

DSS 5303 Low Intensity Conflict

Course Description/Overview

Low intensity conflict 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 (two key types of low intensity conflict 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 low intensity conflict 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 various types of low intensity conflict 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 6 Pages 6 - 8 |
| Midterm PowerPoint Presentation | 20% | 9 PM. CST of Sunday end of Lesson 7 Slides 10 - 15 |
| Final Essay | 40% | 9 PM. CST of Friday of Lesson 7. The topics for the final exam will be |

Late Assignments will be Graded Accordingly.

UTEP 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: Low Intensity Conflict Aspects: Peacekeeping and Stability Operations - Defined and Placed into Context

Low intensity conflict in the modern age has encompassed many military operations. But the primary operations we have seen in the past 60 years have been peacekeeping and stability operations. Thus, those are the aspects of low intensity conflict that we will address in this course. 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 Studies: The Congo and Cyprus

This is the second and third of three case studies about UN peacekeeping missions in different regions and nations around the world. This first part of the lesson will first 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. The last part of the lesson (the third of three case studies) 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 5: 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 6: 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 7: 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:

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

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

ANDERLINI, SANAM NARAGHI, AND JUDY EL-BUSHRA, Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action, (Washington DC: Institute for Inclusive Security, 2007), Read the chapter entitled, "[Post-Conflict Reconstruction.](#)"

Anderson, David A. and Andrew Wallen, "[Preparing for Economics in Stability Operations](#)" Military Review, March-April 2008 - Read all.

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

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

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

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

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, URL: https://www.rand.org/content/dam/rand/pubs/monograph_reports/MR1753/MR1753.sum.pdf

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), – Read all.

Durch, William J., "[Peace and Stability Operations in Afghanistan: Requirements and Force Options](#)," Henry L. Stimson Center, 2003 - Read all.

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 – Read all.

Grady, John, "[Chief Executive Abdullah Optimistic on Afghanistan's Future](#)," USNI News, March 26, 2015, - Read all.

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

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), - Read all.

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

Nhem, Boraden, "[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 – Read all.

PERRY, ALEX, "[Why Congo's Peacekeepers Are Coming Under Fire](#)," TIME, Oct. 28, 2008, – Read all.

Planck, Max, "[State-Building, Nation-Building, and Constitutional Politics in Post-Conflict Situations: Conceptual Clarifications and an Appraisal of Different Approaches](#)," Yearbook of United Nations Law, Volume 9, 2005, Read all.

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

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

Samset, Ingrid, "[UN peacekeeping in the Congo: When is the job done?](#)," Noref Policy Brief, No. 6, Norwegian Peacebuilding Center, June 2010, – Read all.

Sokkhoeurn, An, "[Conflict Resolution in Cambodia](#)," Cambodian Institute for Cooperation and Peace, CICP Working Paper No. 35, November 2010, Read all.

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

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), Read all.

"[UNFICYP: United Nations Peacekeeping Force in Cyprus](#)," United Nations Peacekeeping Web Site, 2019, – Read all.

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

"[What is Peacekeeping?](#)" United Nations Peacekeeping, 2018 – Read seven sections at the top right of the page.

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, Read all.

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any

academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more visit [HOOP: Student Conduct and Discipline](#).

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

Student Resources

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.