George Mason University
The School of Policy, Government, and International Affairs
PUBP 751: International Policing

INTERNATIONAL POLICING AND THE RULE OF LAW

Fall 2014
Wednesday 4:30-7:10
Founders Hall

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Office Hours: By Appointment

Course Objective

Assisting states in transition from the “rule of the gun” to “the rule of law” is one of the most pressing challenges of our time. Through peacekeeping missions, coalition activities, and bilateral assistance programs, the international community grapples with how best to assist fragile or failing states with the provision of security while simultaneously fostering an environment for long term rule of law development and security sector reform. This course will challenge students to consider the real-life dilemmas facing policy-makers and rule of law practitioners. Students will analyze past successes and missteps while weighing and applying options for the future. The course draws heavily on the instructors’ practical experience.

During the course, we will overview the basics of international police missions and security sector reform through several case studies including Kosovo, East Timor, Liberia, Haiti, and Afghanistan. We’ll also explore several topics in more depth including the role of international police missions in efforts to combat corruption, counter-terrorism, and counter-narcotics, and discuss emerging concepts/issues in international police missions such as community-oriented policing, citizen security, and the role of women in peace and security operations.

You’ll be participating in a semester-long simulation, helping you better understand the steps a practitioner must take to “set up” a mission. As part of this exercise, we will discuss challenges in implementation such as vetting and recruiting of police, different training methodologies available, mentoring, institutional reform, funding, and implementation mechanisms. At the beginning of the semester, you’ll be assigned to a group. You’ll work collaboratively with your team members to prepare for each simulation. Your role and assignment for each activity will be explained in handouts provided in class.

Additionally, prior to completing your research paper you will give a 5-7 minute oral presentation on your thesis to the class. This presentation will provide you an opportunity to solicit feedback from your peers. You will either give your presentation the week prior to the thanksgiving break or the final week of class (one week prior to the paper due date).
Course Requirement

Active student participation is expected, encouraged and will be considered in calculation of final grades. The required readings form the basis for informed discussions and student preparation for weekly sessions is essential. Students will be required to complete two papers - please take note of paper due dates/times. If you have a question about a deadline – please resolve it prior to the deadline. I will not accept late papers for full credit.

The policy paper/assistance package design is a 10 page (maximum) paper you will write in response to hypothetical scenario. It does not require research outside of regularly assigned course readings. It will require you to synthesize the lessons learned from those readings and through in-class discussion and apply them to a particular problem set.

The issue paper/research paper is a 10-12 page paper you will write on a topic you choose (related to international police operations). It does require research outside of regularly assigned course readings.

Your oral presentations will be graded separately as indicated below. You are not required to prepare additional materials, e.g., you do not have to deliver a powerpoint presentation (though you may choose to do so if you wish).

Class participation is an overall measurement of your contributions throughout the semester, including your participation and performance in the semester-long simulation.

Evaluation

30%  Policy Paper/Assistance Package Design
40%  Issue Paper/Research Paper
10%  Individual presentations
20%  Class participation

Required Texts

All readings will be available through the GMU blackboard site for the course.

Plagiarism Policy: All work must be your own. Inappropriate use of the work of others without attribution is plagiarism and a George Mason University Honor Code violation punishable by expulsion from the University. All students should familiarize themselves with the honor code provisions (http://gmu.edu/facstarr/handbook/ad.html). To guard against plagiarism and to treat students equitably, written work may be checked against existing published materials or digital data bases available through various plagiarism detection services. Accordingly, materials submitted to all courses must be available in electronic format.

Disclaimer: The views expressed in this course are solely those of the instructor(s) and do not in any way represent official U.S. government policy.
Syllabus

Week 1, August 27, 2014: Overview of course - introduction to democratic policing

Objective: This session is an orientation to the course and the concepts covered within. Upon completion of this session, students will understand the basic requirements of the course, subjects to be covered, and level of participation expected. Students will also be introduced to some of the basic concepts of “democratic policing” and critical history.

Discussion Questions:
• What does it mean to establish a safe and secure environment? What is the minimum level of security that you require to feel “safe”?
• What is the role of the police and judicial system in society? What do you consider “normal” interaction with law enforcement or legal actors?

Reading:

Week 2, September 3, 2014: Security Sector Reform (SSR) and UN Police Missions

Objective: Upon completion of this module, students will understand the basic definition of Security Sector Reform (SSR); the key challenges involved in implementing SSR; and begin to explore the role of criminal justice reform within the SSR context. Students will also be introduced to the basic history and evolution of the UN police mission.

Discussion Questions:
• What are some of the most difficult challenges for police to address in peace-keeping operations?
• What do you think is the most important lesson learned from early UN policing experience?

Reading(s):

Week 3, September 10, 2014: UNPOL Operations: Kosovo and East Timor
Objective: Upon completion of this module, students will understand the historical and political context leading to the interventions in Kosovo and East Timor intervention; the basic structure of each mission and its operations; the role of the U.S. in providing assistance through and in support of each mission and be able to evaluate, using the readings provided, the success of each.

Discussion Questions:
- What were some of the key challenges that implementers encountered in Kosovo? East Timor?
- How was each UN mission organized? What was its “mandate”? How were they different?
- What was the role of U.S. assistance in Kosovo? East Timor?

Reading:
- East Timor TBD

Week 4, September 17, 2014: Issue in Focus – Inclusive Security
Objective: Upon completion of this module, students will understand the challenges inherent in creating inclusive police forces in countries with historical ethnic, gender/sex or religious biases and be able to articulate lessons learned from early efforts to implement such programs. Students will be able to articulate the challenges involved in integrating women into transnational policing, as well as common tactics for increasing the participation of women in police forces.

Discussion Questions:
- What does inclusivity mean? Why is it important?
- Why do so few nations contribute female police officers to international peacekeeping missions? What are some of the obstacles to full participation?
- What challenges do implementers encounter when attempting to integrate women into host nation police forces?
- What challenges do implementers encounter when attempting to create multi-ethnic police forces?
- What is community policing? How is it different from other kinds of police? How does it or can it contribute to inclusive security?

Reading(s):
- Freedom through Association: Assessing the Contributions of Female Police Staff Associations to Gender Sensitive Police Reform in West Africa; Becker, Brown, Ibrahim, and Kuranchie

Activity:
- Pineland Group Activity #1

Week 5, September 24, 2014: UNPOL Operations: Haiti and Liberia
Objective: Upon completion of this module, students will understand the historical and political context leading to the Haiti and Liberia interventions; the basic structure of MINUSTAH (and earlier Haiti missions), UNMIL and their operations; the rule of the U.S. in providing assistance through and in support of MINUSTAH and UNMIL and be able to evaluate, using the readings provided, the success of each operation.

Discussion Questions:
- How did the UN mission(s) in Haiti and Liberia differ from the missions in Kosovo and East Timor?
- What was the U.S. role in each intervention? How did it evolve?
- What are some of the lessons learned each intervention?

Reading(s):
- Eiren Mobekk, “MINUSTAH and the Need for a Context Specific Strategy: The Case of Haiti.”
- Liberia TBD

Week 6, October 1, 2014: Issue in Focus - Formed Police Units/ Stability Police Units
Objective: Upon completion of this module, students will understand the basic composition and purpose of a formed police unit (FPU), the role of FPUs in peace-keeping missions, and be able to identify tasks which FPUs regularly perform.

Discussion Questions:
- What tasks should FPUs be expected to perform? Are there any tasks that only specialized FPUs should undertake?
- What is the appropriate role for an FPU? What do they contribute to peace-keeping missions that “regular” police do not?
- Should FPUs play a greater role in capacity building? Training? Mentoring?

Reading(s):

Activity: Pineland Group Activity #2.

Week 7, October 8, 2014: Issue in focus: Afghanistan & Militarization of Police Reform
Objective: Upon completion of this module, students will understand the historical and political context leading to the Afghanistan intervention; the basic structure of the U.S. bilateral program and its operations and the role of the U.S. military in support criminal justice reform. Students will be able to identify and discuss concerns raised within the international community regarding the potential for militarization of police forces, identify the key differences between police,
military, and paramilitary forces, and discuss what role police can/should play in stabilization, counter-insurgency and other kinds of non-traditional operations.

**Discussion Questions:**

- What role should police play in a hostile environment?
- Is traditional security sector reform possible in a place like Afghanistan? Would you have approached the situation differently? If so, how?
- Are there any similarities between the threats Afghan police encounter and Western police encounter? Is there precedent for the kind of training, equipping and organization employed in Afghanistan?
- What do you think could’ve been done differently at the outside to prevent the regression to violence that began in midstream?

**Readings:**

- Andrew Wilder, “Cops or Robbers? The Struggle to Reform the Afghan National Police,” (Afghanistan Research and Evaluation Unit, July 2007)

**Week 8. October 22, 2014: Issue in focus: Monitoring and Evaluation**

**PAPER #1 DUE**

**Objective:** Upon completion of this module, students will understand the basics of monitoring and evaluation in relation to criminal justice reform

**Discussion Questions:**

- What are some of the challenges involved in setting up a robust program of monitoring and evaluation?
- How do you construct outcomes for large-scale assistance programs?
- How can monitoring and evaluation, when done correctly, improve implementation?

**Reading:**

- *Additional reading, TBD*

**Activity:** Pineland Group Activity #3.

**Week 9: October 29, 2014: Issue in focus: Strategic Planning and Budgeting**
**Objective:** Upon completion of this module, students will be able to describe the challenges involved in using private contractors to implement criminal justice reform, inherent difficulties of implementing in an insecure environment (and implications for the planning/budgeting process), and basic steps implementers take to answer key strategic questions related to program design.

**Discussion Questions:**
- How (or to what extent) should the military be involved in police reform?
- How do we improve military/civilian coordination in mission development?
- Who should lead? State? USAID? The military? A New agency?
- How do you engage in a strategic planning process that is not closely linked to the timeline of the federal budget process?
- How do you prepare for missions? What are the components of an assessment? How do you plan when circumstances don’t allow full assessments to be completed?
- How do you develop a budget? How do you prepare to justify your budget?
- What are some of the practical and logistical considerations you need to assess involved in implementing? How does the role of contractors and other implementers play into your planning/budgeting process?

**Readings:**
- USIP: Building Capacity for US Stability Operations
- Additional reading TBD

**Week 10, November 5, 2014: Issue in focus: Corruption**

**Objective:** Upon completion of this module, students will be able to identify the different “kinds” of corruption encountered in the implementation of police reform missions. Students will be able to discuss the role that police and other criminal justice sector actors play in combating corruption, the reasons that police become corrupt, common anti-corruption tactics, and the impact of corruption on post-conflict recovery and rebuilding.

**Discussion Questions:**
- How does corruption impact reform efforts? Is all corruption the same? What “kinds” of corruption were present in earlier missions? What different tactics would you employ to address corruption?

**Reading(s):**
Week 11, November 12, 2014: Issue in focus: Citizen Security in Latin America

Objective: Upon completion of this module, students will be able to define citizen security and describe the role and relative success (or failure) of key interventions such as Merida, Plan Colombia, and the Central America Regional Security Initiative. Students will be able to describe challenges related to implementing police reform in the face of major, complex transnational crime (e.g., narcotics cultivation, trafficking and consumption).

Discussion Questions:
- How do international police operations differ in environments impacted by transnational, organized crime rather than “traditional” armed conflict? Does the kind of conflict matter?
- How does “citizen security” differ from other approaches? Is it better? Worse? Does it matter?
- What lessons have we learned from citizen security initiatives throughout the hemisphere?

Readings:
- TBD

Activity: Pineland group activity #4

Week 12, November 19, 2014 Issue in focus: Corrections & Criminal Justice

Objective: Upon completion of this module, students will be able to explain the relationship between law enforcement, corrections and justice sector actors; understand some of the basic difference between legal models (i.e., common law, civil law, sharia and customary or informal law); the capacity challenges for host nations in managing correctional systems including physical infrastructure as well as management systems and explain the importance of prisons.

Discussion Questions:
- What is the impact of a destroyed justice system on a peacekeeping operation?
- What law guides in a peacekeeping operation- international law? Host nation law?
- Do the language of the mandates support “nation-building”?
- When do we cross the line from peacekeeping to nation-building? Is this a problem?
- Are UN institutions equipped to carry out justice reform in R&S missions?

Readings:
- TBD

Activity: Individual Presentations begin.

Week 13, November 26, 2014: THANKSGIVING BREAK

Week 14, December 3, 2014: Individual Presentations, RESEARCH PAPER DUE.