Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified with Browser Test.
- You have familiarized yourself with how to access course content in Blackboard using the Student Quick Reference Guide or CSS Student Orientation Course.

SEC 6316 Peacekeeping and Stability Operations

Course Description/Overview

Stability and peace operations have become an integral part of United States foreign and military policy. This course analyzes several concepts, to include nation building, stabilization, and reconstruction. It also examines the roles of various groups that have become important to these types of operations in the 21st century. These groups include nongovernmental organizations, intergovernmental organizations, and governmental organizations. The course will examine the roles and missions of the many new players who have become integral to stability and peacekeeping operations. It will also make use of several case studies to compare and contrast peacekeeping and stability operations and the important elements and challenges that are inherent in each of them.

Course Objectives/Learning Outcomes

Objectives: As a result of completing this course, the student will be able to:

1. Comprehend the definitions, criteria, and various aspects of peacekeeping and stability operations.
2. Analyze the role of the international community as it relates to nation-building, reconstruction, peacekeeping, and stability operations.
3. Analyze and articulate the events and changing paradigms that have occurred since the end of the Cold War that have led to the increased focus on peacekeeping in the international community, and an increased focus on stability operations by the United States.

Grading Policies

Assignment	Percent of Grade	Due
Participation in the Discussion Board	20%	Weekly when no written assignments are assigned.
First Essay	20%	**21:00 CST of Sunday end of Lesson 2**. Pages 6 - 8
Midterm PowerPoint Presentation	20%	**21:00 CST of Sunday end of Lesson 5**. Slides 10 - 15
Final Essay	40%	**21:00 CST of Friday of Lesson 8.** The topics for the final exam will be available in BlackBoard on Monday of Lesson 6. Pages 12 - 15

Late Assignments will be Graded Accordingly.

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = 59 % and below.

Course Organization:

Lesson 1: <u>**Peacekeeping and Stability Operations: Defined and Placed into Context**</u>

The concept of peacekeeping has been in existence for more than 50 years. But it has evolved as geopolitics have evolved. Most experts agree that peacekeeping operations have typically involved the UN or other international organizations, and are used in countries where a conflict has recently ended. The concept of stability operations - and its definition - is much newer. Much of the doctrine relating to stability operations has evolved since the conflicts in Iraq and Afghanistan. In fact, much of the doctrine and definitions involving these two concepts is overlapping. It will be the goal of this lesson to examine these concepts and to give the student insights about what they involve.

Lesson 2: <u>**Nation-Building and Post-Conflict Reconstruction: Descriptions and Perspectives**</u>

Much like the two concepts discussed in the first lesson, nation-building and post-conflict

reconstruction often have overlapping elements and sometimes are even discussed by analysts and policy makers as being the same thing. But there are differences between the two concepts - both in substance and scope. These two concepts have become very important since 2001 with the occupations of Iraq and Afghanistan. But they also apply to many other regions and nations in the world, where violence is either ongoing, nearing an end, or it has become necessary to rebuild the institutions and infrastructures of nation-states. It will be the goal of this lesson to examine these concepts and to give the student insights about what they involve.

Lesson 3: Peacekeeping Case Study: Cambodia

This is the first of three case studies about UN peacekeeping missions in different regions and nations around the world. This lesson will introduce the student to the various challenges inherent to conducting a peacekeeping mission in Cambodia - and how these challenges are unique because of culture, politics, and history, and geography. Cambodia is a nation that has gone through more misery in the 20th and 21st centuries than almost any nation on earth. It will be important in this lesson, to consider how important the UN peacekeeping mission was in getting this troubled nation back on track to becoming a stable and prosperous democracy.

Lesson 4: Peacekeeping Case Study: The Congo

This is the second of three case studies about UN peacekeeping missions in different regions and nations around the world. This lesson will introduce the student to the various challenges inherent to conducting a peacekeeping mission in the Congo - and how these challenges are unique because of culture, politics, and history, and geography. There were two distinct UN peacekeeping missions to the Congo. Both missions were conducted because of intense violence and anarchy that occurred in what can accurately be called a failed state (both times) that was spiraling completely out of control. Both missions have come under intense criticism, and it will be the objective of this lesson to show the student why.

Lesson 5: Peacekeeping Case Study: Cyprus

This is the third of three case studies about UN peacekeeping missions in different regions and nations around the world. This lesson will introduce the student to the various challenges inherent to conducting a peacekeeping mission in the Cyprus - and how these challenges are unique because of culture, politics, and history, and geography. The UN peacekeeping mission in Cyprus is unique because most experts assess that it has largely been a success. While a political solution to a "divided Cyprus" has yet to be reached, the island remains in a relatively stable peace - and this has continued for many years. In this lesson, students will have the opportunity to learn why the conflict in Cyprus erupted, how the UN peacekeeping mission there has evolved, and why peace has existed almost uninterrupted throughout the tenure of the mission.

Lesson 6: Stability Operations Case Study: Iraq

This is the first of two case studies about stability operations in two key regions - the Middle East and South Asia. This lesson will introduce the student to the various challenges inherent to conducting stability operations mission in Iraq - and how these challenges are unique because of culture, politics, history, and geography. The war in Iraq has been one of the most hotly debated and controversial conflicts that our nation has ever been involved in. As the level of troops in that troubled country continues to be lowered, it will be the goal of this lesson to introduce the student to several perspectives on the issues and challenges involved in stability operations in Iraq, the context behind it, and the measurements for success that have been so debated since the initial invasion in 2003.

Lesson 7: <u>**Stability Operations Case Study: Afghanistan**</u>

This is the second of two case studies about stability operations in two key regions - the Middle East and South Asia. This lesson will introduce the student to the various challenges inherent to conducting stability operations mission in Afghanistan - and how these challenges are unique because of culture, politics, history, and geography. Since the overthrow of the Taliban in 2001, the occupation of Afghanistan has been one of the most hotly debated and controversial stability operations on record. As the level of troops in that troubled country is lowered, it will be the goal of this lesson to introduce the student to several perspectives on the issues and challenges involved in stability operations in Afghanistan, the context behind it, and the measurements for success that have been so debated since the initial invasion in 2001.

Lesson 8:   Assessment

This week is set aside for the student to complete a 12-15 page essay assignment. The purpose of this assignment is to measure student mastery of the course objectives.

Course Bibliography and Required Readings:

Anderlini, Sanam Naraghi, and Judy El-Bushra, I<u>nclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action</u>, (Washington DC: Institute for Inclusive Security, 2007).

Anderson, David A. and Andrew Wallen, "<u>Preparing for Economics in Stability Operations</u>" Military Review, March-April 2008.

Ashley, David, "<u>Between War and Peace: Cambodia 1991-1998</u>," Conciliation Resources, November 1998.

Assos, Demetris, "<u>Conspiracy Theories and the Decolonization of Cyprus Under the Weight of Historical Evidence</u>," Paper presented at the Conference entitled, "One Island, Many Histories: Rethinking the Politics of the Pastin Cyprus," Nicosia, Cyprus, 28-29 November 2008.

Boraden, Nhem, "<u>A Continuation of Politics by Other Means: The "Politics" of a Peacekeeping Mission in Cambodia (1992-1993)</u>," PKSOI Paper, Peacekeeping and Stability Operations Institute, Carlisle, PA, February 19, 2011.

Brown, Jerold E., "<u>UN PEACEKEEPER IN CAMBODIA, 1991-1992: AN INTERVIEW WITH MAJOR GEORGE STEUBER</u>," Combat Studies Institute, CSI Report No. 15, December, 1992.

CAMP, GLEN, "<u>The Cyprus Problem: A Cold War Legacy</u>," GLOBAL DIALOGUE Volume 3 Number 4 Autumn 2001.

"<u>Cambodia Practices Peacekeeping</u>," Reuters, July 17, 2010.

Cohen, Craig and Garland H. Williams, "<u>Who Should Lead Post-Conflict Reconstruction?</u>" Council on Foreign Relations, February 15, 2008, URL:

Dobbins, James, John G. McGinn, Keith Crane, Seth G. Jones, Rollie Lal, Andrew Rathmell, Rachel M. Swanger, Anga R. Timilsina, <u>America's Role in Nation-Building From Germany to Iraq</u> (Santa Monica, CA: Rand, 2003).

Dorn, A. WALTER, AND DAVID J.H. BELL, "<u>INTELLIGENCE AND PEACEKEEPING: The UN</u>

Operation in the Congo 1960-64," International Peacekeeping, Vol. 2, No. 1 (Spring 1995).

Durch, William J., "Peace and Stability Operations in Afghanistan: Requirements and Force Options," Henry L. Stimson Center, 2003.

Gleason, Megan, Bruce Jones, Jake Sherman, and Constance Wilhelm, "STATEBUILDING IN SITUATIONS OF FRAGILITY AND CONFLICT: RELEVANCE FOR US POLICY AND PROGRAMS" Center for Strategic and International Studies, February, 2011.

Grady, John, "Chief Executive Abdullah Optimistic on Afghanistan's Future," USNI News, March 26, 2015.

Hockenberry, John, "Gen. David Petraeus on Reintegration Strategy in Afghanistan," You Tube (The Takeaway), January 28, 2010, URL:

Jennings, Raymond, "Military Peacebuilding: Stability Operations and the Strengthening of Peace in War-Torn Societies," Journal of Humanitarian Assistance 4.1 (2003).

Krause, Peter, "Troop Levels in Stability Operations: What We Don't Know." MIT Center for International Studies, Audit of the Conventional Wisdom, 07-02 (February 2007).

"CANADA REMEMBERS: The Canadian Armed Forces in Cyprus," Veterans Affairs of Canada, 2016.

O'Donoghue, David, "Army's Congo Mission Casts a Long Shadow," Irish Studies in International Affairs, Vol. 17 (2006).

Parrish, Karen, "Petraeus discusses troop transition options," American Forces Press Service, February 3, 2011, URL:

Perry, Alex, "Why Congo's Peacekeepers Are Coming Under Fire," TIME, Oct. 28, 2008.

Planck, Max, "State-Building, Nation-Building, and Constitutional Politics in Post-Conflict Situations: Conceptual Clarifications and an Appraisal of Different Approaches," Yearbook of United Nations Law, Volume 9, 2005, Read all - Available on URL:

Rappas, Alexis, "The Many Faces of the Cypriot Colonial Civil Servant: The Strategic Value of 'Identity'," Paper presented at the Conference entitled, "One Island, Many Histories: Rethinking the Politics of the Pastin Cyprus," Nicosia, Cyprus, 28-29 November 2008.

"Republic of the Congo - ONUC Background," United Nations Department of Peacekeeping Operations, 2001.

Samset, Ingrid, "UN peacekeeping in the Congo: When is the job done?," Noref Policy Brief, No. 6, Norwegian Peacebuilding Center, June 2010.

Serafino, Nina M., "The Global Peace Operations Initiative: Background and Issues for Congress," Congressional Research Service, CRS Reports for Congress, February 8, 2006.

Shilling, Adam, "Nation-building, Stability Operations and Prophylactic COIN," PKSOI Perspectives, Peacekeeping and Stability Operations Institute, Carlisle, PA, May 5, 2010.

Snow, Donald M., PEACEKEEPING, PEACEMAKING AND PEACE-ENFORCEMENT:THE U.S. ROLE IN THE NEW INTERNATIONAL ORDER, Strategic Studies Institute Monograph, (Carlisle, PA: US Army War College, February 1993).

Sokkhoeurn, An, "Conflict Resolution in Cambodia," Cambodian Institute for Cooperation and Peace, CICP Working Paper No. 35, November 2010.

"[Transition to Stability Operations in Iraq: Final Report](#)," US Joint Forces Command Joint Center for Operational Analysis,14 March 2011.

"[UN Involvement in the Democratic Republic of the Congo](#)," United Nations Organization Mission in the Democratic Republic of the Congo, 2009.

"[UNFICYP: United Nations Peacekeeping Force in Cyprus](#)," United Nations Peacekeeping Web Site, 2011.

"[What is Peacekeeping](#)?" United Nations Peacekeeping, 2011.

YESILADA, BIROL A., and AHMET SOZEN, "[Negotiating a Resolution to the Cyprus Problem: Is Potential European Union Membership a Blessing or a Curse?](#)," International Negotiation 7: 2002.

Zoli, Corri, and Nicholas J. Armstrong, "[Post 9/11 Stability Operations: How U.S. Army Doctrine is Shaping National Security Strategy](#)," PRISM 2, no. 1, December, 2010.

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability
The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.