Malpractice](#).*

### **Research Ethics Policy**

Research is broadly defined to include all investigation undertaken in order to acquire knowledge and understanding, across the full range of academic disciplines, from the arts and humanities to the natural sciences (whether funded or not), and also encompasses administrative research undertaken within, or on behalf of, departments. The paramount principle governing research involving human participants, personal data and human issues is respect for the participants' welfare, dignity and rights.



## **Participants' Rights**

Participants (*except for students of the Staff Course*) have the right to:

- Consent to participate, withdraw from, or refuse to take part in research projects.
- Confidentiality: personal information or identifiable data should not be disclosed without participants' consent.
- Secure data and samples collected. They should be kept secure and anonymous where appropriate.
- Safety: participants should not be exposed to unnecessary or disproportionate levels of risk.

## **Researchers' Obligations**

Researchers must ensure that their research is conducted with:

- Honesty.
- Integrity.
- Minimal possible risk to participants and themselves.
- Cultural sensitivity.

All GAFCSC staff and registered students who conduct or contribute to research activities involving human participants, personal data or human tissue, whether these take place within or outside GAFCSC premises and facilities, must observe the above rights and obligations.

## **Plagiarism**

Plagiarism is the failure to acknowledge the use of other people's ideas or work. Depending on the case, penalties for plagiarism are very severe and range from reprimand to failure in a course, suspension or cancellation of the piece of work, or, in the case where the certificate is already awarded, it shall be revoked. GAFCSC policy on plagiarism would be strictly enforced.

*\*Please see GAFCSC Plagiarism Policy for further details.*

## **CHAPTER FOUR**

### **ADMINISTRATIVE INFORMATION**

#### **Regular Students**

Regular students apply to students on the Junior Staff Course and the Senior Command and Staff Course. These categories of students are currently accommodated on the College's Campus.

#### **MDIP and MSS Weekend Students**

MDIP and MSS Weekend students are students offering the Weekend MDIP and MSS programmes of the College. They will not be accommodated. However, all College and academic rules and regulations, except for accommodation, apply to such students.

#### **DDIP Students**

DDIP students are students offering the full-time Doctor of Philosophy in Defence and International Politics. They will also not be accommodated. However, all College and academic rules and regulations, except for accommodation, apply to such students.

#### **Duty Hours/Attendance Policy**

Unless otherwise indicated (e.g., during public holidays), the official working days are Monday to Friday. Lectures commence at 0830 hours and end at 1400 hours each day for regular students. For the Weekend and Full-time PhD students, the details of working days/hours will be provided in the respective course programme. All students are required to be present and participate fully in all lectures, exercises, and official college activities. In the event of illness or an emergency, students must promptly inform their Syndicate Directing Staff (DS) to obtain appropriate authorisation for absence.

#### **Leave and Absence**

Students may be granted leave upon request, subject to the approval of the appropriate authorities. Requests must be made in advance and justified accordingly.

#### **Academic Computing Environment and Information Technology**

Students are expected to make full use of the College's academic computing resources. These include access to digital learning platforms, internet facilities and other IT infrastructure that support research, presentations and course assignments. Responsible use of these facilities is required at all times.

#### **Dress Code Policy**

Students are to adhere to the prescribed dress code during academic sessions, field exercises, official trips, and while using facilities such as the Officers' Mess. The appropriate dressing for each activity will be communicated. Students must maintain neatness, discipline, and decorum at all times.

## **Travel**

All official travel, both within and outside the country, which is related to the course, will be coordinated by the College. Students are required to comply with the travel instructions and schedules provided. For personal travel during weekends or designated breaks, students must seek prior approval through the appropriate channels. Punctuality and discipline during all official travel are mandatory.

## **Study Tours**

As part of the academic programme, the College organises study tours to selected African countries. These tours are designed to expose students to regional defence and security institutions, operational environments, and strategic-level engagements. Students will be duly informed of their assigned destinations and groups. Participation in these tours is compulsory and forms part of the course assessment.

## **Weather**

Ghana has a tropical climate, with alternating wet and dry seasons. Accra and other coastal areas experience humid conditions, whereas the northern parts of the country are generally drier. The harmattan season, which occurs between November and January, brings dry winds and cooler temperatures. Students are advised to come prepared with suitable rain gear (e.g., raincoats or suits) for both on-campus and field activities.

## **Mail**

Students may receive mail through the College's administrative office. All incoming mail should be addressed with the student's full name and the College's address. Outgoing mail can also be dispatched through the same office. Students are advised to check regularly with the administrative staff for any correspondence. The College will not be responsible for delays or loss of personal mail items.

## **Security**

The College maintains strict security protocols to ensure the safety and well-being of all students throughout the course. Students are expected to comply with all security measures and report any concerns promptly to the College authorities.

## **Control of Classified Information**

The importance of classified information to national security dictates the security protocols governing its handling, storage, and dissemination. Accordingly, documents are assigned specific classification levels based on the sensitivity of their contents.

The Ghana Armed Forces (GAF) and national classification system recognise four primary levels of classified information, which are also applicable at the College:

- **Top Secret:** Information whose unauthorised disclosure could reasonably be expected to cause exceptionally grave damage to national security.
- **Secret:** Information whose unauthorised disclosure could reasonably be expected to cause serious damage to national security.

- Confidential: Information whose unauthorised disclosure could reasonably be expected to cause damage to national security.
- Restricted: Information that, if disclosed, could cause serious operational or reputational harm.

The appropriate classification level is determined by the potential risks associated with unauthorised disclosure and the corresponding magnitude of damage.

Students are expected to handle all documents and materials per their designated classification levels. During training exercises, classification levels will be prefixed with the word “EXERCISE”, e.g., EXERCISE TOP SECRET, EXERCISE SECRET, EXERCISE CONFIDENTIAL, or EXERCISE RESTRICTED. These notations indicate that the material is not classified as real-world information, but it must still be treated with the same level of discretion and control during the course.

### **Building Security**

While the College is responsible for the overall security of its premises, students are individually responsible for the security of their assigned rooms and personal belongings. Students are advised to lock their rooms when unattended and take necessary precautions to safeguard their valuables. Any security concerns should be reported immediately to the College authorities.

### **Special Events**

The College annually organises a Republic Day Public Lecture to commemorate Ghana’s attainment of Republican status on 1st July 1960. The specific date for the event may vary each year to align with national scheduling. In addition, the College may arrange local tourism trips during the course to promote cultural awareness, camaraderie and relaxation. Participation details and guidelines will be communicated during the course.

## CHAPTER FIVE

### FACILITIES AND SERVICES

#### Library

The GAF CSC Library is the intellectual backbone of the Ghana Armed Forces Command and Staff College. Its primary objective is to provide learning opportunities and support the College's core mandate of teaching, learning, strategic research, and leadership development. This is achieved through the provision of comprehensive, cutting-edge and user-centred information resources and services, accessible both in person and remotely.

#### Our Collections

##### Physical Library Resources

The GAF CSC physical library houses a robust and diverse collection of books, journals, strategic documents, dissertations, and rare military publications. The collection is especially rich in areas such as:

- Military science and warfare
- National security and intelligence
- Diplomacy and foreign policy
- Public administration and leadership
- African geopolitics and global security trends

All materials are organized using the Library of Congress Classification System (LC), ensuring systematic accessibility and efficient browsing for academic and military users alike.

##### Digital Library Access through MyLOFT

Students also have access to the GAF CSC Online Library via an Online Public Access Catalogue (OPAC), that extends the reach of our services beyond physical walls.

 Online Access Link: <https://gafcsclibrary.online/>

Through this platform, users enjoy 24/7 access to a wide range of digital scholarly resource materials, including:

- Active journals such as JSTOR, Taylor & Francis, EBSCOhost, Emerald, SAGE Journal, Wiley Online Library etc.
- ProQuest Ebook Central, offering thousands of authoritative e-books in fields like security studies, military ethics, peacekeeping, diplomacy, and conflict resolution
- Turnitin Plagiarism Detection Software, which supports academic integrity and originality

#### Research Support

We offer a range of academic, research, and technological services designed to provide learning opportunities to support students, faculty and staff:

- Reference and Research Assistance – Our professional staff provide personalized support in locating resources, refining research questions, navigating databases, and

preparing bibliographies. This service is essential for postgraduate thesis work and high-level military analysis.

- User Education and Workshops – We organize training sessions and workshops on how to conduct advanced information retrieval through information and digital literacy skills:
  - Avoiding plagiarism and proper referencing
  - Using online databases and citation tools
  - Navigating MyLOFT and ProQuest

These sessions equip students with lifelong learning skills which transcend into all phases of life.

- Turnitin Plagiarism Screening – Every academic paper submitted to GAFSC must pass through the Turnitin plagiarism checker, which allows students to conform to the acceptable standards of the college in terms of **similarity and AI-generated** content before submission to supervisors, reducing academic misconduct and ensuring integrity.

**NB:** In cases of deferral, a student's dissertation or thesis will be assessed according to the academic standards and plagiarism thresholds in effect at the time of their return, not at the time of their initial enrolment. This includes updates to plagiarism policies.

- Current Awareness and New Arrivals – We provide regular bulletins and notices about new books, databases, and journal subscriptions. These updates ensure that users are informed about the latest additions relevant to their fields.
- Document Delivery and Interlibrary Services – In the rare event that a requested item is not held in our collection, we facilitate access through partner institutions or established interlibrary loan services.

### **Personnel and Pay Matters**

Ghanaian students on Junior Staff Course and Senior Command and Staff Course are entitled to a one-time 'Course Allowance'. Allied students may be entitled to such allowance per their sponsorship packages.

### **Transportation**

In/Out Shuttle duties are performed for Allied Students. Transport is provided for the Divisions and the College as a whole during exercises and field trips. Students are allowed to use their vehicles for personal administration; however, usage is restricted to out-of-hours. Parking areas are provided at the students' accommodation area only.

Weekend and PhD students are allowed to enter the College with vehicles while engaged in activities of their course. They are to obey the parking rules at the College.

### **Accommodation**

Students of the Junior Staff Course and Senior Command and Staff Course are accommodated at the students' lines. Maintenance works are carried out from time to time by the College. Students are expected to take good care of the facilities made available at the accommodation.

### **Medical**

The College takes a keen interest in the health of students. It has a Regimental Aid Post that serves as a first aid point for minor health issues. Advanced medical care cases are referred to the Kpeshie Medical Reception Station or 37 Military Hospital, depending on the severity of the case. The College also has an ambulance for emergency cases.

Students are, however, encouraged to undertake thorough pre-course medical screening before arriving at the College to commence their courses. Additionally, all students are to update the College of medical conditions. Students will be required to follow medical directives that may be issued during the duration of the course, as the global or national health situation may determine.

### **Smoking Policy**

Smoking is not allowed in the administrative, lecture and public gathering areas. Students may smoke in their accommodation areas but not in their rooms.

### **Batman Services**

The College facilitates Batman Services at students' cost. Each regular student student will be assigned a civilian batman and the student is required to pay such individual at the end of each month at a rate facilitated by the College with the involvement of students. The Commanding Officer of the College is responsible for administering the batmen.

### **Barbering Services**

The College provides Barbering Services. Students will be required to pay for each service they access. The Commanding Officer of the College is responsible for administering the barbering services.



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