

University of Maryland
GVPT 355: Capstone in International Conflict Management
Section 0101, Wednesdays 3:30 PM-6:15 PM, Tydings 1132
Center for International Development and Conflict Management ([CIDCM](#))
Spring Semester 2022 (January 24 – May 10)

GVPT 355 serves as one of the two capstone courses for the Minor in International Development and Conflict Management. The goal of this course is to build practical skills that are applicable in a wide variety of settings, but especially in the field of stabilization & reconstruction, dealing with the transformation from war to peace where the political, security, rule of law and economic elements are complex and interdependent.

Each week students will tackle these cross-cutting themes through the lens of the UN-NATO mission in Kosovo from 1999 – 2008. Using examples drawn from their work in KFOR, UNMIK, UN CivPol, local civil society, and area businesses, the instructors and speakers will focus on conceptual frameworks, realistic strategies, and practical skills that can be applied to contemporary conflicts in the news today, such as, Venezuela, Ukraine, South Asia, Libya, the Koreas, the Middle East, Central Asia, to name just a few.

The course will be taught by three senior practitioners, and their instruction will be augmented by a few outside speakers from the peacekeeping and Kosovo community. The three primary instructors have a wide range of experience working in post conflict situations ranging from the Camp David Peace Accords, Middle East Peace Process, Operation Provide Comfort, and peace operations in settings as diverse as Bosnia, Iraq, Guatemala, East Timor, Afghanistan, Sri Lanka, Sudan, Libya and Colombia. They have experience in disaster response and humanitarian assistance operations in sub-Saharan Africa, Haiti, Nepal and Syria. They will discuss how the frameworks developed in Kosovo were applied in many of these operations, as well as how they apply today.

Grading: Students are expected to come prepared to fully participate in each class by completing all required readings before each class, actively engaging in class discussions and exercises, and completing a written homework assignment on time each week. The final grade for the course will be based on:

- 30% Contribution and Class Exercises
- 25% Written Homework Assignments
- 5% Quizzes
- 30% Module Papers
- 10% Instructor Recommendations

Prior Course Assignment: Prior to the start of the first class all students will complete the following assignment:

1. *The Quest for Viable Peace: International Intervention and Strategies for Conflict Transformation*,
Chapter 1 - Introduction (focus on “Core Ideas” pp 13-18)
Chapter 2 - The Historical Context (focus on pp 23-33)
Chapter 4 - The Custodian of the Peace Process (focus on pp 77-84)

2. Watch three YouTube videos on the Kosovo crisis as follows:

1. **How Did Kosovo Become a Country** -- by the Economist (8 min): This video tells the story of Serbia’s war on Kosovo and the subsequent peace leading up to Kosovo’s declaration of independence.

https://www.youtube.com/watch?v=jo8k44_WgGg

1. **UNMIK Pocket Features** (8 min): This UNMIK piece outlines the role of UNMIK in Kosovo upon the adoption of UN Security Council Resolution 1244.

<https://www.youtube.com/watch?v=U1IPR1mgPvU>

2. **NATO and Kosovo** (3 min): The video gives a short overview of the role of KFOR in Kosovo upon the adoption of UN Security Council Resolution 1244.

https://www.youtube.com/watch?v=OxQOb7vZ_4w

Weekly Reading and Written Homework Assignments: This syllabus outlines the objective and reading assignment for each class session. Prior to the start of each class students will have completed the required reading listed for that class session. Accordingly, 5% your Homework Assignments grade will be derived from a brief reading comprehension quiz. In addition, by 11:59 PM of the Sunday before each class session, students will have turned in using ELMS/Canvas the written homework assigned at the end of the previous class session (student homework papers will be graded and returned at the beginning of the class session).

Required Readings & Additional References: Since this is a capstone course on international conflict resolution, the instructors have designated several readings that are useful to practitioners in this profession as listed below:

Required Readings: Students will be required to read the following references during the course:

- *The Quest for Viable Peace: International Intervention and Strategies for Conflict Transformation*, edited by Covey, Dziedzic, and Hawley, U.S. Institute for Peace, 2005. Book is available for purchase thru Amazon.com for less than \$6.00.

- *Measuring Progress in Conflict Environments (MPICE)*, edited by Agoglia, Dziedzic, and Sotirir, U.S. Institute for Peace, 2010. Download: <http://pksoi.army.mil/default/assets/File/MPICE.pdf>
- UN Security Council Resolution 1244 (1999), 10 June 1999. Resolution 1244 can be downloaded at: <http://www.nato.int/kosovo/docu/u990610a.htm>
- Report of the Secretary-General to the UN Security Council (S/1999/672), 12 June 1999. Download: http://www.un.org/en/ga/search/view_doc.asp?symbol=S/1999/672
- Report of the Secretary-General to the UN Security Council (S/1999/779), 12 July 1999. Download: http://www.un.org/en/ga/search/view_doc.asp?symbol=S/1999/779
- *The Beginner's Guide to Nation-Building*, by Dobbins, et al, RAND, 2004. Book can be downloaded free at: <http://www.rand.org/pubs/monographs/MG557.html>
- *The Sphere Project: Humanitarian Charter Minimum Standards in Humanitarian Response*, by The Sphere Project, Hobbs the Printers, Hampshire, United Kingdom, 2011
https://fscluster.org/sites/default/files/documents/The_Sphere_Project_Handbook_2011.pdf
- “Fragmented Societies and a Fragmenting International System,” by Christopher C. Coleman, in *International Negotiation: A Journal of Theory and Practice*, October 2021

Additional References: The instructors recommend students who intend to pursue professional opportunities in this field should add the following references to their personal library:

- *Thinking in Time: The Uses of History for Decision-Makers*, by Neustadt and May, The Free Press, 1986. Book is available for purchase thru Amazon.com for less than \$2.00.
- *Peacemaker's Toolkit: Managing a Mediation Process*, by Smith and Smock, USIP, 2008. Download free pdf: http://www.usip.org/sites/default/files/file/managing_mediation_process.pdf
- *Getting to Yes: Negotiating Agreement Without Giving In*, by Fisher and Ury, 1981. Book available on Amazon.com for less than \$1.00.
- *Getting Past No: Negotiating Your Way From Confrontation to Cooperation*, by William Ury, 1991. Book available on Amazon.com for less than \$1.00.
- U.S. Army *Field Manual FM 3-07, Stability Operations*, 2008, Download free pdf: <http://usacac.army.mil/cac2/repository/FM307/FM3-07.pdf>

- USAID *Conflict Assessment Framework*, 2012. Download free pdf: http://pdf.usaid.gov/pdf_docs/pnady739.pdf
- UN *Integrated Assessment and Planning Handbook*, 2013. Download free pdf: <http://www.un.org/en/peacekeeping/publications/2014-IAP-HandBook.pdf>
- *Impunity: Countering Illicit Power in War and Transition*, by Hughes and Miklaucic, National Defense University, 2016, Download free pdf: <http://cco.ndu.edu/Portals/96/Documents/Impunity/Impunity%20FINAL%20for%20Web.pdf>
- *Criminalized Power Structures: The Overlooked Enemies of Peace*, edited by Michael Dziedzic, Rowman and Littlefield, 2016.

This syllabus is intentionally fluid and open to change in response to class needs and interests as well as availability of speakers whose expertise and experiences would provide valuable insights on our themes.

Office Hours: Instructors will be available in the coffee shop, Footnotes, in McKeldin Library for at least one hour before and after each class. Instructors will announce/confirm their availability at other times on ELMS/Canvas. The teaching assistant, **XXXXXX**, will be available for office hours by appointment.

Restrictions on Laptops, Tablets and Phones: The same standard that was applied in GVPT 354 last Fall will be utilized in this course. Therefore, Laptops and other smart devices are prohibited in class except for group work and when explicitly encouraged. It goes without saying that cell phone use is prohibited at all times unless used as a smart device during specific activities, or in the case of urgent need.

Class Contribution: As future members of a peacekeeping operation, as a community of change agents and future leaders in your field, you are accountable to yourselves, to your team, to one another, and to the instructors to be prepared for and to attend classes. During class, we expect you to contribute by:

1. arriving on time and prepared (that is, having read and thought through the material).
2. listening actively when others are speaking.
3. challenging your own and others' assumptions in respectful ways through questions and dialogue.
4. responding with relevant remarks.
5. contributing meaningfully to small group activities.

Contribution is 30% of your grade. This includes contribution to all-group discussions (assessed by your instructors) and your team exercises. This is a fundamental part of

preparing you for a real-world professional role. A silent member is in effect withholding from the team his/her knowledge, creativity, and perspective.

Not the most talkative student in the class? That's okay. We want quality, not just quantity. One insightful comment or thought-provoking question each class is a great start. Does this provoke some serious anxiety? If so, come talk with us (virtually) and we'll help you work through this challenge. Really. And come see us again if after a few days of giving this a go the idea of raising your hand still gives you sweaty palms. **Remember: contribution IS part of your grade and WILL affect your final letter grade.**

FIRST MODULE: POLITICS, January 26 – March 9, 2022

Instructor: Jock Covey

Module Objective:

During this module, the students will learn how interactive strategies for political moderation, security and public safety, rule of law, and political-economics contribute to the transformation of conflict from intervention to viable peace, with emphasis on:

- a) building practical, achievable strategies
- b) the central role of the custodian and the primacy of the peace process
- c) getting results by effectively motivating both international partners and the local parties in conflict

Students will learn and exercise strategic planning skills including how to confidently establish facts and causes, how set accomplishable objectives, and how to drive implementation across multiple organizations, over time, in complex post-conflict settings. Concrete experiences in conflict management in Kosovo, Bosnia, the Middle East, and elsewhere will be used to illustrate and enrich this module throughout.

Module Paper #1:

The students will progressively build a three page "Planning Document" over the course of this module, as new tools, perspectives, and considerations are introduced each week.

Module Paper #1 is due before 11:59 pm Sunday, March 6, 2022.

January 26: Introduction to Conflict Transformation

Objective: To introduce students to the conceptual framework of the course and that of the book, *The Quest for Viable Peace*, with emphasis on the central role of the custodian in the overall political process, and in shaping the indispensable roles of the other international players.

Required Readings:

The Quest for Viable Peace,

Chapter 1 - Introduction (focus on “Core Ideas” pp 13-18)

Chapter 2 - The Historical Context (focus on pp 23-33)

Chapter 4 - The Custodian of the Peace Process (focus on pp 77-84)

February 2: Introduction to Strategy and Planning

Objective: Drawing on post-conflict challenges in Kosovo and elsewhere, students will be introduced to the basics of building practical political strategies that, in close partnership with other international players, can transform conflict in a complex environment.

Required Reading:

The Quest for Viable Peace, Chapter 5 – Making a Viable Peace (focus on pp 99-110)

Measuring Peace in Conflict Environments, Introduction (pp xii-xix)

UN Security Council Resolution 1244 (1999), 10 June 1999 -

<http://www.nato.int/kosovo/docu/u990610a.htm>

February 9: **Module 2 Lesson 1 ******

Introduction to Humanitarian Relief and Civil-Military Operations: "To War with a Tree-Hugger" and the Security and Military Elements of the Mission in Kosovo

Objective: To familiarize students with the challenges of Civil-Military operations, ranging from the different terminology used by all participants in the operation to the lack of understanding among the various organizations. Also, to introduce the students to humanitarian assistance/disaster relief operations and the principles guiding them.

Required Readings:

The Quest for Viable Peace, pgs 219-225

The Beginner's Guide to Nation-Building, pgs 109-112; 116-120

The Sphere Project, pgs 10-11; 20-23; 50-57 and 80

UN Secty Gen Rpt, 12 July 1999 pgs 1-8 and 18-19

February 16: Causality and Metrics

Objective: Students will be introduced to specific tools and techniques for planning strategies with multiple aims, each with multiple lines of effort and measurable outcomes.

Required Reading:

The Quest for Viable Peace, Chapter 3 – Advance Political-Military Planning (especially: “The Big Picture” pp 37-40)

February 23: Motivation and Behavior

Objective: To introduce students to the importance of individual and group interests, the role of consequences (incentives and disincentives) in driving behavior, the universality of grief in post-conflict settings, and the utility of ambiguity.

Required Reading:

The Quest for Viable Peace, Chapter 5 – Making a Viable Peace (focus on pp 111-119)

March 2: Transformation: The Human Element

Objective: Building on all they have experienced so far in the course; the students will round out their strategy skills by factoring in the most complex consideration of all: human behavior: how to change the way people see their interests, the universality of grief, and the importance of process, and the role of ambiguity.

Students will submit a last draft of their planning document, using what they have learned about Interests and Consequences, grief, ambiguity and process to drive the behaviors necessary to implement their strategy. Draft is due at 11:59 PM on Sunday February 23rd.

March 9: “Little Country”

Objective: Drawing on UNMIK’s first 18 months, students will be introduced to multi-phase planning as well as to the concept of a UN Mission acting like a “Little Country” in order to honor the essence of its obligations in the face of changing circumstances and complex relationships.

Note: Final Version of the Planning Document - Module Paper #1 is due at 11:59 pm on Sunday, March 6, 2022

SECOND MODULE: RELIEF & SECURITY, March 16 – April 6, 2022

Instructor: Michael E. Hess

Module Objective:

During this module, the students will be exposed to the complexities of civil-military operations, ranging from the diverse organizations that are involved in these operations to the different planning and operational cultures that these organizations use in their operations. Keeping in mind that the success of stability operations is predicated on identifying and mitigating (and hopefully eliminating) the drivers of fragility, extremism and instability and then reestablishing the institutions within the state to prevent these drivers from re-emerging. The module is designed to introduce the students to the drivers/causes of conflict by using post-conflict Kosovo as an example to identify specific drivers of conflict. By the end of the module, students should have the capacity to think strategically about how to apply these skills to other conflict and post-conflict situations.

Module Paper #2:

Students will write a two to three page “Decision Paper” to the Head of UN Mission in Kosovo on whether the conditions for a “viable peace” have been achieved in the security sector. This paper will include:

- analyzing the drivers of conflict in Kosovo
- whether or not those drivers have been mitigated
- if the international community is still needed to help mitigate any of those drivers
- identification of the local institutions that can address these causes of conflict going forward

Module Paper #2 is due before 11:59 pm Friday, April 8, 2022

****** NOTE Mod 2 Lsn 1 is taught on February 9 ******

Introduction to Humanitarian Relief and Civil-Military Operations: "To War with a Tree-Hugger" and the Security and Military Elements of the Mission in Kosovo

Objective: To familiarize students with the challenges of Civil-Military operations, ranging from the different terminology used by all participants in the operation to the lack of understanding among the various organizations. Also, to introduce the students to humanitarian assistance/disaster relief operations and the principles guiding them.

Required Readings:

The Quest for Viable Peace, pgs 219-225

The Beginner's Guide to Nation-Building, pgs 109-112; 116-120

The Sphere Project, pgs 10-11; 20-23; 50-57 and 80

March 16: Integrating Civil Military Partnerships

Objective: The students will be able to demonstrate how the civil and military aspects of a peacekeeping operation are integrated to achieve common goals and objectives.

Required Readings:

The Quest for Viable Peace, pgs 123-129

The Sphere Project, pgs 10-11; 20-23

Beginner's Guide to Nation-Building, pgs 112-116; 120-124

“USAID Fragile States Strategy”, pgs 1-10

NOTE: UMD SPRING BREAK – Sunday, March 20 – Sunday March 27, 2020

March 30: Introduction Civil-Military Planning

Objective: To introduce students to the basic principles of military planning, and how these principles apply to civil-military planning. Then, they will examine the development of the Supreme Headquarters Allied Planning, Europe (SHAPE) Civil-Military Plan for Kosovo as an example of civil-military planning.

Required Readings:

The Quest for Viable Peace, pgs 37-42; 123-132

Beginner's Guide to Nation-Building, pgs 22-41

“UN Security Council Resolution 1244”, pgs 2,3,5 and Annex 2

April 6: Understanding the Drivers of Conflict in the Security Sector and Applying them to the Security Elements of the Mission in Kosovo

Objective: To introduce the students to a framework that will allow them to analyze fragile and failing states so that they can determine the drivers of instability, extremism and fragility in those countries as a first step to a successful stability operation. The students will demonstrate that they understand the tools/skills they have been taught to determine the drivers of conflict and to apply them to the current situation in Kosovo.

Note: Module #2 Paper is due before 11:59 pm on Friday, April 8, 2022

Required Readings:

The Quest for Viable Peace, pgs 133-151

FM 3-07 Appendix D: Interagency Conflict Assessment Overview

[Http://usacac.army.mil/cac2/Repository/FM307/FM3-07.pdf](http://usacac.army.mil/cac2/Repository/FM307/FM3-07.pdf)

[USAID Conflict Assessment Framework](#)  pgs 15-32

April 13: Drivers of Conflict in the Political-Economy

Objective: To familiarize students with the drivers of conflict in the political-economy of a divided society based on the Kosovo experience. Also, students will be introduced to the metrics that are useful in assessing progress in diminishing the political-economic drivers of conflict.

Readings:

Historical Perspective: *Report of the Secretary-General (S/1999/799) 12 July 1999*, “Part D Economic Situation” (page 4). Students can appreciate Kosovo’s precarious economic outlook.

The Quest for Viable Peace, Chapter 8 (only read pages 205-225) - Forging a Viable Peace: Developing a Legitimate Political-Economy. Students should pay close attention to the main aspects of a political-economy of conflict (figure 8.1) compared to a political-economy of a viable peace (figure 8.3).

MPICE – Sustainable Economy (pages 51-57). Students should be able to use the MPICE Handbook to identify the critical factors, indicators and measures to assess progress achieved in diminishing the drivers of conflict.

Additional Readings:

The Beginner’s Guide to Nation-Building, Chapter Seven, “Economic Stabilization” (pages 161-188) and Chapter Nine, “Development” (pages 213-254). These are excellent discussions of the best practices for financial stabilization and economic development.

THIRD MODULE – UN PEACE OPERATIONS AND CONFLICT TRANSFORMATION, April 20 – May 4, 2022

Instructor: Chris Coleman

Module Objective:

During this module, students will learn about the broad range of UN peace operations and their role in conflict transformation. Six types of operations, illustrated with examples, will be discussed: ceasefire monitoring and verification; mediating a peace agreement between warring parties; supporting implementation of a comprehensive peace agreement; transitional assistance/interim administration; protection of civilians in the absence of peace agreements; and protecting governments or peace processes from insurgencies. Enduring principles and practices of peace operations, as well as innovations born of the requirements of a changing world, will be examined. Conflict drivers that are common to many conflicts—and their specific manifestations in different settings—will also be explored.

In class discussions and a short paper, students will apply key concepts they have learned in the course to diverse cases, past and present. Students will also examine, from the perspective of a custodian/head of mission, how to *manage* different components of a multidimensional peacekeeping operation to ensure that all elements work in support of a strategy for conflict transformation.

The final session will contain two parts. The first half will focus on careers in this field, with ample opportunity for students to seek insights and advice. The second half will be a course wrap-up, in which students step back to examine the bigger picture, namely how the international community mobilizes adequate civilian and military capabilities to support an international mission in a multi-year effort to transform conflict, and how an international mission should be designed to achieve a viable peace.

Module Paper #3: Peace Operations and Conflict Transformation

Choose two types of peace operations from the six types found in the assigned readings and discussed in class. In a two-page paper, explain which of the two types chosen is better placed than the other to support a strategy of conflict transformation, and why.

Module Paper #3 is due at Midnight, Tuesday, May 3, 2022.

April 20: Types of Peace Operations

Objective: To familiarize students with three types of UN peace operations: ceasefire monitoring and verification missions; operations focused on mediating a peace agreement between warring parties; and missions that support the implementation of a comprehensive peace agreement. Also, students will be introduced to variables that affect each type of operation's ability to contribute to conflict transformation.

Required Readings:

Historical perspective: Machakos Protocol, especially page 1. This framework

peace agreement between the Government of Sudan and the Sudan People's Liberation Movement/Army is available online at no cost.

“Fragmented Societies and a Fragmenting International System,” by Christopher C. Coleman, in *International Negotiation: A Journal of Theory and Practice*, October 2021, pp. 1-11.

April 27: Types of peace operations (continued)

Objectives: To familiarize students with additional types of UN peace operations: transitional assistance/interim administration; protection of civilians in the absence of peace agreements; and protecting governments or peace processes from insurgencies. Each type's advantages and disadvantages in promoting conflict transformation will be examined. Also, students will delve into the challenges and opportunities inherent in managing a multidimensional operation.

Required Readings:

Historical perspective: United Nations Security Council Resolution 2100 (25 April 2013)

“Fragmented Societies and a Fragmenting International System,” by Christopher C. Coleman, in *International Negotiation: A Journal of Theory and Practice*, October 2021, pp. 12-25.

May 4: Careers and Course Wrap-up

Objectives: Students will hear a very practical presentation on careers in this field and have an opportunity to seek insights and advice. The last half of the class will be a wrap-up of the semester, with students examining the bigger picture of how the international community can best mobilize and support efforts to transform conflict and, through a multi-year effort, achieve a viable peace.

Instructor Bios:

Christopher Coleman

For more than 30 years Chris Coleman has been involved in the prevention and mediation of armed conflict, as well as post-conflict reconciliation, in Africa, Latin America and Southeastern Europe. His most recent assignment with the United Nations was as Deputy Special Representative of the Secretary-General and Deputy Head of the United Nations

Interim Administration Mission in Kosovo (UNMIK), from January 2016-November 2020. From 2011-2015, he led the planning for and strategic reviews of multiple UN engagements in North, East and West Africa, including the Sahel region.

Mr. Coleman played a central role in strengthening the UN's practical work in the mediation of armed conflict. He led the Policy and Mediation Division from 2006 to 2011, providing conceptual and practical support to dozens of UN engagements, while also carrying out special assignments for the United Nations Secretary-General.

From 2005 to 2006, Mr. Coleman was Deputy Director of DPA's Africa 1 Division, dealing with the Greater Horn of Africa, Africa's Great Lakes Region and Southern Africa.

From 2001 to 2005, he was Team Leader for East Africa in the UN Department of Peacekeeping Operations. In that position he provided strategic direction to the peacekeeping mission that maintained the ceasefire between Ethiopia and Eritrea; played an active role in the three-year peace talks leading to the Comprehensive Peace Agreement between the Government of Sudan and the Sudan People's Liberation Movement (the "North-South Agreement"); and led UN planning for the peacekeeping operation which supported the implementation of that agreement. He also worked extensively with the African Union (AU) in helping it to strengthen its peacekeeping operation in Darfur (Western Sudan).

From 1993 to 2001 Mr. Coleman was Chief of Policy and Analysis in the Department of Peacekeeping Operations. From 1990 to 1993, as a consultant to major troop contributors and to the UN System, he designed training programs on the civilian aspects of peacekeeping. From 1984 to 1990 he held a series of positions at the International Peace Academy, including Director of Peacekeeping Training and Director of Conflict Resolution Studies. From 1983 to 1984 he worked at the Organization of American States, focusing on the Central American conflict.

Mr. Coleman holds a Master of Science in Foreign Service from Georgetown University and a Bachelor of Arts in International Relations from Texas Christian University. He has been an Adjunct Professor at Columbia University and a Visiting Fellow at Brown and Yale Universities. He has authored articles on UN peacekeeping, the exercise of leverage in peace processes, and UN reform.

Jock Covey

Jock served as *Principal Deputy Special Representative* of the Secretary General at the United Nations Interim Administration in Kosovo (UNMIK) 1999 to 2001 and as *Deputy High Representative* in Sarajevo from the creation of the Office of the High Representative in 1995.

He was *Senior Vice President for Corporate Affairs* at Bechtel Corporation until 2010,

where he was responsible for external affairs and issue management, security, and sustainability services, and closely supported Bechtel's work in Iraq.

Jock also served twice as *Special Assistant to the President* at the National Security Council -- first in the Reagan administration for Near Eastern and South Asian affairs and again in the Clinton administration for implementation of the Dayton Peace accords. As a commissioned Foreign Service Officer, he served as Chief of the U.S. Mission in Berlin, as Deputy Chief of Mission in Cairo, and as Principal Deputy Assistant Secretary of State for Near Eastern and South Asian Affairs. He negotiated the military portions of the Israel-Egypt-US Treaty implementing the Camp David Accords, was a member of the Habib cease-fire team in Beirut following the 1982 Israeli invasion, and served in Jerusalem and Pretoria.

He is a graduate of St. Lawrence University and a former Distinguished Visiting Fellow of the Institute for National Strategic Studies at the US National Defense University, and a member of the Council on Foreign Relations. He has also served in the US Army, taught high school in Uganda, and co-authored *Quest for Viable Peace: International Intervention and Strategies for Conflict Transformation*.

Michael E. Hess

Michael Hess is a principal at M&TCH Consulting, LTD focusing on strategic planning. Prior to joining M&TCH he was at MPRI as Vice President for Development and Stability Operations. Before working at MPRI, he was the Assistant Administrator for the Bureau for Democracy Conflict and Humanitarian Assistance, U.S. Agency for International Development (USAID). Mike was in that position from June 2005 until January 2009. Prior to his appointment to USAID, he worked as a Senior Risk Reviewer and Vice President at Citibank, responsible for monitoring and evaluating 15 areas of risk for corporate finance units at Citigroup Inc. in New York.

Mike has over 30 years of active and reserve service in the United States Military. He received his commission from the United States Military Academy in 1971, and has served in humanitarian operations in Turkey, Iraq, Bosnia and Kosovo. Hess served in both command and staff assignments in the U.S. and Germany and taught European History at the United States Military Academy.

In April 2003, Colonel (Ret.) Hess was recalled to active duty to serve as the humanitarian coordinator in the Office of Reconstruction and Humanitarian Assistance during Operation Iraqi Freedom. He later served as the Deputy Chief of Staff for the Coalition Provisional Authority, assisting in the establishment of the 2,000-person multinational organization responsible for establishing a representative government for Iraq as well as for rebuilding Iraqi infrastructure.

Mike has a bachelor's degree in engineering from the United States Military Academy at West Point, a master's degree in European History from Columbia University in New

York, a master's in business administration and international finance from New York University in New York and is a graduate of the National Strategic Studies Program at the United States Army War College in Carlisle, Pennsylvania.

Teaching Assistant: Gillian Boline

Gillian is a third-year undergraduate student majoring in Arabic Studies and Government and Politics with a concentration in International Relations. She is an alumna of the Global Fellows Program and interned at the U.S. Department of State in spring 2021. Although this is her first semester as a TA, she loves to teach and will receive her Teaching English as a Foreign Language (TEFL) certificate in April. She studies Arabic through UMD's Arabic Flagship program and will spend a capstone year in Morocco post-graduation.