

Current as of 08 January 2019

HIE 362 - History of Peacekeeping since 1980
Winter Term 2019

Instructor: Dr. Howard G. Coombs
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Class Times and Locations:
Tuesday: 1440-1630 hours Swing Space
Classroom (SSC) 13
Friday: 1000-1050 hours SSC 13
Royal Military College of Canada (RMCC)

Office Location:
Cavalry House 303, RMCC

Office Hours: By appointment

Course Description:

This course is a historical survey of the second and third generations of peacekeeping operations since the 1980s. The course explores the second generation of peacekeeping operations during the dark 1990s and the difficult birth of peacemaking. The history of the third generation of operations entrusted to regional organizations since 1995 will also be examined. Students will be able, at the end of the course, to explain and analyze the evolution of peacekeeping since the end of the Cold War.

[Note: The evolution of peacekeeping is frequently described in terms of generations.]

Prerequisite(s):

HIE202 or HIE203

Note(s):

HIE360 and HIE362 are equal to the combination of both POE410 and POE324 and should not be combined.

Semester:

Winter

Contact Hours:

3 - 0 - 6

Credit(s):

1

Course Structure:

This is a lecture/discussion/seminar course over one term and its success depends very much on student preparation and involvement. The themes listed in the course outline may be subject to change, with student interest assisting in determining the final selection. Course engagement will comprise a significant portion of the final mark. Attendance and participation in lecture/seminar is an extremely important component of this course engagement as it is through discussion that one is able to demonstrate the ability to assimilate, analyse and synthesize the assigned materials and lectures.

Current as of 08 January 2019

To attain engagement, and where applicable quiz, grading for classes that may be missed, deferred or cancelled students will submit a synthesis of the readings that would have been done for that class or classes. These notes will be due the class following that was deferred or cancelled.

Some classes will be conducted solely by Moodle and have been allocated a separate grade.

There will be weekly quizzes, a research paper and an in-hall exam at the end of the term.

Finally, this syllabus is the authoritative document for the course and will be updated throughout the academic term. Moodle will be used to supplement this document provide more detail to any given class.

Course Material. Required texts for this course have been provided by the RMCC:

Bellamy, Alex J and Paul D. Williams. *Understanding Peacekeeping*. 2nd ed.
Cambridge: Polity Press, 2010.

Durch, William J. ed. *Twenty-First Century Peace Operations* Washington: United States Institute of Peace, 2006.

Horn, Colonel Bernd and Craig L. Mantle. *Neither Art, Nor Science: Selected Canadian Military Leadership Profiles*. Vol 2. Kingston: Canadian Defence Academy Press, 2007.

Horn, Colonel Bernd. *In Harm's Way: On The Front Lines Of Leadership: Sub-Unit Command On Operations*. Kingston: Canadian Defence Academy Press, 2006.

Horn, Colonel Bernd. *In Harm's Way: Serving The Greater Good: Perspectives Of Operational Duty*. Kingston: Canadian Defence Academy Press, 2006.

Koops, Joachim A. *et al.*, eds. *The Oxford Handbook of Twenty-First Century Peace Operations*. Oxford: Oxford University Press, 2017. First published 2015.

MacIntyre, Allister and Karen D. Davis. *Dimensions Of Military Leadership*. Vol 1. Kingston: Canadian Defence Academy Press, 2006.

Other readings may be held on reserve at Massey Library, in the RMCC, forwarded electronically or available on the internet. It is strongly urged you do not wait until the last possible moment before accessing internet readings, as temporary unavailability of the site will not be considered reasonable grounds for being unprepared for class. Most electronic materials can be downloaded in Adobe Acrobat, stored as web pages, copied as text documents and stored for later use, or printed in advance.

Additionally, individual students may be assigned readings to examine and discuss for each class; this allows various perspectives to be presented during discussion, while reducing the amount of individual reading required. Military researchers in Kingston are also fortunate in being co-located with the Land Force Doctrine and Training System Library/Fort Frontenac Library at Fort Frontenac. The link to the Fort Frontenac catalogue is <http://f94025.eos-intl.net/F94025/OPAC/Search/AdvancedSearch.aspx>. Regretably, this link only works through the Defence Wide Area Network (DWAN). Both the RMCC and Fort Frontenac have an extensive collection of books, journals and periodicals addressing military issues, which will prove useful in preparing seminar papers and case studies.

Course Requirements:

Weekly Classes. Students will be marked on class engagement, which is attendance and participation of all types. The mark allocated for attendance will be evenly divided over the duration of the course. Students are expected to remain throughout the entire class to obtain those marks provided for attendance. If a student is unable to attend classes or must depart early due to unavoidable circumstances he or she can inform the instructor and make arrangements to obtain credit for the class. That agreement will vary from case to case, but will, as a minimum, require the submission of the notes taken to prepare for that class by the class following the one missed. The onus is on the student to discuss this with the course instructor and ensure that they fulfil this requirement. Furthermore, due to the nature of lecture/discussion work, every student is expected to participate in each class. There is an explicit requirement to have completed the assigned reading and look at the posted study questions (see the course Moodle site). This will allow one to be ready to actively discuss that week's topic or participate in work assigned in class. Part of this preparation will be the need to prepare for a weekly quiz on the readings that have been assigned. Quantity and quality of contributions in and out of class will all be considered in assigning this "engagement" portion of the grade. In order to achieve maximum grades for engagement students must contribute in a manner that demonstrates they have read and reflected on the assigned materials, as well as actively listened to the presentations and discussions. They must show preparedness and interest in mastering the material. Individuals may also be assigned responsibility for presenting and leading discussion on specific readings in each class. When assigned a reading address the thesis, content, how the author argues his/her point, context, references and the author's background. **Make sure that the key issues/questions laid out by the instructor in advance of the class are addressed. Again, Moodle will be used to provide more detail to any given class.**

Some classes will be conducted via Moodle. If a student is unable to participate in these designated weekly Moodle session due to **unavoidable** circumstances he or she can inform the instructor and make arrangements to obtain credit for the class. That agreement will vary from case to case. There is an explicit requirement to have completed the assigned reading and be ready to actively discuss that week's topic starting early in the week. Quantity and quality of postings will all be considered in assigning this portion of the grade. In order to achieve maximum grades students must contribute in a manner that demonstrates they have read and reflected on the assigned materials, as well

as actively read the various posts. The key to maximizing performance is to engage early in the week and then interact with other student posts in the days that follow. Posting late in the given week without or with minimal interaction with other student posts will result in less than optimal results. The expectation is (1) a primary post that will respond to the question that initiates that week's discussion and (2) at least two commentaries on other student's postings. Further elaboration will be provided on the course Moodle site for that class (es).

Weekly Quizzes. There will be weekly quizzes that based on reading for that class – **unless otherwise indicated**. These quizzes will be composed of a number of multiple choice, fill in the blank and short answer questions.

The course is three hours per week – a two hour and a one hour block. Discussion, shaped by study questions, will be maximized throughout the course. Normally, the two hour block will be seminar and the one hour class lecture/discussion. On weeks when there are guest lecturers the one hour period will be used for that presentation.

Internet research is also encouraged to assist with acquiring knowledge that will permit active participation in classes. There are numerous reputable historical organizations that have established websites on a variety of military topics. For example, two such excellent internet sources are the "Canadian Military History Gateway" at <http://www.cmhg.gc.ca/> and "H-War Military History Network" at <http://www.h-net.org/~war/>. "Wikipedia" is a popular source and, while useful to provide research paths or links to materials, it is not considered rigorous and cannot be used to support verbal or written academic arguments.

An important reference for this course is the Canadian Armed Forces Operations Database at <http://www.cmp-cpm.forces.gc.ca/dhh-dhp/od-bdo/index-eng.asp>.

Research Paper: Select a chapter that discusses an individual's experience of peace operations from one of the Canadian Forces Leadership Institution publications used as course texts – **with the exception of any chapter that is scheduled for discussion in class. It must be a United Nations mandated operation**. In a research paper of approximately 3,500 words (including notes and bibliography) provide the context of that operation: (1) background information pertaining to the conflict and international response, (2) synopsis of the United Nations mandate (s) up to and including the time that the chapter encapsulates, (3) a description of the Canadian part of the mission, (4) what the mission at the time of the experiences described in the selected chapter was to achieve, (5) challenges associated with the Canadian experience of that mission, (6) challenges experienced by the author, and (7) lessons identified within the chapter and elsewhere need to be highlighted along with solutions the solutions that were found in the chapter and elsewhere during the research for the paper. In the concluding material a (8) assessment of whether these challenges and corresponding lessons are of impact to similar current Canadian military operations. This should all link together to provide the macro to micro background to the experiences described in this chapter. For information on the United Nations mandates and United Nations charter see <http://www.un.org> and

follow the links through the site. Canadian Armed Forces operations are accessible in the previously mentioned database at <http://www.cmp-cpm.forces.gc.ca/dhh-dhp/od-bdo/index-eng.asp>.

The objective is to analyse the selected chapter to answer all the questions laid out in the preceding discussion. One will not be able to answer these questions with the selected chapter in and of itself so **fulsome research**, across a variety of sources, preferably academic, will be required. However, everyone should also look for all types of material and media that may pertain to the analysis. Course texts can be used to support your research which should be comprehensive across a number of media and focused where possible on academic sources.

Use the types of missions and challenges as defined by Bellamy and Williams, to obtain the proper terminology for the type of mission and to discover challenges normally associated with that type of mission and apply them to the selected chapter.

In sum, the basis of the analysis will be the selected chapter, supplemented by solid research.

Examinations. The end-term examination will assess comprehension of assigned material, lectures, class discussions and student presentations during the preceding term through a written exercise using a contemporary problem.

All work assigned during the term must be submitted by the last class of the course.

Marking Schema. Marks are awarded as follows:

Weekly Quizzes	20 percent
Class Engagement	20 percent
Moodle Classes	10 percent
Research Paper	30 percent
Winter Term Exam	20 percent
	100 percent

Course Outline:

HIE 362 – Winter Term 2019

Date	Topic	Readings
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08 January	Course Introduction	
11 January	Overview of Canadian Peace Operations	
15 January	Historical Background: The Early Peacekeepers <i>Quiz</i>	Bellamy and Williams, 71-92.
18 January	Leadership Study (Dextraze)	See Moodle.
22 January	Historical Background: Peace Operations during the 1990s <i>Quiz</i>	Bellamy and Williams, 93-120.
25 January No Formal Class	Leadership Study (Girouard) Turnitin Submission	See Moodle.
27 January – 02 February No Formal Class	Moodle Threaded Discussion – The Canadian Peacekeeping Myth	See Moodle.
05 February	Historical Background: Peace Operations in the Twenty-First Century <i>Quiz</i>	Bellamy and Williams, 121-152.
08 February	Leadership Study (St-Cyr)	See Moodle.
10-16 February No Formal Class	Moodle Threaded Discussion – A Post 9/11 Model of Military Intervention	See Moodle.
18-22 February	*Reading Week*	
26 February	Types of Peace Operations <i>Quiz</i>	Bellamy and Williams, 153-213.
01 March	Instructor – led Synthesis	See Moodle.
05 March	Types of Peace Operations <i>Quiz</i>	Bellamy and Williams, 214-254.
08 March	Instructor – led Synthesis	See Moodle.
12 March	Types of Peace Operations <i>Quiz</i>	Bellamy and Williams, 255-298.
15 March	Instructor – led Synthesis	See Moodle.
19 March	Case Study - ONUC <i>Quiz</i>	See Moodle.
22 March	Canadian Training for Peacekeeping: A Historical Perspective	See Moodle.
26 March	Case Study – UNFICYP and UNEF II <i>Quiz</i>	See Moodle.
29 March	Historical and Contemporary Challenges – To Be Cfm	See Moodle.
31 March	Research Paper Due Turnitin	
02 April	Case Study - UNPROFOR <i>Quiz</i>	See Moodle.
05 April	Historical and Contemporary Challenges – To Be Cfm	See Moodle.

09 April	Case Study – UNTAET Quiz	See Moodle.
To Be Cfm	Final Exam <u>*All work assigned during the term must be submitted by the last class of the course*</u>	

General Instructions for Assignments:

Font for both assignments should be easy to read, for example, I prefer Times New Roman for my own writing and the size should be no greater than neither 12 nor less than 11 for body text. Margins should be set at about one inch. Text, for the most part, should be double spaced and paragraphs indented. A good stylistic guide like Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, is recommended for general reference. In particular an excerpt of this specific work (15th ed) pertaining to notes and bibliography is available at [http://www.msvu.ca/site/media/msvu/StyleGuideChicago\(1\).pdf](http://www.msvu.ca/site/media/msvu/StyleGuideChicago(1).pdf) , and should be consulted if you have any questions regarding these intricacies of academic writing. Turabian uses the Chicago style for notes and that is the standard required by this course. Footnotes, as opposed to endnotes, will be used for written work. Furthermore, to achieve a B- or higher all work must be properly footnoted and those footnotes **must** be correctly formatted.

Use a cover page for all assignments.

Specific Tips for Writing. Challenges to students seem to arise with the following points:

- a. Do not use contractions, i.e. don't, it detracts from the academic quality of the work.
- b. Number pages – the cover page is not numbered and the first page of the assignment is the first page of the work assigned, not the cover page.
- c. Avoid excessively wordy or complicated sentences.
- d. Do not repeat the same word two or three times in a short space. It is best to use a thesaurus or the thesaurus function of the writing program.
- e. Divide the main body of the work into paragraphs, each with one primary idea and a key sentence, normally near its beginning.
- f. Choose your words carefully and ensure they accurately capture your ideas. Avoid slang or colloquial expressions.
- g. Explain abbreviations before using them, i.e. North Atlantic Treaty Organization (NATO).
- h. Do not include a great deal of technical information if it does not contribute to the review.
- i. Ensure you punctuate correctly. Be sensitive to the correct use of commas, semi-colons and colons.
- j. In Canada, the 1914-1918 conflict is referred to as the First World War and that of 1939-1945 is referred to as the Second World War.
- k. Use an outline to organize thoughts prior to writing.
- l. An argument uses a number of premisses that lead to a justifiable conclusion. Think critically and reason the discussion to its logical end.

- m. Write to your audience. Make it easy for them to read the work.
- n. Be careful with judgmental observations because things are rarely all good or all bad and there is always a counterargument to your point.
- o. Quotations longer three lines and longer are normally offset, single space and indented.
- p. Format dates in the same fashion throughout the text – be consistent.

Academic Penalties - Marking

The Research Paper will receive a penalty of 10% per day for late submission. All Moodle classes are due on the dates listed in Moodle – work received after the dates listed will receive a grade of 0%. However, **all** course work, including the research paper, must be turned in by the last class of the term in order to be able to write the final exam. **If there are exceptional or mitigating circumstances regarding submission of work students should discuss them with the instructor in order to avoid being unduly penalized. In any case, the instructor should be informed of non-submission of an assignment in order to ensure maximum opportunities for mitigation and assistance.**

Appeal of Academic Decisions

Students who feel that they have grounds for complaint in academic matters (i.e. review of a grade) should, as a first step, approach the course instructor. For further information review “Academic Regulation 22. Complaints, Grievances, Appeals and Re-reads of Examinations.” Key to this process is the attempt to resolve disputes at the level closest to which they originate. For overarching policy see <https://www.rmccmr.ca/en/registrars-office/academic-regulations#ai>.

Academic Integrity

The RMC policy on Academic Integrity “Academic Regulation 23. Academic Integrity” may be found on the internet at <https://www.rmcc-cmrc.ca/en/registrars-office/academic-regulations#ai>.

“Integrity–When you do the right thing even though no one is watching. Integrity is essential to the academic enterprise and its foundations in the open, independent, and free exchange of ideas. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic Integrity demands that all members of RMC act in accordance with these values in the conduct of their academic work, and that they shall follow the rules and regulations concerning the legitimate and accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.” [This regulation provides a comprehensive, but not exhaustive list of examples that one can refer to if in doubt of what a violation may consist.]

Current as of 08 January 2019

The RMC Academic Regulations at <https://www.rmcc-cmrc.ca/en/registrars-office/academic-regulations#ai> provide more detail on Academic Integrity violations and how these actions will be resolved.

Turnitin. All written assignments will be submitted to turnitin.com in accordance with the instructions that will be issued later. Students will either be provided with an identification number and a password that will allow one to access the course folder or be able to access the Turnitin submission portal through Moodle.

Turnitin originality checking produces an “Originality Report” that allows educators to check student work for improper citation or potential plagiarism by comparing it against continuously updated databases.

Technology: The use of technology in the classroom is a privilege and not a right. You may use your laptop or tablets in class for the purpose of taking notes or referencing the textbook or readings. However, I highly encourage you to take notes with pen and paper, the same way you will throughout your military career. Anyone caught using their technology in a manner not related to the classroom discussion or note taking will lose class participation points and the privilege of using technology in the classroom. Furthermore, if I catch anyone using their laptops, tablets or phones in a manner unrelated to the course during class I will ban technology from the classroom.

Recording of lectures in any form is not permitted.