UNITED STATES INSTITUTE OF PEACE

PEACEBUILDING ORGANIZATIONS AND INSTITUTIONS

June 14 – 17, 2011

Tuesday – Friday

Washington, DC

Developed and Instructed by

Greg Noone, George Oliver, Karl Farris, and Alison Milofsky[1]

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George Oliver is Co-Course Developer of the Peacebuilding Organizations and Institutions course for USIP. He is currently a Professor at the Naval War College. He has served as the military advisor to the United States Ambassador to the United Nations and as the Director of the U.S. Army's Peacekeeping Institute at the Army War College. He has participated in numerous peacebuilding efforts and has conducted training in dozens of countries.

Karl Farris is Co-Course Developer of the Peacebuilding Organizations and Institutions course for USIP. He currently is a faculty member for the Defense Institute of International Legal Studies where he trains scores of foreign government personnel each year. Formerly he was the Senior U.S. Military Observer and concurrently the Chief of Strategic Investigation Teams for UNTAC in Cambodia. He was the founding Director of the U.S. Army's Peacekeeping Institute at the Army War College serving in that capacity until his retirement. He deployed to Rwanda in July 1994 serving as the Chief, Civil Military Operations Centers for Joint Task Force Support Hope. In 1995 he deployed to Haiti to work on the transition from the US-led Multi-National Force to the UN Mission in Haiti (UNMIH).

Alison Milofsky, Ph.D., is a Senior Program Officer in the Education and Training Center / Domestic and has been with USIP since 2002. She has conducted training for personnel from Southeast Asia, Central Asia, South Asia, South Africa and the Middle East.

Course Description:

The tapestry of organizations involved in peace operations and stability operations is increasingly complex. To be effective in these operations, individuals must understand this complex environment and the various players involved. This course covers the missions, cultures, operating procedures, and other essential characteristics of key international organizations, regional organizations, government organizations, militaries, and nongovernmental organizations in peace operations and stability operations. Inter-organizational planning, communication, and coordination in hostile environments are also addressed.

Learning Objectives:

By the end of this course, participants will:

- ✓ Understand the terms peacekeeping, peace enforcement, peacebuilding, peacemaking and conflict resolution.

- ✓ Understand the basics components of peacebuilding: safety and security, rule of law, stable democracy, sustainable economy, and social well-being.

- ✓ Understand the restrictions of sovereignty, the ambiguity of international actions, national mandates and the legitimacy to act.

- ✓ Understand the roles, functions and responsibilities of various actors, organizations, and institutions in the peacebuilding process.

- ✓ Understand UN mandates and UN Status of Forces Agreements.

- ✓ Be familiar with international and national agencies that contribute to interagency cooperation in peace and peacebuilding at the national and international level.

- ✓ Understand the role of non-governmental organizations in peace and peacebuilding, and be able to synchronize efforts in a conflict zone.

- ✓ Be familiar with case studies such as Kosovo, Haiti, Sierra Leone, East Timor and other peace operations and stability operations.

The course participants will include / perspectives we need to consider:

Government

Nongovernmental organizations

Intergovernmental organizations

Military

Private sector

Host nation leaders* (not necessarily as course participants but we need to keep in mind this perspective)

Required Readings are things we would like you to do before coming to class. The majority of these readings can be readily found on the internet.

Suggested readings supplement the presentation material. You are not required to read these before attending the session, but reading them will provide you with a better understanding of the lesson. Some of the suggested materials are in books.

A bibliography is also provided for further research and reading.

DAY ONE – TUESDAY – JUNE 14, 2011

8:30 – 9:00 INTRODUCTION

Course introduction, participant introductions and expectations.

Lesson One

Overview of Peacebuilding

9:00 – 10:15

Overview of Lesson:

This lesson will provide an overview of the challenges associated with peacebuilding. The lesson will begin with an overview of the security challenges in the 21st Century, and describe how peacekeeping has evolved into peacebuilding. It will define the diverse number of terms, including: peacekeeping, peace enforcement, nation building, peacebuilding, peacemaking, and preventive diplomacy. The primary focus of this lesson is to introduce the current concept of peacebuilding and its subset categories.

Required readings:

- ❖ Hans Binnedijk and Stuart E. Johnson, Learning from History, Chapter 1 in *Transforming for Stabilization and Reconstruction Operations.* Access this reading on the following website: Google: "ics.leeds.ac.uk/papers/pmt/exhibits/2063/S&R.pdf"

- ❖ United States Institute of Peace, *Guiding Principles for Stabilization and Reconstruction,* USIP Press, 2009, pages 1-2 to 1-6. Website http://www.usip.org/publications/guiding-principles-stabilization-and-reconstruction.

Suggested Reading:

- ❖ William Durch and Tobias C. Berkman, "Restoring and Maintaining Peace," pages 1-48 in Durch, William, ed. *Twenty-First-Century Peace Operations*. Washington DC: United State Institute of Peace Press, 2006.

10:15 – 10:30   BREAK

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Lesson Two

Theory of Peacebuilding

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10:30 – 11:45

Overview of Lesson:

The field of conflict analysis and resolution has come to the fore in the last decade. During the 1970s, 80s, and the early 1990s there were a few peace scholars analyzing conflict, but after the end of the Cold War efforts to understand the nature of violent conflict and find solutions surged. Consequently, the field of conflict analysis and resolution grew from many academic disciplines – international relations, psychology, history, sociology, and anthropology. Today it has a position in the academic community of its own. Institutions like the Notre Dame's Joan Kroc Institute for International Peace Studies, George Mason's Institute for Conflict Analysis and Resolution, Eastern Mennonite University's Center for Justice and Peacebuilding, The African Center for Constructive Resolution of Disputes in South Africa, and the United Nations' University of Peace system, just to name a few, are exploring this new field in depth. Most of these academic institutions employ scholar practitioners who synthesize what they learned in the field and develop workable theories that support work in the field.

Required Reading:

> ❖ Boutros Boutros Ghali, Supplement to An Agenda for Peace, 3 January 1995. UN Document number A/50/60-S/1995/1,3 January 1995. Found on the following website: http://www.un.org/Docs/SG/agsupp.html.

Suggested Reading:

> ❖ Louis Kriesberg, "The Growth of the Conflict Resolution Field," in *Turbulent Peace*, Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, ed. United States Institute of Peace, 2003.

11:45 – 12:30   LUNCH

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Lesson Three

**Evolution of Peacekeeping in
Global Peace
and Security**

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12:30 – 1:45

Overview of Lesson:

Multi-national Peacekeeping continues to be one of the primary "tools" used by the international community to address global peace and security issues. It is in fact, a "growth" industry. In the first 40 years of the UN's existence only 13 UN-led peacekeeping missions were launched. In the following nineteen years, since the end of the Cold War, 50 more peacekeeping missions have been fielded. Furthermore, these post-Cold War peacekeeping missions have grown dramatically in intrusiveness, operational complexity and nature of security challenges. Changes in peacekeeping continue at a rapid pace as is evidenced by the recent reorganization at UN Headquarters to enable it to better exercise strategic and operational oversight in planning and executing these missions. This module addresses the changes in peacekeeping and the impact these changes have in the preparation of national military and police contingents as well as other capabilities and resources for participation in, and deployment to, a peacekeeping mission.

Required Readings:

- ❖ "UN Peacekeeping Operations: Expansion and Evolution" Found on website: http://www.devex.com/en/articles/un-peacekeeping-operations-expansion-and-evolution

- ❖ UN DPKO and DPI "Fact Sheet on Peacekeeping." 4 pages. Found on website: http://www.unis.unvienna.org/pdf/peacekeeping_background.pdf

Suggested Reading:

- ❖ Durch, William J. (ed) "*Twenty-First-Century Peace Operations*." Washington, DC: USIP, 2006. Read first chapter, "Restoring and Maintaining Peace: What We Know So Far." 49 pages.

1:45 – 2:00   BREAK

Lesson Four

The UN Process

2:00 – 3:30

Overview of Lesson:

For much of the world, the United Nations plays a huge role in conflict resolution and peacekeepers are at the forefront of this effort. To fully understand the ability of peacekeepers to carry out peacebuilding activities, one must understand the UN system and how it works. There is a process for the creation of a peacekeeping mission and its evolution into a peacebuilding mission. The UN Security Council, the Secretary General, the Department of Peacekeeping Operations, and the Peacebuilding Commission all play important roles. This lesson discusses all these organizations and provides insight into the planning for a UN sponsored peacekeeping and peacebuilding mission.

Required Readings:

❖ United Nations Peacekeeping Operations: Principles and Guidelines, 2008, Chapter 2, pages 17-30 and Chapters 5 and 6, pages 53-65. Found on website: http://pbpu.unlb.org/pbps/Library/Capstone_Doctrine_ENG.pdf.

❖ Homework: look up on the internet (through a Google search) two each of the following: UN Department of Peacekeeping Operations, World Food Program, World Health Organization, United Nations Childrens' Fund (UNICEF), UN Office for the Coordination of Humanitarian Affairs, UN High Commissioner for Refugees, and/or the World Bank. Be prepared to discuss the mission and objectives of the organization as they related to peace and security.

Suggested Reading:

❖ United Nations Report of the Secretary General, "The Peacebuilding Fund," UN document number A/63/218 – S/2008/522. Access on website: http://daccessdds.un.org/doc/UNDOC/GEN/N08/450/12/PDF/N08450 12.pdf?OpenElement

DAY TWO – WEDNESDAY – JUNE 15, 2011

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Lesson Five

"Principles and Guidelines" and Doctrine for UN-led Peacekeeping

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9:00 – 10:15

Overview of Lesson:

"Principles and Guidelines" and doctrine, provide a commonly understood and accepted view of operational issues and problems in planning for and executing missions. In this case, peacekeeping. Peacekeeping doctrine also provides the foundation for organizing, training, leader development and equipping of units and personnel for peacekeeping. Until very recently the United Nations was reluctant to publish any doctrinal guidance material for UN-led peacekeeping, leaving Troop Contributing Countries (TCC's) to prepare their own doctrines for peacekeeping. While there was a great deal of similarity in the various national doctrines, there were also significant differences. This often caused problems when national contingents were placed together in a multi-national peacekeeping coalition but operated under different doctrinal strictures. In March 2008 the UN published its first doctrinal "Principles and Guidelines" for peacekeeping. In addition, the UN Department of Peacekeeping Operations (DPKO) is currently engaged in a wide ranging effort to develop doctrine for various operational tasks that may be part of a peacekeeping missions mandate, such as supporting elections, Disarmament, Demobilization and Reintegration (DDR) of former combatants and Security Sector reform (SSR). This module reviews these efforts.

Required Reading:

> ❖ Norwegian Institute of International Affairs (NUPI) Security in Practice report No. 14. "UN Peacekeeping Operations Capstone Doctrine." Report of the TfP Oslo Doctrine Seminar 14-15 May 2008 Oslo, Norway. 13 pages. Found on website: http://english.nupi.no/publikasjoner/boeker_rapporter/2008/un_peacek eeping_operations_capstone_doctrine_report_of_the_tfp_oslo_doctrin

e_seminar_14_15_may_2008_oslo_norway (NOTE: Scroll down page and click on "Full-text version" to retrieve document.)

Suggested Readings:

- ❖ United Nations Peacekeeping Operations: Principles and Guidelines dated March, 2008. 53 pages. Found on website: http://www.peacekeepingbestpractices.unlb.org/Pbps/Library/Capstone_Doctrine_ENG.pdf

- ❖ Karen Mingst and Margaret Karns, "The United Nations and Conflict Management: Relevant or Irrelevant?" Chester Crocker, Fen Osler Hampson and Pamela Aall, ed. Leashing the Dogs of War: Conflict Management in a Divided World. USIP Press 2007.

10:15 – 10:30   BREAK

Lesson Six   **Structuring and Deploying**   **a UN-led Peacekeeping Mission**

10:30 – 11:45

Overview of Lesson:

This lesson describes the organizational structure at UN Headquarters that plans peacekeeping missions, develops and secures the required force structure and other resources for the mission and provides operational support from the UN Headquarters to the fielded peacekeeping mission. It is important that planners in Troop and Police Contributing Countries understand this process to allow them to interface with the proper UN staff elements in the planning process and when their national units are deployed in the mission. The organization and tasks of the Department of Peacekeeping Operations (DPKO) will be described, highlighting the Office of the Military and Police Advisors. The recently established Department of Field Support will also be discussed. Finally, the lesson will describe the UN standard command, control and coordination structure in a multi-

dimensional peacekeeping mission detailing authority and responsibility for command and control within the military and police components and coordination with the non-military components.

Required Readings:

❖ UN DPKO Mission Planning Service. Found on Website:http://www.un.org/chinese/work/peace/rapid/mps.htm

❖ UN CPTM2: The Establishment and Functioning of UN Peacekeeping Operations. Found on Website: http://www.caecopaz.mil.ar/cptm/CPTM2.pdf

Suggested Readings.

❖ "Integrated Mission Planning Process." Guidelines Endorsed by the Secretary-General on 13 June 2006. 21 pages. Found on website: http://action.web.ca/home/cpcc/attach/06_DPKO_IMPP_final_.pdf

11:45 – 12:30   LUNCH

Lesson Seven

FILM: *Peacekeepers*

12:30 – 1:45

Overview of Lesson:

The film *Peacekeepers* focuses on the Congo (MONUC) exclusively. It traces the development of a UN peacekeeping mission from the challenges faced by the peacekeepers to the changes required in a UN Security Council Resolution and the planning by the UN DPKO and finally how it plays out on the ground. The film was created by the Canadian Broadcasting Corporation.

Required Reading:

❖ Review UN website on MONUC – see http://www.un.org/en/peacekeeping/missions/monuc/mandate.shtml.

1:45 – 2:00   BREAK

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Lesson Eight

The U.S. Approach to Peacebuilding

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2:00 – 3:30

Overview of Lesson:

Since the U.S. Invasion of Iraq in 2003 and the subsequent nation building activities by the Coalitional Provisional Authority, the U.S. military and the new government of Iraq, there has been much introspection on how the United States should approach nation building (peacebuilding). The post war efforts did not go well, allowing Iraq to spiral downward into a civil war and a simmering insurgency. Since 2005, the U.S. Government took a serious look at how it should respond to stabilization and reconstruction (peacebuilding). Failed states are a concern for national security, especially after 9/11. The military adapted and was able to incorporate stabilization and reconstruction into is planning and training. Because of these efforts, nation building in Iraq turn a turn for the better. Civilian capacity to help in peacebuilding is still lacking. This lesson will explore the evolving nature of a potential U.S. response to a failed/failing state into the 21st Century. We will discuss the U.S. military's view and adjustments as well as the Office of the Coordinator for Stabilization and Reconstruction and the new Civilian Stabilization Initiative.

Required Readings:

- ❖ The White House, National Security Policy Directive 44, 7 December 2005. Website: http://www.fas.org/irp/offdocs/nspd/nspd-44.html

- ❖ United States Institute of Peace, *Guiding Principles for Stabilization and Reconstruction,* USIP Press, 2009, pages 2-8 to 4-33. Website: http://www.usip.org/publications/guiding-principles-stabilization-and-reconstruction.

Suggested Reading:

- ❖ Craig Cohen, "Measuring Progress in Stabilization and Reconstruction." U.S. Institute of Peace Special Report, March 2006. Website:

  http://www.usip.org/publications/measuring-progress-stabilization-and-reconstruction

DAY THREE – THURSDAY – JUNE 16, 2011

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Lesson Nine

The Actors in Peacebuilding

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9:00 – 10:15

Overview of Lesson:

As we have already seen there are many actors and players in the peacebuilding process. InterGovernmental Organization (IGOs) like the United Nations, the African Union, the European Union and NonGovernmental Organizations (NGOs). Additionally nations' military and civilian agencies play a key role in helping nations either avert violent conflict or recover from war. In essence bring a nation back to the family of nations as a functioning member of the international community. The UN Charter recognizes a legitimate role for Regional Organizations and "Other Arrangements" in the maintenance of global peace and security. With the dramatic growth of peacekeeping the UN has stated on several occasions it welcomes the participation of regional organizations in peacekeeping as long as the primacy of the UN Security Council is recognized. The lesson briefly describes the wide range of regional, sub-regional and other organizations which have (in the past and could in the future) deploy resources for peacekeeping independently or in conjunction with the UN. The regional organizations with the greatest capacity include the African Union, the European Union, NATO, ECOWAS, OSCE and the Stand-by High Readiness Brigade (SHIRBRIG). This lesson focuses on understanding the roles and missions of these various organizations and how they might help in the peacebuilding process and concludes with suggested modalities for cooperation between the UN and regional organizations in peacekeeping.

Required Reading:

   ❖ USIP Guidelines for Relations between U.S. Armed Forces and Nongovernmental Organizations in Hostile or Potentially Hostile Environments. Access on website:

http://www.usip.org/publications/guidelines-relations-between-us-armed-forces-and-nghos-hostile-or-potentially-hostile-envi H. Roy Williams, "'Stability Operations' and NGOs: What's in a Name?" PKSOI Bulletin, Volume 1, Issue 2, February 2009. Access on website: Google "Stability Operations and NGOs: What is in a Name?" and this will be your first listing.

❖ Homework: look up on the internet (through a Google search) two each of the following: IGOs – European Union, Organization for the Security and Cooperation in Europe, African Union, and Southern African Development Community AND two each of the NGOs – Save the Children, , International Committee of Red Cross/Red Crescent, Doctors without Borders, CARE, OXFAM, World Vision, and Refugees International. Be prepared to discuss the mission and objectives of the organization as they related to peace, security and humanitarian assistance.

Suggested Readings:

❖ Robert Perito, ed. *Guide for Participants in Peace, Stability and Relief Operations*, United States Institute of Peace, 2007. Pages xxxiii to li.

❖ Diana Chigas, "Capabilities and Limits of NGOs as Conflict Managers" Chester Crocker, Fen Osler Hampson and Pamela Aall, ed. *Leashing the Dogs of War: Conflict Management in a Divided World*. USIP Press 2007.

❖ USIP - Peacebuilding Organizations & Institutions - June 2011 - mark-up as of 31MAY11.docCOOPERATION BETWEEN THE UNITED NATIONS AND REGIONAL ORGANIZATIONS / ARRANGEMENTS IN A PEACEKEEPING ENVIRONMENT: Suggested Principles And Mechanisms. Found at website: http://globalpolicy.org/images/pdfs/Security_Council/cooperation_UN_regional_organizations.pdf

❖ "Towards an Understanding of Peacekeeping Partnerships." 6 pages. Found on website: http://www.cic.nyu.edu/internationalsecurity/docs/towardsanunderstanding.pdf

❖ Paul Diehl, "New Roles for Regional Organizations" Chester Crocker, Fen Osler Hampson and Pamela Aall, ed. Leashing the Dogs of War:

Conflict Management in a Divided World. USIP Press 2007.

10:15 – 10:30   BREAK

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Lesson Ten

Keys to Operational Success in Peacekeeping

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10:30 – 11:45

Overview of Lesson:

The "Peacekeeping Best Practices Section" of the UN's Department of Peacekeeping Operations has reviewed a number of past peacekeeping operations. It has prepared detailed findings highlighting factors from planning (beginning with the Security Council mandate) to operational practices (ineffective command and control arrangements) and procedures that either positively or negatively affected the conduct and outcome of the mission. This lesson will review these in detail. They provide a valuable check-list of "Do's and Don'ts) for planners.

Required Readings:

❖ Report of the Panel on United Nations Peace Operations (Brahimi Report). Found on website: http://www.un.org/peace/reports/peace_operations/docs/a_55_305.pdf

Read part III. United Nations capacities to deploy operations rapidly and effectively: pages 14-28.

Also read part IV. Headquarters resources and structure for planning and supporting peace operations: pages 29-41.

Suggested Reading:

> ❖ "Time for a New United Nations Peacekeeping Organization."
> Heritage Foundation Backgrounder 2007. 24 pages. Found on
> website:
>
> http://www.heritage.org/research/reports/2007/02/time-for-a-new-
> united-nations-peacekeeping-organization

11:45 – 12:30   LUNCH

> ### Lesson Eleven
>
> ### Security Sector Reform in
> ### Support of Peacebuilding

12:30 – 1:45

Overview of Lesson:

Military and police forces play a crucial role in the long-term success of political,
economic and cultural rebuilding efforts in post-conflict societies. Yet, while
charged with the long-term task of providing a security environment conducive to
rebuilding war-torn societies, internal security structures tend to lack civilian and
democratic control, internal cohesion and effectiveness, and public credibility.
They must be placed under democratic control and restructured and retrained to
become an asset, not a liability, in the long-term peacebuilding process. External
actors from other nations, regional organizations and the United Nations can be of
assistance in this process, by creating a basic security environment, preventing
remnants of armed groups from spoiling the fragile peacebuilding process, and by
facilitating reform of the local security sector. This lesson will deal with the
"theory/concept" of Security Sector Reform as part of peacebuilding and look
specifically at the cases of East Timor (Police Reform) and Liberia (DDR).

Required Reading:

> ❖ *Security Sector Reform*. U.S. Agency for International Development,
> U.S. Department of Defense, U.S. Department of State. Found at

website:
http://www.usaid.gov/our_work/democracy_and_governance/publications/pdfs/SSR_JS_Mar2009.pdf

❖ *Impact of Action in Libya on the Responsibility to Protect*. Report by the International Coalition for the Responsibility to Protect (May 2011). Found at website:
http://www.responsibilitytoprotect.org/RtoP%20in%20Light%20of%20Libya%20FINAL.pdf

Suggested Readings:

❖ James Dobbins, Seth G. Jones, John G. McGinn, Keith Crane, Seth G. Jones, Rollie Lal, Andrew Rathmell, Rachel M. Swanger, Anga R. Timilsina, *The United Nations' Role in Nation Building: From Congo to Iraq*. Rand Corporation, 2005. Read chapter 19 (19 pages). Found at website:
http://www.rand.org/pubs/monographs/2005/RAND_MG304.pdf.

❖ Working Paper No. 7, World Bank / UNDP, Post-Conflict Reconstruction Needs Assessment in Timor Leste – Lessons Learnt and Good Practices

❖ PCNA Review: Phase One – Timor-Leste Joint Assessment Mission (JAM) Comparison Case Study

❖ "UN Documents on the United Nations Mission in Liberia (UNMIL)." Found at website: http://unmil.org/

(NOTE: At web site, Click-on and read 3 sections labeled "History," "Mandate" and "Disarmament Process")

1:45 – 2:00   BREAK

2:00 – 3:30

Overview of Lesson:

This lesson will examine the "Responsibility to Protect" (R2P) together with its conceptual protection sibling the "Protection of Civilians (PoC). R2P and PoC share several features: both aim at securing civilians' well-being in conflict situations, and both involve civil and military actors from UN and non-UN agencies. The Security Council reaffirmed R2P in Resolution 1674. Thematically this resolution belongs to the realm of PoC, and thus attempts to inscribe R2P into PoC's existing protection realm. R2P and PoC differ in terms of scope: while PoC is all-inclusive in protecting civilians under imminent threat of physical violence, R2P is limited to what are defined as the four main atrocity crimes. R2P emerged to provide a more robust framework for protection in such situations than that offered by PoC. PoC lacks a stringent definition, but can be said to aim at mainstreaming a culture of protection – that is, an awareness of protection measures and activities throughout the UN system and among other relevant actors. The main differences relate to the civil–military divide: humanitarian actors, claiming ownership of the protection policy franchise, are reluctant to cooperate with political-military entities, for fear of jeopardizing the neutrality necessary for them to retain access to their humanitarian space of operations.

Required Readings:

"Global Centre for the Responsibility to Protect – The Relationship between the Responsibility to Protect and the Protection of Civilians in Armed Conflict."

 Found at: http://www.cries.org/?p=811

"Blame R2P: The intellectuals go to war." Found at:

http://www.theglobeandmail.com/news/opinions/opinion/blame-r2p-the-intellectuals-go-to-war/article1957296/

DAY FOUR – FRIDAY – JUNE 17, 2011

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Lesson Thirteen

Kosovo Case Study

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9:00 – 10:00

Overview of Lesson:

Case studies are a good educational method to explore various concepts and themes. Lessons learned, both good and bad, can be draw from case studies. Kosovo stands out at the most viable model for future peacebuilding efforts. There were many lessons learned from the UN's role, the European's role, and the U.S. role in peacebuilding. This lesson will explore the lessons learned and provide some examples of how a peacebuilding process might work.

Required Reading:

- ❖ James Dobbins, 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*. Rand Corporation, 2003. Chapter 7. website: http://www.rand.org/pubs/monograph_reports/MR1753/MR1753.ch7.pdf.

Suggested Readings:

- ❖ Chapters 1 and 2, "Introduction" and "The Historical Context of the Conflict in Kosovo." In Jock Covey, Michael Dziedzic, and Len Hawley, ed. *The Quest for a Viable Peace: International Intervention and Strategies for Conflict Transformation.* U.S. Institute of Peace, 2005.

10:00 – 10:15   BREAK

Lesson Fourteen

Current "Hot Topics" in

UN Peacekeeping

10:15 – 11:30

Overview of Lesson:

UN-led Peacekeeping is still in transition facing a number of organizational and operational challenges. These include: Insuring a more "Integrated Mission" of the many and various components. Within the concept of "Integrated Missions" the UN has recently mandated Joint Operations Centers and Joint Mission Analysis Centers working under a Mission Chief of Staff. The issue/problem of adequate "Intelligence" support for fielded missions. The increasing importance of "Information Operations" to support the mission. Use of contractor support not only for sustainment but also for various security tasks. Availability and use of non-lethal weapons technology. Peacekeeper's "Responsibility to Protect" civilians in imminent danger of violence. "Robust Plus" (e.g. eastern DRC) missions. These will be described and discussed.

Required Readings:

- ❖ Key Challenges in Today's UN Peacekeeping Operations. Found at website:
  http://www.cfr.org/publication/10766/key_challenges_in_todays_un_peacekeeping_operations_rush_transcript_federal_news_service_inc.html

- ❖ German Newsmagazine Spiegel, Spiegel On-Line Interviews. "Interview with UN Peacekeeping Boss: The Way We Operate is Dangerous and Problematic." 3 pages. Found on website:
  http://www.spiegel.de/international/spiegel/0,1518,druck-458801,00.html

Suggested Reading:

❖ "Strategic Context: Peacekeeping in Crisis, 2006-08." 17 pages.
  Found on website:
  http://www.cic.nyu.edu/internationalsecurity/docs/strategiccontext.pdf

11:30 – 12:00   LUNCH

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Lesson Fifteen

SIMULATION

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12:00 – 2:15 (Coffee available but no formal break)

Materials provided.

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Lesson Sixteen

**Simulation and
Course Wrap-up**

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2:15 – 3:00

Course evaluation and conclusion.

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Butcher, Tim. *Blood River: A Journey to Africa's Broken Heart.* New York: Grove Press, 2008.

Cahill, Kevin M., ed. *Basics of International Humanitarian Missions.* New York: Fordham University Press, 2003.

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