American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts & Humanities
MILH422
History of Peace-Keeping, 1987 - Present
3 Credit Hours
Eight Weeks
Prerequisite(s): None but HIST300 recommended

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

Table of Contents

Course Description (Catalog)

This course examines the strategy, operations, evolution, and functions of United Nations Peacekeeping Operations (PKO) from the end of the Cold War to the present. Emphasis is on the significance of individual peacekeeping missions, including their background, functioning, military operations, and end result. While the United Nations peacekeeping operations are studied in detail, other forms of peacekeeping are presented as well.

Course Scope

The scope of this is to provide students with a broad introduction to the study of Peace-Keeping from 1987 to the present. The course will focus on key United Nation peace-keeping operations and discuss successes and failures. The course will explore the need for peace-keeping operations and how the superpower rivalry impacted operations during this time period. The course also discusses missions after the Cold War. This course will also discuss the various levels of conflict and other factors involved in determining the need of peace-keeping operations. Finally, this course will discuss the future course of the United Nations peacekeeping efforts

Course Objectives

Upon completion of this course, students will be able to:

CO-1: Elaborate on why peace-keeping missions are needed.
CO-2: Understand the impact of superpower rivalry in the evolution of peace-keeping missions.
CO-3: Distinguish between military observer missions and peace-keeping operations.
CO-4: Analyze the course the United Nations will take in the future.
CO-5: Examine the levels of conflict and other factors involved determining the need of peace-keeping operations.
CO-6: Expound upon the successes and difficulties of UN missions and peace-keeping operations.
CO-7: Assess the difference between peace enforcement and peace-keeping.
CO-8: Summarize the international repercussions that arise from peace-keeping operations.
CO-9: Discuss the civilian components of the United Nations
CO-10: Explain how geographic locations play a key role in peace-keeping operations.

Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and discussion boards.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand

you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Course Materials

Required Course Textbooks

- *History of the United Nations Peacekeeping Operations Following the Cold War: 1988-1996* . NY: United Nations.
- *History of the United Nations Peacekeeping Operations From Retrenchment to Resurgence: 1997-2006.* NY: United Nations.

Additional Resources

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.

Important Note: The History and Military History Programs requires conformity with the traditional citation method used by Historians. This is the University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote attribution. Do not use parenthetical (APA / MLA) variations. Students in cannot use Wikipedia or encyclopedias (this includes online encyclopedias) as references for any form of assignment. You may use dictionaries for specific definitions when necessary.

Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online.* If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of Adobe Reader.

Evaluation Procedures

As your instructor, I will determine your final grade for this course based on the following grading instruments:

 Forum Postings are a critical component of all History and Military History classes. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text. The requirements for your forum postings revolve around you answering question(s) posted in the discussion board by your instructor with a substantial posting of 250words (minimum). During each forum your instructor will reply back to one of your postings, either your primary answer to the question or a comment that you made to another student. While composing your answer, use proper English. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the forum. If not posted by 11:59PM EST Friday Evening, you will not get an instructor question and this part of the Forum will be a zero (0).

Please note the due dates for your forum posts:
  * Your initial forum post is due by **Friday night at midnight EST**.
  * Your peer responses are due by **Sunday night at midnight EST**.

Your initial responses are due to me by Friday Evening.

Forum Participation is key to helping you gain a greater comprehension of the topics. As such, you must read at least three postings by your fellow students and responding to them with a substantial posting of 125 to 150 words. If you have a question for your fellow student in your response, you will note the question at the bottom of your posting separated by at least one line so that your fellow student can clearly see your question. It is your responsibility to check for comments made back to you by your fellow students and answer any of their questions. Your grade on forum participation is from your comments to your fellow students and the answers you provide to any questions that they have of you. English is important and your writing must be clear and free of errors.

Informal Research Proposal. You must submit this proposal outline
to the instructor by the end of Week Three for approval. Without approval, you cannot begin writing your project, and you cannot wait until the week before the project is due to turn in the proposal. Consequently, it is necessary to submit the proposal during Week Three.

Book Review

-Read the book you have selected and conduct an analysis and review that addresses the following;

-Use a Chicago Manual Style formatted title page that has the publication data for each work on the front along with standard Chicago Manual Style formatting.
- Place work in its historical context. Consider the author's own credentials and experience to when

framing your review

- Identify and explain the author's thesis

- What points does the author present to support his thesis

- Page minimum, 3 pages – Maximum 6 pages (going over will cost you points)

- Title page is required – not included in page minimum

- Bibliography page is required – not included in a page minimum

- Formatting is required if any information is taken directly from the work. Chicago Manual Style is followed in the History Department.

Rubric:

Basic Criteria for upper level written assignments	1	2	3	4	5	Indicate the Score/Rationale and how the grade was determined
	Unsatisfactory	Poor	Adequate	Good	Superior	
Introduction and Thesis Statement Introduction contains clear thesis statement	No clear introduction or thesis statement in introduction	Introduction and/or Thesis statement of limited clarity	Introduction and/or Thesis statement mostly clear	Introduction establishes thesis clearly to topic	Introduction contains clear thesis and relevance	
Organization and Body of essay used to present evidence in research findings; length/ required pages	Evidence of research not passable or logical in sequence	Quality and quantity of evidence limited; sequence weak	Quality and quantity of evidence limited; sequence weak	Good quantity and quality of evidence; sequence mostly logical	Quality and quantity are sound; sequence logical	
Historical analysis Evidence to support thesis statement or argument made	Demonstrated analysis skills not passable	Limited recognition of historical significance	Adequate recognition of historical significance	Very good recognition of historical significance	Thorough and perceptive recognition of historical significance	
Conclusion Concluding statement used to summarize research findings	Conclusion not present and/or not consistent with facts presented	Conclusion has limited connection to facts presented	Adequate conclusion; consistent with some key facts	Good conclusion; consistent with most key facts	Sound conclusion; fully supportable	
Writing Style and Grammar Effective use of language and punctuation	Use of language not passable nor proper use of punctuation	Limited use of proper spelling, grammar and sentence structure	Adequate use of spelling; grammar and sentence structure weak at times	Spelling and grammar used well; sentence structure awkward	Spelling, grammar and sentence structure all used effectively	
Use of	Sources not evident nor	Limited use of footnotes and	Footnotes and bibliography	Good sources used; all	Excellent sources	

footnotes and bibliography to credit primary and secondary sources; correct use of Chicago/ Turabian	properly credited	bibliography to credit sources	used, sources adequate	sources credited	used; all sources well credited	

Spelling and grammar do count and will be deducted from your final grade.

Presentation Project

Project-
For this assignment, you will select one of two options to complete. Both of these options are typical of the type of work expected of someone who works in the history field professionally.

Option 1- A lecture
For this option, you will plan a lecture about a peacekeeping mission after the Cold War using Powerpoint. This can be a lecture for undergraduates or for secondary students. Your lecture should include at least 6 slides and a lecture notes section of at least 2000 words (this is what you would say if you were actually speaking to a class). The slides should have bullet points to assist your class with note taking, and should include visuals. You'll want to spread out your notes lectures notes to balance out among the slides, at least 100-250 per slide. Be sure to properly cite sources in Chicago Style and close with a bibliography slide (this slide does not have to include speaker notes). The bibliography is not included in the slide count.
Your lecture should include the following:
- The background of the peacekeeping mission
- A discussion of the major figures of the mission
- A discussion of the primary challenges faced by the mission
- A discussion of the key events of the mission
- A discussion of at least one significant reading about the mission (this would be the students' assigned reading to prepare for class). Include at least two questions you could ask your students to demonstrate they completed the reading.
- Closing with Q and A- anticipate at least 3 questions students would ask and how you would answer them.

How to Avoid Death by Powerpoint- https://youtu.be/ktyOXd_BsTk

Option 2- Plan an Online Exhibit

Example of an online exhibit- http://exhibitions.theworldwar.org/war-fare/#/the-war/1914/optimistic-abundance

For this option, you will use Prezi to create an online exhibit about a peacekeeping mission after the Cold War. Your Prezi should include at least 7 frames and should total at least 2000 words spread out over the 7 frames. Each frame should include at least one visual. You should also have a bibliography frame (not includes in the frame count). Be sure you cite sources in Chicago Style format.

Your exhibit should address each of the following:

- The background of the peacekeeping mission
- The major figures of the mission
- The primary challenges faced by the mission
- The key events of the mission
- Provide at least 2 examples of media coverage and discuss how the media covered the event
- Closing with an FAQ- anticipate at least 3 questions visitors would ask and how a museum representative would answer them.

Content and research-60 pts
Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.
Technical terms are well-defined in language appropriate for the target audience.
Presentation contains accurate information.
Material included is relevant to the overall message/purpose. Presentation acknowledges various learning styles (ex. Visual learners)
Appropriate amount of material is prepared, and points made reflect well their relative importance.
There is an obvious conclusion summarizing the presentation.
Grammar/neatness/format-15 pts
The type of presentation is appropriate for the topic and audience.
Information is presented in a logical sequence.
Title page, citations and bibliography-25

REQUIREMENT	NUMBER OF POINTS		PERCENTAGE OF GRADE
8 Forums (1 ungraded)	100 (each)—7 total for credit-1 pass/fail		51
Review	100		10
Research Project-- Proposal Presentation (Prezi)	100 100		25
Final Exam	100		14
Total	1150		100

I will post your grades for each assignment within five days of the due date or within five days of when you submit it if submitted after the due date. I will provide detailed feedback about what you did well, and what may need improvement. If you have any questions about a grade or need clarification on the feedback, please feel free to email to discuss your concerns.

8 – Week Course Outline

Please see the Student Handbook to reference the University's grading scale

Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s) and Web-Activities	Assignment(s) and Discussion Boards
1	End of Cold War UNTAG	1, 2, 3	Text-1988/1996 Lessons 1,2,3	FORUM 1 (INTRODUCTIONS)
2	Gulf Crisis, 1991-1994,	2, 3	Text-1988/1996 Lessons 4,5,6	FORUM 2
3	Somalia, Yugoslavia and in Bosnia.	2, 3	Text-1988/1996 Lessons 7,8,9	FORUM 3 PROPOSAL DUE
4	Peacekeeping/Peace Enforcement	2, 3	Text-1988/1996 Lesson 10/11 Text-1997/2006 Lesson 1	FORUM 4
5	Retrenchment	2,3	Text-1997/2006 Lesson 2-4	FORUM 5 REVIEW DUE
6	End of Retrenchment	2,3	Text-1997/2006 Lesson 5-7	FORUM 6
7	Resurgence, Expansion of Peacekeeping	2,3	Text-1997/2006 Lesson 8	FORUM 7 PROJECT DUE

8	SUMMARY AND CONCLUSIONS.	2,3	Text-1988/1996 Text-1997/2006 Review readings from both texts	**FINAL EXAM** **LAST FORUM**

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy
> Disability Accommodations

Writing Expectations

- Typewritten in double-spaced format
- Times New Roman 12-point font
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.
- Footnotes as applicable

Citation and Reference Style

Students in this course will follow the Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. If I deduct points, it will be within the overarching policy set forth by the Director of the History Program. This general policy is that I may reduce assignments that are one week late by 25 percent of the grade, two weeks late by 50 percent, and anything later than that may receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Table of Contents

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** Students have access to ten free hours of tutoring service per year through **Tutor.com**
- The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS

- Program Portals contain topical and methodological resources to help launch general research in the degree program. The Portal for the History program is located here.