

Course Syllabus and Policy Requirement Statement

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%	9 PM. CST of Sunday end of Lesson 2. Pages 6 - 8

Midterm PowerPoint Presentation	20%	9 PM. CST of Sunday end of Lesson 5. Slides 10 - 15
Final Essay	40%	9 PM. 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: Peacekeeping and Stability Operations: Defined and Placed into Context

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: Nation-Building and Post-Conflict Reconstruction: Descriptions and Perspectives

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: Stability Operations Case Study: Afghanistan

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:

["Afghanistan: Background and U.S. Policy In Brief,"](#) Congressional Research Service, March 11, 2020.

ANDERLINI, SANAM NARAGHI, AND JUDY EL-BUSHRA, Inclusive Security, **[Sustainable Peace: A Toolkit for Advocacy and Action,](#)** (Washington DC: Institute for Inclusive Security, 2007).

Harry Anastasiou, **["NEGOTIATING THE SOLUTION TO THE CYPRUS PROBLEM: FROM IMPASSE TO POST-HELSINKI HOPE,"](#)** *Cyprus Review*. Vol. 12. No. 1, Spring 2000.

Ashley, David, **["Between War and Peace: Cambodia 1991-1998,"](#)** Conciliation Resources, November 1998.

Assos, Demetris, **["Conspiracy Theories and the Decolonization of Cyprus Under the Weight of Historical Evidence,"](#)** Paper presented at the Conference entitled, "One Island, Many Histories: Rethinking the Politics of the Pastin Cyprus," Nicosia, Cyprus, 28-29 November 2008.

["A Very Irish Victory,"](#) The Greenman, May 27, 2013

Charles Barham, **["Stability Operations: Lessons from Afghanistan,"](#)** *Small Wars Journal*, February 11, 2016.

Boraden, Nhem, **["A Continuation of Politics by Other Means: The "Politics" of a Peacekeeping Mission in Cambodia \(1992-1993\),"](#)** PKSOI Paper, Peacekeeping and Stability Operations Institute, Carlisle, PA, February 19, 2011

Brown, Jerold E., **["UN PEACEKEEPER IN CAMBODIA, 1991-1992: AN INTERVIEW WITH MAJOR GEORGE STEUBER,"](#)** Combat Studies Institute, CSI Report No. 15, December, 1992.

["CANADA REMEMBERS: The Canadian Armed Forces in Cyprus,"](#) Veterans Affairs of Canada, 2016.

Cordesman, Anthony H. , **["Iraqi Stability and the "ISIS War" Center for Strategic and International Studies,](#)** August 12, 2015.

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

Dorn, A. WALTER, AND DAVID J.H. BELL, **["INTELLIGENCE AND PEACEKEEPING: The UN Operation in the Congo 1960-64,"](#)** *International Peacekeeping*, Vol. 2, No. 1 (Spring 1995).

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.

Jack A. Tyer, **["Logistics Support in an Austere Environment: The Mission to Sinjar,"](#)** Army Sustainment, VOLUME 42, ISSUE 3, MAY–June 2010.

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).

Lansana Gberie, "[Intervention brigade: End game in the Congo?](#)" *African Renewal*, August 2013.

"[Measuring Stability and Security in Iraq](#)," US Department of Defense, 20 August, 2010.

"[MONUSCO FACT SHEET](#)," United Nations Department of Peacekeeping Operations, May, 2020

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.

Claude Rakisits, "[The End Game in Afghanistan: Pakistan's Critical Role](#)," *Future Directions International*, 21 May, 2012.

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 Past in Cyprus](#)," Nicosia, Cyprus, 28-29 November 2008.

"[Republic of the Congo - ONUC Background](#)," United Nations Department of Peacekeeping Operations, 2001.

Serafino, Nina M. , "[Peacekeeping and Related Stability Operations: Issues of U.S. Military Involvement](#)," *Congressional Research Service: Issues for Congress*, May 18, 2006.

Samsø, Ingrid, "[UN peacekeeping in the Congo: When is the job done?](#)" Noref Policy Brief, No. 6, Norwegian Peacebuilding Center, June 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, CICIP Working Paper No. 35, November 2010.

"[The Challenge - Hussein & the Cambodians](#)," UNIFIL Channel, November 15, 2011.

"[The U.S. War in Afghanistan: 1999-2019](#)," *Council on Foreign Relations*, 2019, Read all.

"[UN Security Council Resolution 2506 on Cyprus](#)," United Nations Peacekeeping web site, 2020,

"[U.S. Policy on Post-Conflict Reconstruction](#)," Panel Discussion, *SETON HALL LAW REVIEW*, Vol. 38:1365, 12/1/2008.

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

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

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs 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 emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

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.

Title IX

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center at 325-942-2173* or the *ASU Crisis Helpline at 325-486-6345*.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.