



IAFF 6186.29

International Peacekeeping

Syllabus Spring 2022

Instructor: Prof. Paul D Williams

Email: pauldw@gwu.edu

Location: Room 310, Tompkins Hall,
725 23rd Street, NW

Time: Tuesday, 5.10–7.00pm

Class Dates: 11 Jan.–29 Apr. 2022

Office Hours: After/before class or
virtually by appointment.

Credits: 3.0, CRN 36130

COURSE DESCRIPTION

This course analyzes contemporary international peace operations, including those conducted by the United Nations and regional organizations such as the African Union and European Union. It examines the political and organizational dynamics shaping these operations, as well as some of the major contemporary debates about them. Part 1 explores several fundamental questions about peace operations: What are they? What are they for? Who conducts them? How should they be evaluated? Part 2 then addresses the main policy debates shaping contemporary peace operations around the world. Topics covered include force generation, the role of regional security organizations and private security companies, gender issues, policing, use of force, civilian protection, organized crime and partnership peacekeeping. The course will enable students to critically assess these operations and to develop a realistic empathy for the constraints that confront decisionmakers in complex environments characterized by uncertainty and limited resources.

LEARNING OUTCOMES

The course's learning and teaching objectives are subject specific and general. At the general level, by the end of the course, students should:

- be able to undertake independent analysis of these issues;
- be able to relate the conceptual ideas to specific case studies;
- have developed their research, written and oral communication skills.

In subject-specific terms, by the end of the course, students should have an MA-level understanding of:

- the roles peace operations play within wider processes of global politics.
- different approaches to evaluating peace operations.
- the ethical and legal issues shaping peace operations.
- the principal policy challenges facing contemporary peace operations.
- the role of the UN and regional organizations in authorizing and conducting peace operations.

COURSE OVERVIEW AND SCHEDULE

1. Introduction and overview (11 January)

Part 1: Analyzing Peace Operations

2. Peace Operations 101: Actors, Processes, Funding and Politics (18 January)

3. Peace Operations Doctrine (25 January)

4. Evaluating Peace Operations (1 February)

Part 2: Contemporary Debates

5. Force Generation (8 February) [Class online to accommodate guest speaker]

6. Regionalization (15 February)

7. Partnership Peacekeeping: UN-Africa (22 February)

8. Use of Force (1 March)

9. Privatization (8 March)

No Class 15 March: Spring Break

10. Gender (22 March)

11. Policing (29 March)

12. Organized Crime (5 April)

13. Civilian Protection (12 April)

14. Reflections (19 April)

METHODS OF ASSESSMENT

<i>Assignment</i>	<i>Length</i>	<i>Due Date</i>	<i>% of Final Grade</i>
Attendance and Participation	14 sessions	N/A	10%
Policy Memo 1	2 pages single-spaced	Session 5	20%
Policy Memo 2	3 pages single-spaced	Session 10	30%
Research Paper	4,500 words (double-spaced)	2 May 2022	40%
			Total: 100%

Attendance and Participation (10% course grade)

This is a seminar, not a lecture course. Student contributions are thus essential. Students are required to attend all sessions, arrive on time, and have read at least the items listed under **Required Reading** prior to each session.

Policy Memo 1: Mission Challenges (20% course grade)

Choose an ongoing peace operation, identify its three most important challenges and explain how best to overcome them. The memo should demonstrate your ability to identify and prioritize the three most important challenges facing this peace operation, either from its official mandate or your assessment of the most salient challenges. It should also summarize effective responses to those challenges and identify the actors who could implement them. Your memo should be presented in a professional manner and written in clear and concise prose. It should be 2 pages (single-spaced), 12-point font, use standard (1-inch) margins, totaling approximately 1,000 words. There is no need to



include any footnotes, references or Bibliography since this is primarily a test of your writing and analytic skills. If the paper exceeds the page limit, the grade will be reduced. Submit one electronic version of the memo (in Microsoft Word) via Blackboard. I'm happy to advise on additional sources not listed in the syllabus.

Due Session 5: 8 February 2022.

Policy Memo 2: Mission Evaluation (30% course grade)

Choose any peace operation (ongoing or completed) and evaluate its effectiveness. This may be a UN, UN-authorized, or non-UN peace operation *but it must be a different peace operation than you chose for Policy Memo 1*. Your memo should

- i) set out the criteria that you will use to assess the operation's success or failure;
- ii) explain why they are appropriate for this mission; and
- iii) provide evidence of the extent to which the operation succeeded in meeting these criteria.

The memo should be presented in a professional manner and written in clear and concise prose. It should be 3 pages (single-spaced), 12-point font, use standard (1-inch) margins, totaling approximately 1,500 words, including all footnotes but excluding the Bibliography. If the paper exceeds the page limit, the grade will be reduced. Submit one electronic version of the memo (in Microsoft Word) via Blackboard.

Please use the Chicago-style footnotes referencing system, at

http://www.chicagomanualofstyle.org/tools_citationguide.html

Due Session 10: 22 March 2022.

Research Paper (40% course grade)

Develop a research question of your choice related to the theory or practice of peace operations. It can be connected to one of the contemporary debates discussed in the class or another topic you would like to cover in more detail. You must submit your proposed research question to me in writing, and I must approve it in advance of submission. This research paper should demonstrate your ability to conduct independent, MA-level research about peace operations. Your research paper should:

- i) formulate a clear and well-scoped research question;
- ii) demonstrate that you have read and understood the relevant scholarly or policy literature (I'm happy to advise on additional sources not listed in the syllabus);
- iii) advance and sustain a logical, coherent, and persuasive answer to your research question; and
- iv) be professionally presented, written in clear and concise prose, and be correctly referenced.

Your paper should be approximately 4,500 words (about fifteen double-spaced pages, 12-point font, 1-inch margins), excluding references/footnotes. If the paper significantly exceeds the word limit, the grade will be reduced. Submit one electronic version of the memo (in Microsoft Word) to my email address. Sources must be cited using a recognized system of referencing, preferably the Chicago-style footnotes system, at http://www.chicagomanualofstyle.org/tools_citationguide.html

Due 5pm (EST) on Monday 2 May 2022.

Interpreting Grades

A	(94-100)	Excellent, substantive command of material and well-written.
A-	(90-93)	Excellent, with minor substantive or writing issues.
B+	(87-89)	Very Good, with limited substantive or writing issues.
B	(84-86)	Good, with some substantive or writing issues.
B-	(80-83)	Fair, with numerous substantive or writing issues.
C+	(77-79)	Satisfactory but poor command of substance or writing issues.
C	(74-76)	Poor, with numerous substantive or writing issues.
C-	(70-73)	Very poor, with numerous substantive or writing issues.
F		Failure, with profound substantive or writing issues.

See <http://bulletin.gwu.edu/university-regulations/>

Late Papers

Late papers will be penalized one-third of the grade per working day (from A to A-, from A- to B+, etc.) Incompletes will not be allowed, except in the case of truly dire emergencies. Save and print your work regularly as you write. Problems with technology are not an acceptable reason for late work.

Incomplete Grades

At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure.

If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the [Elliott School's Incomplete Grade Contract](#).

The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the [University Bulletin](#).

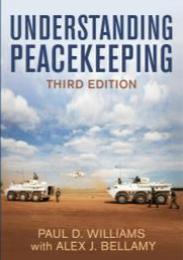
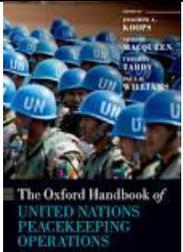
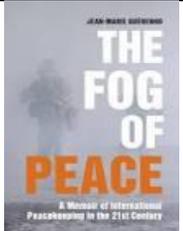
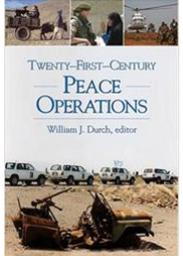
OUT-OF-CLASS INDEPENDENT LEARNING GUIDELINES

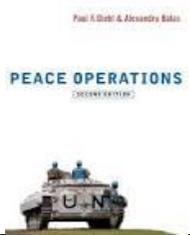
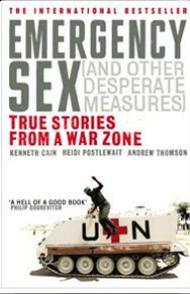
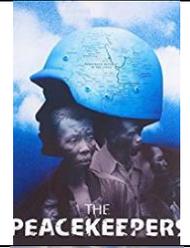
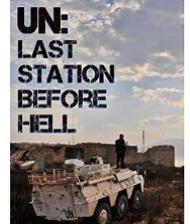
In a 15-week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction, for a

minimum total of 2.5 hours a week. A 3-credit course should include 2.5 hours of direct instruction and a minimum of 5 hours of independent learning or 7.5 hours per week. More information about GW’s credit hour policy can be found at: provost.gwu.edu/policies-forms

RECOMMENDED BOOKS AND DOCUMENTARIES

No single book covers all the material in this course—you need to read widely. However, the 3rd edition of *Understanding Peacekeeping* will be used regularly. I also recommend the following books as good introductions, especially if you have not studied peace operations before.

<p>Paul D. Williams with Alex J. Bellamy, <i>Understanding Peacekeeping</i> (Polity Press, 3rd ed., 2021). An introduction to almost all the issues covered in the course.</p>	
<p>Joachim Koops et al (eds.), <i>The Oxford Handbook of United Nations Peacekeeping Operations</i> (Oxford University Press, 2015). A comprehensive overview and analysis of every UN peacekeeping operation 1947-2013 plus several thematic/analytical chapters. [No MINUSCA chapter.]</p>	
<p>Jean-Marie Guéhenno, <i>The Fog of Peace: A Memoir of International Peacekeeping in the 21st Century</i> (Brookings Institution Press, 2015). Memoir of Guéhenno’s time as UN Under-Secretary General of UN peacekeeping operations, 2000-2008.</p>	
<p>William J. Durch (ed.), <i>Twenty-First-Century Peace Operations</i> (USIP Press, 2006). Still the best case study material of peace operations (up to 2005) in Bosnia, Sierra Leone, Democratic Republic of Congo, Kosovo, East Timor and Afghanistan.</p>	

<p>Paul Diehl & Alexandru Balas, <i>Peace Operations</i> (Polity Press, 2nd ed., 2014). A short, reasonable overview of the evolution, organization and challenges facing peace operations.</p>	
<p>Kenneth Cain, Heidi Postlewait, Andrew Thomson, <i>Emergency Sex and Other Desperate Measures</i> (Miramax/Ebury 2004). One of the few memoirs written by “ordinary” UN peacekeepers—two Americans and a New Zealander—who ended up working in UN peacekeeping operations during the 1990s for very different reasons.</p>	
<p><i>The Peacekeepers</i> (Dir. Paul Cowan, 2005) 83 mins An inside look at the UN mission in DR Congo and the workings of UN DPKO. It is freely available to watch here: https://www.documentarystorm.com/the-peacekeepers/</p>	
<p><i>United Nations: Last Station Before Hell</i> (Java Films, 2015) 57 mins. Available via Amazon. Trailer here: https://www.amazon.com/Last-Station-Before-Hell/dp/B0734DX6PN</p>	

COURSE CALENDAR AND READINGS

Session 1 (11 January): Introduction, Overview and Administrative Issues

Introductions. Quick overview of the course and some of the basics of peace operations including which actors can conduct and authorize peace operations.

For introductory listening on UN peacekeeping, here are two podcasts:

- Col. Rebecca Patterson on Peacekeeping, *The Security Studies Podcast*, (2019) [64 mins], <https://soundcloud.com/security-studies-podcast/episode-39-rebecca-patterson-on-peacekeeping>
- Paul D. Williams, “United Nations Peacekeepers,” *Hopkins Podcast on Foreign Affairs*, Nov. 2020 [39 mins], <https://hopkinspofa.wordpress.com/2020/11/11/fp-toolbox-un-peacekeepers-with-dr-paul-d-williams/>

Required Reading

Gowan, R., “Peace Operations” in T.G. Weiss & S. Daws (eds.), *The Oxford Handbook on the United Nations* (Oxford UP, 2nd ed., 2018), pp.420-445.

Koops, J. et al, “Introduction” and A. Bellamy & P. Williams, “Trends in Peace Operations, 1947-2013” in J. Koops et al (eds.), *The Oxford Handbook of United Nations Peacekeeping Operations* (Oxford UP, 2015), pp.1-9 and 13-42.

Walter, B., et al, “The Extraordinary Relationship between Peacekeeping and Peace,” *British Journal of Political Science*, 51:4 (2021): 1705-1722.

Useful General Readings on Peacekeeping

SIPRI Yearbooks – Published annually, the essays on “Peace Operations” provide a chronological and thematic overview of multilateral peace operations during the previous calendar year: <https://www.sipri.org/yearbook/2018>

PART 1: ANALYZING PEACE OPERATIONS

Session 2 (18 January): Peace Ops 101: Actors, Processes, Funding, Politics

- How are UN peace operations created, assembled and deployed?
- How are UN peace operations financed and peacekeepers compensated?
- What are the most contentious political issues generated by peace operations?

Required Reading

Williams with Bellamy, *Understanding Peacekeeping* (Polity Press, 3rd ed., 2021), Introduction and chapters 1-2.

United Nations Peacekeeping Operations: Principles and Guidelines (DPKO/DFS: 2008), chapters 4-5.

Skim the UN Department of Peace Operations website:

<https://peacekeeping.un.org/en/department-of-peace-operations> , especially the “What is peacekeeping?” section.

Session 3 (25 January): Peace Operations Doctrine

- What did the so-called Brahimi Report (2000) identify as the major weaknesses of the UN's approach to peacekeeping?
- What are the main strengths and weaknesses of the UN's 2008 guidelines and principles for peacekeeping (capstone doctrine)?
- What did the #HIPPO conclude was the most sensible way forward for UN peace operations?
- What should be the principal purposes of peace operations?

Required Reading

Williams with Bellamy, *Understanding Peacekeeping* (Polity Press, 3rd ed., 2021), chs 4-5.

Report of the Panel on UN Peace Operations [The Brahimi Report] (UN: 2000), Executive Summary + Summary of Recommendations.

United Nations Peacekeeping Operations: Principles and Guidelines (DPKO/DFS: 2008), Intro and chs 2-3.

Report of the High-Level Independent Panel on Peace Operations (HIPPO), *Uniting Our Strengths for Peace: Politics, Partnership and People* (16 June 2015), chapter 2
http://www.un.org/sg/pdf/HIPPO_Report_1_June_2015.pdf

Recommended Background Reading

Boutros-Ghali, B., *An Agenda for Peace* (UN, 1992), at
http://www.unrol.org/files/A_47_277.pdf *The Supplement* (Feb. 1995) is at
<http://www.un.org/documents/ga/docs/50/plenary/a50-60.htm>

Durch, W.J. & M. England, 'The Purposes of Peace Operations', in *Annual Review of Global Peace Operations* (2009), pp.9-19 http://peaceoperationsreview.org/wp-content/uploads/2015/04/2009_annual_review.pdf

Session 4 (1 February): Evaluating Peace Operations

- What are peace operations for?
- What criteria should we use to evaluate peace operations?
- What does "success" and "failure" mean in relation to peace operations?
- Whose voices should determine the answers to these questions?

Required Reading

Hultman, L. et al, *Peacekeeping in the Midst of War* (Oxford UP, 2019), chapter 2.

Diehl, P. & D. Druckman, "Evaluating Peace Operations" in J. Koops et al (eds.), *The Oxford Handbook of UN Peacekeeping Operations* (Oxford UP, 2015), chapter 5.

Call, C.T. "Knowing peace when you see it: Setting standards for peacebuilding success," *Civil Wars*, 10:2 (2008): 173-94.



Recommended Reading

You can find some detailed assessments of contemporary peace operations conducted by teams from the Effectiveness of Peace Operations Network (EPON):

<https://effectivepeaceops.net>

Diehl and Balas, *Peace Operations* (Polity Press, 2nd ed., 2014), ch. 4.

See the five articles assessing aspects of UN peacekeeping in the *Journal of Conflict Resolution*, 63:7 (August 2019) <https://journals.sagepub.com/toc/jcrb/63/7>

Lipner, M. and A. Livingstone, *Impact Evaluation and Assessment of UN Peace Operations* (Challenges Forum, Occasional Paper No.6, June 2015), http://www.challengesforum.org/Global/Reports/Occasional%20Papers/ImpactEvaluationandAssessment_2015_6.pdf

PART 2: CONTEMPORARY DEBATES

Session 5 (8 February): Force Generation

- Why do states provide peacekeepers?
- Is it possible to construct a persuasive general theory of force generation for peace operations?
- What are the main challenges facing the UN's force generation process?

Required Reading

Choose one of the 72 country profiles from the *Providing for Peacekeeping* project: <https://www.ipinst.org/providing-for-peacekeeping-country-profiles> I will ask you to summarize the key points in class.

Williams with Bellamy, *Understanding Peacekeeping* (Polity Press, 3rd ed., 2021), chapter 12.

Current and Emerging Uniformed Capability Requirements for UN Peacekeeping (UN DPO, November 2020). [On Blackboard]

Recommended Reading

Bellamy, A.J. & P.D. Williams (eds.), *Providing Peacekeepers* (Oxford UP, 2013).

Kathman, J.D. & M.M. Mein, "Who Keeps the Peace? Understanding State Contributions to UN Peacekeeping Operations," *International Studies Quarterly*, 61:1 (2017): 150-62.

P. Cunliffe, *Legions of Peace: UN Peacekeepers from the Global South* (Hurst, 2013), Introduction.

Smith, A. & A. Boutellis, *Rethinking Force Generation: Filling the Capability Gaps in UN Peacekeeping* (IPI, PPP Study No.2, May 2013), <http://www.providingforpeacekeeping.org/project/rethinking-force-generation/>

Bove, V. and L. Elia, 'Supplying Peace: participation in and troop contribution to peacekeeping missions', *Journal of Peace Research*, 48:6 (2011): 699-714.

Session 6 (15 February): Regionalization

- Do regional organizations make good peacekeepers? What about the EU and AU?
- What are the main advantages of regional organizations participating in peace operations?
- What are the main disadvantages?
- What should be the appropriate relationship between the UN and regional organizations in matters of international peace and security?

Required Reading

Williams with Bellamy, *Understanding Peacekeeping* (Polity Press, 3rd ed., 2021), chapter 13.

Diehl, P.F. "New Roles for Regional Organizations" in C. Crocker et al (eds.), *Leashing the Dogs of War* (US Institute of Peace Press, 2007), pp.535-51.

Koops, J.A. & T. Tardy, "The UN's Inter-Organizational Relations in Peacekeeping" in Koops et al (eds.), *The Oxford Handbook of UN Peacekeeping Operations* (Oxford UP, 2015), pp.60-77.

Recommended Reading

Williams, P.D., "Global and Regional Peacekeepers: Trends, Opportunities, Risks and a Way Ahead," *Global Policy*, 8:1 (2017), pp.124-29.

Session 7: (22 February): Partnership Peacekeeping—the United Nations in Africa

- What should a strategic partnership between the UN and the AU look like?
- What are the main characteristics of the UN-AU relationship?
- How might UN-AU relations on peace operations be improved?
- What are the most constructive roles that external partners can play to support this partnership?

Required Reading

Williams, P.D. and S. Dersso, *Saving Strangers and Neighbors: Advancing UN-AU Cooperation on Peace Operations* (IPI, Feb. 2015).

de Coning, C. "Peace enforcement in Africa: Doctrinal distinctions between the African Union and United Nations," *Contemporary Security Policy*, 38:1 (2017): 145-60.

World Peace Foundation, *African Politics, African Peace* (July 2016).

Recommended Reading

Report of the UNSG, *Partnering for Peace: Moving towards partnership peacekeeping* (UN doc. S/2015/229, 1 April 2015).

de Coning, C. et al (eds.), *The Future of African Peace Operations* (Zed Books, 2016).

Full book Open Access:

<https://pdfs.semanticscholar.org/b089/200dbbda47517ca3c8d45d4f1a67a44b095c.pdf>

Gelot, L., et al (eds.), *Supporting African Peace Operations* (Nordic Africa Institute, Policy Dialogue No.8, 2012), especially Exec. Summary, chs 1 and 7.

<http://nai.diva-portal.org/smash/get/diva2:559425/FULLTEXT01.pdf>

Williams, P.D., *Enhancing U.S. Support for Peace Operations in Africa* (Council on Foreign Relations Special Report No.73, May 2015),

<http://www.cfr.org/peacekeeping/enhancing-us-support-peace-operations-africa/p36530>

Session 8 (1 March): Use of Force

- When should peacekeepers use military force?
- What are the limits to “robust” peacekeeping?
- What types of operations are best suited to using military force?
- What are the central lessons of the Force Intervention Brigade in MONUSCO?
- Was MINUSMA’s mandate as set out in SCR2295 (29 June 2016) sensible?

Required Reading

Rudolf, P., “UN Peace Operations and the Use of Military Force,” *Survival*, 59:3 (2017): 161-82.

Karlsrud, J., “The UN at War,” *Third World Quarterly*, 36:1 (2015): 40-54. Open Access
<http://www.tandfonline.com/doi/full/10.1080/01436597.2015.976016>

Williams with Bellamy, *Understanding Peacekeeping* (Polity, 3rd ed., 2021), chapter 15. “The Intervention Brigade of MONUSCO: Lessons Learned,” UN doc. S/2015/1040, 28 December 2015. [On Blackboard]

UN Security Council Resolution 2295 (29 June 2016). [On Blackboard]

Recommended Reading

Findlay, T. *The Use of Force in UN Peace Operations* (Oxford UP for SIPRI, 2002). [Best historical overview of the issue.]

Berdal, M. & D. Ucko, “The Use of Force in UN Peace Operations,” *RUSI Journal*, 160:1 (2015): 6-12.

Tardy, T. “A Critique of Robust Peacekeeping in Contemporary Peace Operations,” *International Peacekeeping*, 18:2 (2011): 152-67.

On the Force Intervention Brigade in MONUSCO

Tull, D. “The Limits and Unintended Consequences of UN Peace Enforcement: The Force Intervention Brigade in the DR Congo,” *International Peacekeeping*, 25:2 (2018): 167-90.

Cammaert, P. & F. Blyth, *The UN Intervention Brigade in the DRC* (IPI, July 2013),
<https://www.ipinst.org/2013/07/the-un-intervention-brigade-in-the-democratic-republic-of-the-congo>

Force Intervention Brigade: A Sea Change for UN Peace Operations? (Challenges Forum Brief, 2014),

[https://www.pksoi.org/document_repository/Lessons/Force_Intervention_Brigade_\(7-Mar-2014\)-LMS-2418.pdf](https://www.pksoi.org/document_repository/Lessons/Force_Intervention_Brigade_(7-Mar-2014)-LMS-2418.pdf)

Session 9: (8 March): Privatization

- What should be the UN's position on the use of PMCs in violent conflicts?
- What are the main arguments 'for' and 'against' the UN hiring the services of PMCs?
- What are the main services provided by PSCs in peace operations?
- To what extent should the UN privatize peace operations?

Required Reading

Singer, P. *Corporate Warriors: The Rise of the Privatized Military Industry* (Cornell UP, 2003), chapter 4. [This is good background if you've not studied PSCs before.]
 Singer, P. "Peacekeepers Inc.," *Policy Review*, No. 119 (2003).
 Williams with Bellamy, *Understanding Peacekeeping* (Polity, 3rd ed., 2021), chapter 14.
 Peruse the International Stability Operations Association website: <http://www.stability-operations.org/>

Recommended Reading

Pingeot, L. *Dangerous Partnership: Private Military & Security Companies and the UN* (New York: Global Policy Forum June 2012).
 Spearin, C., 'UN Peacekeeping the International Military and Security Industry', *International Peacekeeping*, 18:2 (2011): 196-209.

Session 10 (22 March): Gender

- To what extent are peace operations gendered?
- Do peace operations make some local people more insecure? If so, how?
- What are the advantages and disadvantages of peacekeeping being carried out by soldiers?
- Why do some people sexually exploit and abuse other people?
- What can be done to stop peacekeepers engaging in sexual exploitation and abuse?

Required Reading

Karim, S. & K. Beardsley, *Equal Opportunity Peacekeeping* (Oxford UP, 2017), ch. 3.
 Ghittani et al, *ELSIE Initiative for Women in Peace Operations* (2018),
<https://www.dcaf.ch/elsie-initiative-women-peace-operations-baseline-study>
 Wilen, N., "Female peacekeepers' added burden," *International Affairs*, 96:6 (2020): 1585-1602.
 Westendorf, J-K and L. Searle, "Sexual exploitation and abuse in peace operations," *International Affairs*, 93:2 (2017): 365-87.

Recommended Reading

Whalen, J., *Dealing with Disgrace: Addressing Sexual Exploitation and Abuse in UN Peacekeeping* (IPI, PPP Study no.15, Aug. 2017).
 UN Conduct and Discipline Unit, <http://cdu.unlb.org/>

- Heinecken, L., 'Are women 'really' making a unique contribution to peacekeeping?' *Journal of International Peacekeeping*, 19:3-4 (2015): 227-48.
- Karim, S. & K. Beardsley, 'Female Peacekeepers and Gender Balancing: Token Gestures or Informed Policymaking?' *International Interactions*, 39:4 (2013): 461-88.
- Karim, S. & K. Beardsley, "Explaining Sexual Exploitation and Abuse in Peacekeeping Missions," *Journal of Peace Research*, 53:1 (2016): 100-115.
- Berber, B. et al, 'Peacekeeping, Compliance with International Norms, and Transactional Sex in Monrovia, Liberia,' *International Organization*, 71:1 (2017): 1-30.
- Code Blue campaign website: <http://www.codebluecampaign.com/>

Session 11 (29 March): Policing

- What is the rule of law?
- Why do peace operations need police officers?
- What can police officers do that soldiers can't?
- When should peace operations engage in executive policing?

Required Reading

- Stromseth, J., D. Wippman & R. Brooks, "What is the Rule of Law?" in Stromseth et al., *Can Might Make Rights?* (Cambridge UP, 2006), chapter 3, 56–84.
- Williams with Bellamy, *Understanding Peacekeeping* (Polity Press, 3rd ed., 2021), chapter 18.
- Hunt, C., *Protection Through Policing: The Protective Role of UN Police in Peace Operations* (IPI, 2020), <https://www.ipinst.org/2020/02/protection-through-policing-un-peace-ops-paper>
- Caparini, M., *UN Police and the Challenges of Organized Crime* (SIPRI, 2019), <https://www.sipri.org/publications/2019/other-publications/un-police-and-challenges-organized-crime>

Recommended Reading

- Policy: UN Police in Peacekeeping Operations and Special Political Missions* (UN DPKO/DFS, February 2014).
- Sebastian, S. *The Role of Police in UN Peace Operations* (Stimson Center, 2015) – focus is on protecting civilians, https://www.stimson.org/sites/default/files/file-attachments/CIC-Policy-Brief_3_Sept-2015-Web-REVISED_Jan2016_0.pdf
- Durch, W.J. and M. Ker, *Police in UN Peacekeeping: Improving Selection, Recruitment and Deployment* (PPP study No.6, Nov. 2013), http://www.ipinst.org/wp-content/uploads/publications/ipi_e_pub_police_in_un_peacekeeping.pdf
- Durch, W.J., *Police in UN Peace Operations* (Challenges Forum paper, 2014), http://www.challengesforum.org/Global/Forum%20Documents/2014_SGF_Oslo/Backgroundpaper_Oslo_Dr_Durch.pdf

Session 12 (5 April): Organized Crime

- What are the main challenges posed to peacekeeping operations by organized criminal activity?
- How can peacekeeping operations better use technology to combat organized crime?
- How can we stop peacekeepers engaging in organized crime?
- What are “criminalized power structures” and what can peacekeepers do to combat them?

Required Reading

Andreas, P., *Blue Helmets and Black Markets* (Cornell UP, 2008)—Summary.
Williams with Bellamy, *Understanding Peacekeeping* (Polity Press, 3rd ed., 2021), chapter 19.
Di Salvatore, J., “Peacekeepers against Criminal Violence—Unintended Effects of Peacekeeping Operations?” *American Journal of Political Science*, Online first 2019.
Dziedzic, M. (ed.), *Criminalized Power Structures: The Overlooked Enemies of Peace* (Rowman & Littlefield, 2016), Introduction.

Recommended Reading

UNPOL Transnational Crime

<http://www.un.org/en/peacekeeping/sites/police/initiatives/transcrime.shtml>

UN Conduct and Discipline Unit, <http://cdu.unlb.org/>

Boutellis, A. & S. Tieles, “Peace Operations and Organised Crime: Still Foggy?” in C. de Coning & M. Peter (eds.), *UN Peace Operations in a Changing Global Order* (Palgrave-Macmillan, 2018), pp.169-89.

Kemp, W., M. Shaw, and A. Boutellis, *The Elephant in the Room: How can peace operations deal with organized crime?* (IPI, June 2013).

Session 13 (12 April): Civilian Protection

- How detailed should mandates be in relation to civilian protection?
- What is required to protect civilians in practice?
- What lessons can we draw from recent peace operations?

Required Reading

Williams with Bellamy, *Understanding Peacekeeping* (Polity Press, 3rd ed., 2021), chapter 16.

Hultman, L. et al, “United Nations Peacekeeping and Civilian Protection in Civil War,” *American Journal of Political Science*, 57: 4 (2013): 875–91.

Fjelde, H. et al, “Protection Through Presence: UN Peacekeeping and the Costs of Targeting Civilians,” *International Organization*, 73:1 (2019): 1-31.

UNMISS, *Protection of Civilians Strategy*, internal document, 15 September 2014.

Recommended Reading

Holt, V.K. & G. Taylor with M. Kelly, *Protecting Civilians in the Context of UN Peacekeeping Operations* (UN DPKO/OCHA, 2009), esp. pp.1-16, 209-240.
OIOS Report, *Evaluation of the implementation and results of protection of civilians mandates in United Nations peacekeeping operations* (UN doc. A/68/787, 7 March 2014), http://www.un.org/ga/search/view_doc.asp?symbol=A/68/787
Haass, F. & N. Ansorg, "Better peacekeepers, better protection? Troop quality of UN peace operations and violence against civilians," *Journal of Peace Research*, 55:6 (2018): 742-58.

Session 14 (19 April): Reflections and the Future of Peace Operations

- Reflect!
- What challenges have we missed?
- What reforms could make peace operations more effective?

Come to this session with:

- 1) some answers to these questions;
- 2) new questions you'd like to discuss; and
- 3) any specific questions about previous classes that you would like to revisit.

UNIVERSITY POLICIES AND PROCEDURES

Academic Integrity: Academic honesty is paramount in the academic world. Academic dishonesty is not tolerated, and it is punished severely. At GW, academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” You are expected to know and follow the GW Code of Academic Integrity: <http://studentconduct.gwu.edu/code-academic-integrity>

One form of academic dishonesty is plagiarism: using someone else’s words or ideas without giving proper credit via quotation marks and/or a citation. If you have a question about the proper way to use and cite sources, check with your Section Leader or me.

If you plagiarize or cheat on any assignment in this course, the penalty will be severe—probably a failing grade for that component of the course, and perhaps a failing grade for the course. I might refer academic dishonesty cases to the GW Office of Academic Integrity. Students have been suspended and even expelled for academic dishonesty.

Religious Holidays: Notify your Section Leader via email during the first week of the semester of your intention to be absent from class on day(s) of religious observance. Students may miss class without penalty on these days. We will also make reasonable accommodations with respect to paper deadlines.

Support for Students with Disabilities: GW’s Disability Support Services (DSS) office registers, coordinates, and provides accommodations and other services for students who may need accommodations due to a disability or a temporary impairment (an injury or illness, for example). For more information on DSS services, see: <https://disabilitysupport.gwu.edu/>

Counseling and Psychological Services (202-994-5300): GW’s Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information see <https://healthcenter.gwu.edu/counseling-and-psychological-services>.

Campus Closings and Safety: In cases of incoming weather (snow, for example) and a possible cancellation of classes, check the GW website for updates. If a weather emergency develops (a tornado, for example), the class should shelter in place, if possible. If an evacuation is necessary (in case of a fire, for example), follow the evacuation procedures for the building you are in. If an alarm is sounded for an active shooter, the latest guidance from the FBI, the Department of Homeland Security, and other law enforcement agencies is “run, hide, fight.” As one source puts it: “Run if you can; hide if you can’t run; and fight if all else fails.”

To Report an Emergency or Suspicious Activity: Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

Evacuation: An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building. Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

Alert DC: Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert: GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Additional Information: Additional information about emergency preparedness and response at GW or the University's operating status can be found on GW Campus Advisories (<http://CampusAdvisories.gwu.edu>) or by calling the GW Information Line at 202-994-5050.