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University of Applied Sciences



Master of Arts

# Intercultural Conflict Management

(MA-ICM)

## Evaluation, Examination and Master Thesis (M.A.) Manual

Preparation Procedures

Academic Year 2022-2024  
MA 22

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## **I. Fundamentals**

ASH's General Regulations for Study and Evaluation, together with the ICM program's Specific Regulations for Study and Evaluation, form the legal basis for evaluating student performance. The following statements are derived from the aforementioned regulations, from the Module Handbook, and from the past eight years of experience.

### **1. Module Evaluation**

The program is divided into modules A, B, C, and D. Each module is completed with an evaluation of a project completed outside of class.

#### **1.1 Module A:**

through a project in a course (Unit) of the student's choosing: A1, A2, or A3

Units are evaluated according to the professor's specifications. The specific form of the exam is adjusted to the options offered in the module handbook.

#### **1.2 Module B:**

through a project in the third semester, which should cover the three methodological focal points. The standard contents are specified below, and must be elaborated upon. They refer not to the structure, but to the content. The structure will depend on the project, its evolution, and its particular approach:

- ✓ Problem definition and relevance
- ✓ Research question
- ✓ Methods
- ✓ Knowledge gained
  
- ✓ Second semester Project Matrix and implementation
- ✓ Implementation report
- ✓ In the event that implementation is not possible, detailed documentation of the progress of the second-third semester project.
  
- ✓ Network analysis
- ✓ A proposal to alter the analysed network.

All points of this structure must be elaborated in accordance with the individual Units' learning contents.

The Units are evaluated according to the professor's specifications. The specific form of the exam is adjusted to the options offered in the module handbook. It should be noted that although the B1, B2, and B3 examinations have different forms, it is not the form that must change, but rather the content (work in progress).

#### **1.3 Module C:**

**Workshops:** perfect attendance in the seminars is mandatory (see the special observation)

**Seminars:** Each seminar in the second and third semesters is evaluated through a project completed outside of class. The content of these projects is defined by each professor.

#### **1.4 Module D:**

is reserved exclusively for the final project. The formal requirements as well as the objectives can be found in the module handbook. Please note that, beyond the delivery of the completed project, there are no evaluative instances here. The project may be carried out in groups. All study and evaluation regulations apply here. We stress that the master's thesis must be empirical and ethnographic! Purely theoretical work will not be accepted.

The program evaluation committee will determine the acceptability of each project. In order to be accepted, a thesis proposal (see attachment 11.1) must be submitted to the evaluation committee by the established deadline.

The particular form of the project may vary, depending on the requirements of the field and the creativity of the students rather than on any pre-specified formality. Preference is given to the project format. However, we recommend following the exposé provided in attachment 12, and that you reach an agreement with your supervisors regarding its use.

The requirements for structure and content, however, are similar to those of module B. This means that:

- ✓ The three methodological perspectives should be reflected in the research.
- ✓ Furthermore, the participatory and collaborative nature of the research should be clearly visible.
- ✓ Finally, the research objective should ultimately be useful to those involved in the study.

Students will typically carry out a learning-research project in module B, but this is not a requirement.

The master's thesis is normally a written work.

The master's thesis is assessed by two evaluators. Here the following should be taken into account:

## **2. Supervision**

The primary supervisor should be an ICM professor. The second supervisor may be someone from outside of ICM, provided he or she has a PhD. It is advisable to involve external supervisors only if they are familiar with the ICM philosophy.

In addition, the search for a supervisor should begin early, and personal requirements in terms of time and intensity should be discussed and agreed upon.

Primary supervisors may provide assistance through a master's colloquium. Participation in such colloquia is not mandatory, but should be understood as an academic opportunity for support and learning purposes.

The deadlines for the academic year MA22 are as follows:

**Submission of Exposés: 19 February 2024**

**Master's thesis submission: 30 September 2024**

As a general rule, these deadlines may not be extended. Exceptions may be authorized in the case of illness, death, or other difficult personal circumstances, for which a corresponding medical (or other) certificate is required.

Standards of good scientific work

- ✓ Although ICM places great emphasis on practical orientation, the fundamental standards of good scientific practice apply to all projects. There are no exceptions here. These standards are learned in a workshop <working scientifically>, and they apply to homework, presentations, and of course to the master's thesis.
- ✓ Internet sources: are acceptable, as long as reference is made to the author, year, and place, as well as the URL and the date of most recent access. Wikipedia and other similar sources are not acceptable.

- ✓ All scientific works contain a cover page and table of contents, and explicitly state that the research was completed independently, with no external help beyond that indicated in the references.

### **3. Attendance requirement**

In accordance with the Specific Regulations for Study and Evaluation and the Module Handbook, attendance in all program courses is mandatory. There are no exceptions to this rule.

In the case of three absences (not necessarily consecutive), the program coordination will issue a formal reprimand. After the three missed classes, the student will have a conversation with the program director, who will inform him or her of the following procedure: The corresponding professors will remove 0.3 points from the student's course grade for each additional absence.

## **II. About the master's thesis**

### **1. Basic information for the candidate**

Congratulations! This is the last step before receiving the academic degree "Master of Arts".

This manual provides an introduction to the main aspects of the Master's thesis. Its objective is to provide important information and details necessary to prepare and write a preliminary draft of the thesis. We recommend that you read it carefully in order to be sure of the requirements of this stage of the program. *For more details on thesis planning, please consult the Program Manual.*

#### **1.1 General requirements (mandatory)**

The thesis serves to reflect the following skills:

- apply and demonstrate the results of individual learning obtained during the program, within the framework of an independent participatory action research project;
- demonstrate the ability to conduct empirical, ethnographic, participatory, applied research that leads to a plan of action;
- select and justify the appropriate use of methodological triangulation;
- conduct a literature review;
- demonstrate and apply the appropriate skills to perform analytical and applied research and to communicate it effectively, as well as to make comparisons and recommendations;
- make an original contribution to the chosen area of study based on the results of the participatory action research;

#### **1.2 Scholarship possibility**

The DAAD (German Academic Exchange Service) offers scholarships for studies and research abroad. Applications must be submitted well in advance, at least three months before the planned research period. The deadlines vary for Latin America, Africa, Asia, Australia, New Zealand, and Oceania. In some cases, most likely if your research topic is specifically related to community-based approaches, the MA-ICM Coordination may help you find an internship position that allows you to conduct field research.

→ Please consult the DAAD website (in German):

[www.DAAD.de](http://www.DAAD.de)

**If you have questions regarding this manual, please do not hesitate to contact us. Good luck!**



## **2. Procedures and formal criteria**

The preparation and examination of the thesis occur in three distinct phases:

- development of the thesis proposal;
- approval of the thesis proposal;
- completion of the thesis.

### **a. Thesis supervisors and tutors**

You should select a tentative thesis topic early in the course of the program. Once you have chosen a topic, you should discuss it with your thesis advisor.

The thesis advisor must be an ICM professor. The second reader may be someone from outside of ICM, as long as he or she has demonstrable knowledge about the thesis topic and has a PhD.

### **b. Approval of the thesis proposal summary (exposé)**

Your thesis topic and a brief summary of your proposal must be formally approved by the ASH "Evaluation Commission", by your advisor, and by the second reader. **Please use the form provided in Section 11.1 of this manual.**

### **c. Completion of the thesis**

It is your responsibility to keep your advisor informed about the progress of your research and to coordinate the necessary meetings.

### **3. Role of the thesis advisor and second reader**

The Master's thesis must be assessed by at least two evaluators\*: a thesis advisor and a second evaluator (reader). In general, your supervisor is the first person to contact. Other professors in the program may also be contacted for thesis supervision; preferably, they should belong to the official faculty of University professors. ***You must choose a professor whose area of research is closely related to your thesis topic. The first thesis advisor must be an ICM professor.***

Supervision of the thesis may be carried out directly, through meetings and in-person consultations, or indirectly, through written comments and feedback. The advisor may organize a colloquium for receiving feedback and building community among the master's students. The advisor will prepare an evaluation report of your thesis and assign a grade. You are responsible for coordinating meetings with your advisor. Conversations with your advisor will of course be more productive if you provide written reports of your progress in advance.

The fact that your advisor consents to the presentation of your thesis does not necessarily mean that he or she believes the thesis will receive a passing grade.

#### **Thesis advisors must:**

- help the student prepare a participatory action research project;
- guide the research process and the intellectual development of the thesis;
- facilitate access to essential resources and research contacts;
- provide encouragement and support while the student is writing the thesis.

***Do not expect your advisor to read the first draft of your thesis in its entirety. Supervisors ordinarily read approximately one third of the draft.***

#### **Second readers must:**

Evaluate the thesis according to the scientific criteria described in this manual, considering the evaluation of the thesis advisor. The thesis advisor and the second reader must agree on the final grade. Second readers are typically members of the ASH faculty. When writing your thesis, you should keep in mind that your second reader will not have any prior knowledge about your work.

#### ***Please keep in mind:***

In the event of a discrepancy of more than one grade between the thesis advisor's and second reader's assessments, the Evaluation Commission will name a third evaluator to determine the thesis grade. In any case, the thesis may be graded as "sufficient" or better only if at least two evaluations were "sufficient" or better.

## **4. Preparing the manuscript**

**Consult with your supervisors about the specific arrangement of the text and the reference section, as well as the formal criteria.**

Keep in mind that the thesis is a part of your academic career, and will be publicly available to those who are interested.

The printing should be letter quality, with dark black characters that are sufficiently clear and legible. The text accepted by the University is considered final and no further changes can be made, unless the thesis is published elsewhere.

The manuscript normally consists of three consecutive sections:

- preliminary pages,
- manuscript body,
- references.

You should use the examples in the appendix as a model (p. 20-25).

### **4.1 Manuscript body**

Use Arabic numbers for all of the pages in this section. Number the pages consecutively until the end of the text, including all appendices and the bibliography.

Place the page number for the first page of each section at the lower right of the page, and centred at the bottom of all other pages. You may also choose to centre all page numbers at the bottom of the page.

The length is normally around 25,000 words (in accordance with the general standard of 300 words per A4 page) with a variation of +/-10%. This corresponds only to the body of the manuscript, and does not include preliminary pages, footnotes, supplementary documents, the bibliography, or appendices. Handwritten works will not be accepted.

### **4.2 References**

#### **Bibliography**

Check with your advisor about his or her preferences. You may also follow the standards of your research area, or see the Citations section below.

#### **Appendices**

Each appendix should be listed separately in the Table of Contents.

Tables, graphics, or illustrations placed at the end of the text body form an appendix and should not be included in the list of tables, graphs, etc., in the preliminary pages.

#### **Certificate of authenticity**

(See the sample pages at the end of this document)

#### **Tables, figures, and illustrations**

Place the table number and title at the top of each table, and the figure number and legend below each graphic. If you choose to use a different labelling scheme, use it consistently throughout the text. Number all graphics and tables consecutively, either by chapter or sequentially throughout the entire text.

### 4.3 Submitting the thesis

- Use the same chapter format throughout the thesis.
- Your thesis, being the permanent conclusion of your research, must be free of errors and should be bound (we recommend softcover binding; spiral binding may also be accepted).
- You must submit **one** hard copy of the thesis, and also send a digital copy by email to the program coordinator and in the same email cc your supervisors. The ICM program coordinator has to see that your supervisors received the digital copy.
- You may submit the physical copy in person at the ICM program office (room 306), or send them by post. For in-person submission, be sure to present the copy on or before the due date; if sending them by post, the postmark must be the due date.
- Do not forget to sign the last page certificate of authenticity as without this page the thesis is not considered handed in. (See the sample pages at the end of this document)
- A copy of your thesis will be kept in the ASH archive so that it may be accessed by the public. Any interviews that you conducted as part of your thesis research should be accessible to your supervisors, if requested. However, they are not required to be part of the physical or electronic copy of the thesis that you submit, unless otherwise stated.
- The thesis may be written in English, or German (please take into account the language proficiencies of your supervisors).

## 5. Scientific presentation

You may use any style of scientific presentation as long as you have reached an agreement with your advisor. He or she should be familiar with the style you intend to use in your thesis. The most common citation formats are Harvard format and MLA format (most often used in literature and the social sciences). If you choose to use MLA format, please consult the *MLA Style Manual and Guide to Scholarly Publishing*.

### 5.1 Harvard citation format

The Harvard citation format (sometimes referred to as the author-date method) is characterized by placing the author's name, typically followed by the date in parentheses, directly within the body of the text of an essay or thesis.

The work of Foucault (1979) is tremendously important, as it turns our attention toward the connections that exist between health and daily life.

The principle of the author-date method is that the citation in the body of the text contains all information necessary to find that reference in the bibliography. Thus each mention of an author within the text must have a corresponding date, and that same author and date must appear in the bibliography.

### 5.2 Footnotes

You may use footnotes to provide the reader with additional information that, although not essential, is relevant to the body of the text. Footnotes are placed at the bottom of the page and should be used in moderation:

<sup>1</sup> While "irregular migration" is the term preferred by many academics who deal with the issue, European Union institutions consistently use the term "illegal migration".

Footnotes may sometimes include bibliographic references written using the author-date format. Note the use of **ibid.** when consecutive footnotes refer to the same source (see notes 2 y 3). However, if the source is cited again but not consecutively, then the author's name and **op. cit.** should be used (compare notes 2-5).

<sup>2</sup> For an excellent account of the constitutional status of "illegal resident aliens" in the United States, see R. Rubio-Marin (2000) *Immigration as a Democratic Challenge*. Cambridge: Cambridge University Press.

<sup>3</sup> It has been considered and questioned whether the exclusion of irregular migrants from social programs and public services in fact makes illegal entry a less appealing option, *Ibid.* 163.

<sup>4</sup> Some scholars have argued for the abolition of migration controls and the recognition of international migration as a human right, see S. Cohen (1992) No one is Illegal, in R. Goodwin and B. Barry (eds.) *Free Movement*. Pennsylvania: Pennsylvania State University Press.

<sup>5</sup> As long as there are job opportunities and families wanting to stay together, illegal migration will always be attractive, Rubio-Marin, *op. cit.*, p. 164.

\* **ibid.** is the abbreviation of the Latin word **ibidem**, which means "the same". It indicates that the author and the source (a book or a journal, for example) are the same as in the immediately preceding citation. **Op. cit.** is the abbreviation of the Latin expression **opus citatum**, which means "the work cited" and is used to refer the reader to an earlier citation.

### 5.3 Referring to other published works

Academic writing involves making your own contribution to the existing literature. This involves integrating the writings, ideas, data, and words of other people. The following sections provide you with guidance on the appropriate ways in which to incorporate the ideas of others into your own text. Any errors you make in the attribution of authorship will leave you exposed to, at the very least, accusations of academic mediocrity. In the most serious cases, you may be accused of plagiarism.

#### 5.3.1 Quotations

A quotation is a literal transcription from the original source, maintaining the original spelling and punctuation. If the transcription is not literal, then it must be made clear what words have been added or omitted. In the following quotation, some words have been added and others have been omitted. Note that only three periods have been used to indicate omission, and square brackets are used to indicate the additions.

"[She] told the director that there were many reasons for taking the job. They include professional development, the need to develop additional skills, and the desire for promotion. ... of these, [the most important was] her professional development."

(Simms 2002:35)

Quotations should be used with discretion, and be accompanied by the author's name, the publication date, and the page number. They should also be as brief as possible. Quotations should only be used if paraphrasing would detract from the quality and uniqueness of the original wording.

#### 5.3.2 Citations

This method recognizes authorship without using direct quotations:

Zola (1973) identifies five factors, or "triggers", that contribute to the decision to seek medical help.

You may want to give more detail about what was said by the cited author, but without using a quotation. In this case you should paraphrase, that is, reproduce the same information but using your own words. In this case you should also provide the page number of the original source, which must be included in the bibliography.

As Zola (1972:487) argues, medicine is rapidly becoming an institution of social control and is replacing more traditional institutions such as religion and the law. And it is achieving this control by proclaiming its expertise in areas of life such as aging and childhood behaviour, which in the past had not been considered medical issues.

Replacing a few words from the original text with words of your own does not count as paraphrasing, and is not acceptable practice in the academic world. Use direct quotations only when you cannot express the ideas completely in your own words.

**→ Remember: When using quotations or paraphrasing, you must provide the relevant page number in addition to the author and date.**

#### 5.3.3 For bibliographic sources whose original text could not be consulted

While conducting your research, you may come across a reference in another source that seems useful to you and that you would like to cite. As a general rule, you should then review the original source and refer directly to it. Sometimes, however, doing so is not possible, either because the work cannot be accessed or because you do not have sufficient time to find it.

In this case it must be made clear to the reader that the original source was not consulted. This may be done in the text using a phrase as in the example below:

"X, Y, and Z are cited by Smith (2003), indicating that this was the opinion of Jones (2000)."

In the bibliography you should then include a reference for Smith (the source that you read) and another for Jones (the source you did not read). At the end of the reference for Jones, the text "cited by Smith, J. (2003)" should be added, as a cross-reference to the citation for Smith.

## **5.4 Preparing the bibliography**

All of the entries in the bibliography, or within a subsection of the bibliography, should be listed in alphabetical order by author. Dates may be positioned in one of two ways. When using the historical method, the date is normally placed at the end of each reference. In the author-date method, the date is placed directly after the author's name.

The examples below use the author-date method.

### **5.4.1 Books**

Author's surname, name(s) and/or initials (year), title, edition number if it is not the first, place of publication: publisher.

Smith, G. H. (1990), *Education and policy: a world view*, 3rd edition, Cambridge, England: Rondell.

**Or:**

Smith, George H. (1990), *Education and policy: a world view*, 3rd edition, Cambridge, England: Rondell

### **5.4.2 Chapters or parts of books**

Author's surname, name(s) and/or initials (year), 'chapter name or part of book', place in the book, author's surname, name(s) and/or initials (year), book title, edition number if it is not the first, place of publication: publisher.

Laws, G. and Lord, S. (1990), 'The politics of homelessness', chapter 3 in J. Kodras and J. Jones (eds.) *Geographic dimensions of United States social policy*, London: Edward Arnold.

[Note: In some cases, the year of publication of the chapter or part of the book may not coincide with the date of its appearance in the published book.]

Moodie, G. and Eustace, R. (1974) *Power and authority in British Universities*, London: Allen and Unwin, pp 45-57, reprinted as chapter 8 in L. Smithy (ed.) (1988) *Educational policy making*, Manchester: Manchester University Press.

[Note: In some cases, especially with sources from a government, local authority, government agencies, etc., no author is given. In such cases, the organisation itself should be used as the author.]

Department of Education and Science (1989), *Initial teacher training: approval of courses*, Circular 24/89, London: Department of Education and Science.

### **5.4.3 Articles published in journals**

Author's surname, name(s) and/or initials (year), 'title of the article or part of the journal', name of the journal, volume (number within the volume), page numbers.

Bartlett, L. (1991), 'Rationality and the management of curriculum change', *Educational management and administration*, 19 (1): 20-29.

[Note: In some cases, especially in magazines and newspapers, the name of the author is not given. In such cases, the magazine or newspaper name should be used as the author. In addition, as it is a publication, the magazine or newspaper name should be underlined/italicised.]

Times Educational Supplement (1991) 'Comment', *Times Educational Supplement*, August 4, p. 8.

### **5.4.4 Theses and other documents**

[Note: Although theses are not printed in order to be sold, they are technically "published" and should not be described as "unpublished". When citing a thesis, sufficient detail must be provided to ensure that the work can be accessed by future researchers.]

Taylor, J. (1991), *The student in an urban setting*, University of Liverpool: MEd thesis.

Goodwin, S. (1986) *Guide to Peace Corps Literacy Packet (litpak)*, Washington D.C.: Information and Exchange Division, Peace Corps. Reprinted as ERIC Document ED318 277.

### **5.4.5 Internet sources**

The address of the website as well as the date (month/year) of access must be included with all other bibliographic information:

Tarantola, D. (2000) *Building on the Synergy between Health and Human Rights: A Global Perspective*, [www.hsp.harvard.edu/xfbcenter/working\\_papers.htm](http://www.hsp.harvard.edu/xfbcenter/working_papers.htm) , accessed March 15, 2003.



## **6. Guidelines: General criteria for a thesis in the social sciences (see also the exposé in part 12.)**

**The following points are only guidelines, not based on the specific ICM methodology, but rather general criteria for any scientific work. Please speak with your advisor if you prefer to use an alternative approach.**

A clearly developed argument is essential for academic writing, since words express ordered thoughts. Your thoughts and ideas should be arranged in such a way that other people can understand and respond to them. However, as in any human enterprise, good academic writing requires not only logic but also skill. While the form may vary with the discipline, all academic writing should show the development of a theory or hypothesis and its basis in evidence; you should carefully anticipate possible objections and counter-arguments, and maintain a creative drive for knowledge.

### **6.1 Justification and main idea**

Research must have a motive, a purpose, a justification; the mere existence of an assignment and a due date is not enough. Conducting an investigation is not simply a matter of transferring information from one location to another or showing how much knowledge one has about a certain topic. You must do everything possible to produce an original idea after a period of investigation. Depending on the field of study, your research may involve reading and rereading texts, doing fieldwork, or conducting interviews.

Submerging yourself in the subject, and guided by a series of questions and working hypotheses, you will begin to discover patterns and generate knowledge. From a number of possibilities, a single idea will emerge as the most promising. You must ensure that the idea is original and relevant: It makes no sense to argue in favour of something that is already known, or trivial, or openly accepted.

### **6.2 The thesis and its development**

The thesis is the central idea that you are trying to demonstrate using the strongest possible evidence. It is likely that you will have to work through various drafts during the writing process, but remember that everything you write in the manuscript should be oriented toward establishing its validity.

Deciding on a thesis can generate considerable anxiety. You may be thinking "But how can I have an original idea about a topic to which so many academics have already dedicated their lives? I have just recently read a few books. Am I supposed to be an expert now?"

Do not forget that there are different ways to be original. It is impossible to know everything that has been or is being written and thought by everyone in the world, even with the expanse and speed of the internet. What is expected, rather, is a rigorous, good faith effort to create an original work, given the demands of the task and the discipline. A good exercise during the writing process is to periodically stop and try to reformulate the thesis as succinctly as possible, so that someone from another subject area can understand its meaning as well as its importance.

While a thesis can be relatively complex, you must be able to distil its essence. This does not mean that you have to show all of your cards from the start. To begin, guided by a clear vision of the point you want to reach, you can spark the reader's curiosity by asking questions – the same questions that guided you during your investigation – thus preparing for the subsequent demonstration. You may also begin with a sufficiently provocative observation to invite your audience to follow your path of discovery.

### **6.3 Tension of the argumentation**

All argumentation involves some tension, but it should not be a show of combat. The tension stems from the natural asymmetry that exists between one who tries to persuade and those who must be persuaded. The common ground that they share is reason. Your objective is to generate an atmosphere in which any reasonable person can convince himself or herself of the soundness of your thesis. Therefore the first task, even before starting to write, is to gather and sort your findings, classifying them with by type and importance. You may choose to begin with the smallest piece of evidence, continuing to the strongest. Or you may lead with the most convincing evidence, followed by other secondary details. You might also save a surprising detail for the end.

In any case, it is important to review the evidence that could be used against you, and generate anticipated responses to possible objections. This is the important concept of the counterargument. If there is nothing that can be said against an idea, it is probably obvious or vacuous. (On the other hand, if too much can be said against the idea, it may be time to choose a different thesis.) If you do not demonstrate awareness of possible objections and arguments, it may seem as though something is being concealed and your argument will be weakened as a consequence. You should therefore familiarize yourself with the various types of fallacies that could undermine your argument (the "straw man" fallacy, fallacies of causation, fallacies of analogy, etc.) and try to avoid them.

#### **6.4 Structure of the argumentation**

The purpose of academic writing is persuasion. The structure of the argumentation therefore plays a central role. In order to persuade, you must set the stage, provide context, and decide how to reveal the evidence. If you are addressing a community of experts, some aspects of shared knowledge may of course be taken for granted. Nevertheless, clarity is always a virtue. The objective of the manuscript should be stated early on, either by declaring it or by posing a question that will guide the thesis. There is a fair amount of flexibility as to where and when this happens, but within the first page or two the reader should be given an idea of where the thesis going, although some suspense may be maintained. A common mistake is to simply list the evidence in the manuscript body without any discernible logic to the presentation. What might be sufficient in conversation is often too informal for a thesis. If the central idea is lost in a disarray of specifics, the argument falters.

The most common argumentative structure in the English language is deductive: It starts with a generalisation or affirmation, and then provides support for it. This structure can be used to arrange a paragraph, as well as the entire manuscript. The other possible structure is inductive: Facts, cases, and observations are reviewed, and the conclusion is then drawn from them. There is no single model for a successful thesis; the best theses represent a well-focused mind illuminating the meaning of some aspect of the world, a mind where depth, reason, and clarity all work together.

## 7. General requirements before beginning the thesis

Before beginning the Master's thesis, all required exams and courses must be passed satisfactorily.

## 8. Schedule and deadlines

Scheduling is often a matter of setting a deadline and working backwards from it, and realistic time management takes into account uncertainties and contingencies. Remember: A wise planner allows time for the unexpected.

Regarding the budget, for example, if your research requires travel we recommend careful time management.

- The deadline for presenting your Master's thesis topic to the Program Coordinator is **19 February 2024**. Both the thesis advisor and second reader must have confirmed the topic and signed the thesis proposal by the due date (see pages 20-21).
- Once your Master's thesis topic has been approved by ASH, you can officially start on **23th February 2024**.
- The deadline for submitting the complete thesis to the Program Coordination is 30 weeks later, on **30 September 2024**.
- Your final grade will be sent to you by email as soon as the Program Coordination receives a notification from both evaluators. The supervisors/ evaluators have 8 weeks to come to an assessment. The program office after the submission of the assessment has one month to prepare your certificates.

## **9. Criteria for evaluating the Master's thesis/Project**

The Master's thesis will be evaluated according to ASH's grading system. Your thesis grade will be decided by your advisor and second reader. The guidelines for determining grades are as follows.

### **1.0 Excellent**

The criteria for obtaining this grade are:

- clear and strictly justifiable application of methodological triangulation;
- equitable, clear, and transparent participation of others;
- an original work that demonstrates creativity, lucidity, and logical argumentation;
- expert knowledge of the subject matter;
- use of excellent (creative and innovative) and always suitable activation-action instruments/tools, methods of interpretation, and corresponding materials and instruments during the action research;
- conducting an exhaustive reading that demonstrates critical thinking;
- selective and creative application of theoretical, analytical, and practical skills;
- a very high degree of participatory implementation in the action research and demonstrable social action results;
- an excellent research result, with only a few insignificant errors, especially in the application of methodological triangulation.

### **1.3 Very good**

The criteria for obtaining this grade are:

- clear and strictly justifiable application of methodological triangulation;
- equitable, clear, and transparent participation of others;
- a very good work that demonstrates creativity, lucidity, and logical argumentation;
- good knowledge of the topic;
- use of very good and adequate activation-action instruments/tools, methods of interpretation, and corresponding materials and instruments during the action research;
- conducting an exhaustive reading that demonstrates critical thinking;
- selective and creative application of theoretical, analytical, and practical skills;
- a very good research result, with only a few insignificant errors, especially in the application of methodological triangulation.

### **1.7, or 2.0, or 2.3 Good**

The criteria for obtaining this grade are:

- clear and justifiable application of methodological triangulation;
- participation of and with people in the field;
- a considerable work, which demonstrates a good understanding of the subject and its complexities;
- demonstration of extensive background research;
- exhibition of independent analysis and interpretation, executed with critical thinking;
- a good, solid result which, however, does not fully correspond to the qualification criteria, especially in the application of methodological triangulation.

### **2.7, or 3, or 3.3 Satisfactory**

The requirements for obtaining this grade are:

- clear but not entirely justifiable application of methodological triangulation;
- insufficient participation of and with people in the field, whose role in the research has been only occasional;
- satisfactory work, which demonstrates an understanding of important aspects of the subject;
- exhibition of a critical dialogue with the material investigated;
- completion of a satisfactory amount of background reading;
- a satisfactory result, although with obvious errors and omissions that prevent the assignment of a higher grade, especially related to lack of understanding and the application of methodological triangulation.

**3.7, or 4                      Sufficient**

The requirements for obtaining this grade are:

- only partial application of methodological triangulation in a technical manner, without the participation of and with people in the field;
- a sufficient work that demonstrates a certain understanding, although limited, of some important aspects of the subject and the methodological essence of a Master's degree;
- exhibition of sufficient theoretical knowledge that, however, does not reflect creativity or originality in the analysis and interpretation of ideas;
- a result that corresponds to the minimum required.

**4.1 – 5.0                      Fail**

The requirements for obtaining this grade are:

- poor or insufficient work, which does not demonstrate a critical dialogue with the investigated material or the methodological essence of a Master's degree;
- does not contain a literature review or satisfactory analysis;
- has neither applied nor intended to use the methodological approach of the ICM Master's program;
- a result that needs considerable improvement.

**10. Appendix**

**10.1 Cover page**

**THESIS TITLE**

---

A Thesis  
Presented to  
The Alice Salomon Hochschule  
- University of Applied Sciences -  
Alice-Salomon-Platz 5  
D-12627 Berlin

---

In Partial Fulfilment  
Of the Requirements for the Academic Degree  
Master of Arts  
"Intercultural Conflict Management"

---

Written By  
(Your full name here)

Month, year

- This should be properly centred on the page, leaving five blank lines at the top of the page.

### 10.1.1 Approval sheet<sup>1</sup>

The thesis of (your full name here)  
for the academic degree "Master of Arts"  
has been approved:

Name and title of Thesis Advisor

Name and title of Second Reader

Alice Salomon Hochschule, Berlin

Month, Year

---

<sup>1</sup> The first five lines at the top of this page must be left blank, the approval must be centred, and the names of the advisor and second reader must begin in the middle of the page and continue to the right.

**10.1.2 Table of contents**

TABLE OF CONTENTS

**List of figures**

Page

**List of symbols, tables, graphs, pages (as required)**

Page

Graph 3.1

100

Graph 3.2

105

And so on.  
This applies for tables and illustrations as well.



## **10.2 Acknowledgments**

Here you must acknowledge support received from scholarships and other financial aid.

If you have used copyrighted material, either your own or from others, you must include a statement informing the reader that permission was granted and declaring the source of the permission.

You may also recognize contributions from professors and friends.

### 10.3 Abstract

THESIS TITLE

Abstract of the thesis by  
*(your full name here)*

**The thesis abstract must begin three lines below your name. The line spacing should be 1.5 throughout, and the abstract should be aligned to one side of the page and use the same margins as the body of the thesis. Symbols, foreign words, phrases, and other constructs must be made very clear to avoid misinterpretation. The thesis abstract is a relatively brief statement about the most important parts of the work, written in paragraph form.**

#### 10.4 Certificate of authenticity<sup>2</sup>

I, (*your full name here*), hereby certify that the thesis presented here is true and correct, to the best of my knowledge. Moreover, I certify that I have conducted the research and written this thesis without any type of external help. In the cases where I have been assisted by others, it has been indicated in the appropriate place within the thesis.

(*your signature here*) Signature  
Place and Date of the signature

---

<sup>2</sup> This certificate will be the last page of your thesis. It should not have a page number.

## 11. Forms

### 11.1 M.A. thesis proposal

**Master of Arts**  
"Intercultural Conflict Management"

Alice Salomon Hochschule  
- University of Applied Sciences -

*Mail to:* Alice Salomon Hochschule  
Program Management  
MA "Intercultural Conflict Management"  
Alice-Salomon-Platz 5  
12627 Berlin  
Germany

- The deadline to submit this application is **19 February 2024**.

<b>Name(s):</b>	<b>Surname(s):</b>
<b>Registration Number:</b>	

#### M.A. Thesis

- Language:
- Title (please consult and come to an agreement with your thesis tutor)

Please write a summary<sup>3</sup> of the topic that you plan to research for your Master's thesis (maximum 250 words).

- Description of the problem and its relevance
- Objective of the Master's thesis (in particular as it relates to the usefulness of the work for other researchers: an empirical and ethnographic study)
- Importance of the investigation
- Considerations for the application of methodological triangulation.
- In the case of continuing the participatory research of the 1st-3rd semesters: which elements of the previous research will be continued and which will be suspended.

---

<sup>3</sup> Not to be confused with point 12)

**Requested thesis advisor and second reader:**

Thesis Advisor: Second reader:

Address: Address:

E-mail: E-mail:  
Tel./Fax: Tel./Fax:

---

**Date and Student's signature**

**Approval of the Master's thesis proposal:**

All of the necessary requirements have been met satisfactorily.

---

**Thesis advisor**  
(Date and Signature)

**Second reader**  
(Date and Signature)

---

**MA-ICM Program Coordinator**  
(Date and Signature)

**Evaluation Committee**  
(Date and Signature)

## 11.2 Application for changes to the Master's Thesis

Master of Arts  
"Intercultural Conflict Management"

Alice Salomon Hochschule  
- University of Applied Sciences -

*Mail to:* Alice Salomon Hochschule  
Program Management  
MA "Intercultural Conflict Management"  
Alice-Salomon-Platz 5  
12627 Berlin  
Germany

<b>Name(s):</b>	<b>Surname(s):</b>
<b>Registration Number:</b>	

I request the following change:

### **I. Replacement of the thesis advisor or second reader:**

Initial advisor:

Replacing with:

Reasons:

### **II. Change of the approved Master's thesis title or topic<sup>4</sup>:**

**Initially approved title:**

**New title for approval:**

Reasons: (indicate why you want to change the topic and how/why you chose the new one. Also describe the research you have already undertaken.)

---

**Date and Student's signature**

---

<sup>4</sup> In accordance with § 16 no. 10 of the Evaluation Regulations, the thesis topic may be changed at most once, no later than one month after the confirmation of the Evaluation Commission. This does not alter the submission date.

**11.3 M.A. Thesis Evaluation Sheet**

Student:

Master's thesis title:

Evaluation:

**Final Grade**

Primary Supervisor: Secondary Supervisor:

Place/Date and Signature: Place/Date and Signature:

## 12. Guidelines for organisation and reflection before and during the Master's thesis process (exposé)<sup>5</sup>

Author:

Working title of the Master's thesis:

### 1) Abstract:

*(Maximum length one page. Normally written after the thesis itself.)*

- a.) Problem statement
- b.) Objectives
- c.) Research question
- d.) Methodology
- e.) Results

### 2) Problem statement and relevance of the topic

- *What is the thesis topic?*
- *Why is this topic important?*

### 3) Objectives of the thesis research

- *What does this study aim to achieve?*

### 4) Current state of scientific research

- *Literature review on the thesis topic*
- *What relevant literature is available?*
- *What is already known about this topic?*
- *What is still unknown?*
- *From where does the question addressed in the Master's thesis emerge?*

### 5) Statement of the primary research question

- *What is the primary research question that will define the theme of the Master's thesis?*
- *What other questions (relevant to the investigation, but secondary) derive from the primary question?*

### 6) Methodology

- **Methodological approach/procedure**

*How will the methodology proceed, and with what means?*

- **Methodological triangulation**
- **Justification of the methodological approach chosen (triangulation) in relation to the research question.**
- **Participatory work**
- **Design of the participatory action research (Methodological Triangulation)**
  - Qualitative methods
  - Networking
  - Planned social action
- *Methods for achieving greater participation*
- *Methods of evaluation/analysis and interpretation*
  - How should the data be analyzed? Using what methods?*

---

<sup>5</sup> This guide addresses the crucial points of the Master's thesis. It can be used before and during field work and serves as a basis for writing the thesis. Supervisors and tutors may also find it helpful.



**7) Work plan and schedule**

*Divide the time evenly and distribute the phases of work on a monthly basis. For example:*

<i>Month I</i>	<i>Month II</i>	<i>Month III</i>	<i>Month IV</i>	<i>Month V</i>	<i>Month VI</i>
<i>Presentation of the thesis project (Exposé)</i>					<i>Master's thesis submission</i>

**8) Cooperating institutions** (if applicable)

- *For example: the institution with which you collaborate or the institute where the study is conducted.*

**9) Preliminary bibliography**

**10) Appendices**

- *For example: research tools used in the investigation (if applicable).*

**11) Depository/archive**

- *For storing all research materials that are not deemed relevant at a given moment. They remain available and may help for documenting the course of your research and for monitoring progress. The materials are not ordered, merely stored for possible future use.*