1. **Title of the module:**

HIST6101 (HI6101) Global Insurgency and Counterinsurgency in the Modern Era

1. **School or partner institution which will be responsible for management of the module;**

School of History

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7):**

Level 6

1. **The number of credits and the ECTS value which the module represents:**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern);**

either autumn or spring terms

1. **Prerequisite and co-requisite modules:**

none

1. **The programmes of study to which the module contributes:**

BA Military History; BA History, and associated joint honours programmes.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate an advanced understanding of insurgency and counter-insurgency from a global perspective.

8.2 Demonstrate a sophisticated understanding of advanced concepts in the conceptual and case study-specific historiography concerning insurgency and counter-insurgency.

8.3 Demonstrate an advanced capability to understand the nature and impact of irregular warfare militarily, socially, politically and culturally.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Work independently to research and develop their understanding of questions and issues.

9.2 Demonstrate an advanced ability to provide persuasive written and verbal presentations, including the use of a range of primary and secondary source materials and historiographical content.

9.3 Research and integrate secondary sources into written and verbal assessments in a sophisticated manner.

9.4 More fully demonstrate and apply their knowledge and skills to the production of a range of different outputs, including both written and oral arguments.

1. **A synopsis of the curriculum**

The term ‘guerrilla’ tends to evoke twentieth-century connotations. ‘People’s war’, Mao and Che Guevara all conjure up notions of revolutionary warfare, of ‘new’ warfare far removed from the supposedly state-centric armies and strategies of the nineteenth century. But irregular warfare also featured strongly in the nineteenth century. This module studies this type of warfare across the nineteenth and twentieth centuries as a whole, mixing well-known theatres and campaigns with less well-known ones. It explores the links between insurgencies and nationalism, revolution and counter-revolution, and studies the extent to which we can identify evolving patterns between reactive and progressive insurgency, along with learning curves and emulation in counter-insurgency. British and French experiences will be studied, along with American Spanish, Latin American, Chinese and African.

**Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Aurélie Basha, *‘I Made Mistakes’: Robert McNamara’s Vietnam War Policy* (Cambridge, 2019)

Ian Beckett, *Modern Insurgencies and Counter-insurgencies* (Abingdon, 2001)

Yingcong Dai, *White Lotus War* (University of Washington press, 2019)

Mario Draper, *The Belgian Army and Society* (Basingstoke, 2018)

Ben Fallaw and Terry Rugeley, *Forced Marches: Soldiers and Military Caciques in Modern Mexico* (University of Arizona Press, 2012)

Beatrice Heuser (ed.), *Small Wars and Insurgencies in Theory and Practice, 1500-1850* (Routledge: Abingdon, 2015)

Beatrice Heuser, *The Evolution of Strategy* (2010)

Walter Laqueur, *Guerrilla Warfare* (1977)

Mark Lawrence, *Spain’s First Carlist War, 1833-1840* (Basingstoke, 2014)

Giacomo Macola, *The Gun in Africa* (Ohio, 2016)

Thomas A Marks and Paul B Rich, ‘Back to the Future: People’s War in the twenty-first century’, *Small Wars and Insurgencies*, Vol. 28, Iss. 3, 2017.

Douglas Porch, *Counterinsurgency : Exposing the Myths of the New Way of War* (Cambridge, 2013)

Natalia Sobrevilla, *The Caudillo of the Andes* (Cambndge, 2011)

Mao Tse-Tung, *On Guerrilla Warfare* (2015)

1. **Learning and Teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

1. **Assessment methods.**

13.1 Main assessment methods:

Seminar Presentation 10 minutes 10%

Exam Preparation Commentary 1000 words 10%

Essay 1 2500 words 20%

Essay 2 2500 words 20%

Examination 2 hours 40%

* 1. Reassessment methods:

100% coursework (3000 words)

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lecture* | **X** | **X** | **X** |  |  |  |  |
| *Seminar* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |
| *Presentation* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Exam preparation commentary* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Essay 1* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Essay 2* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Examination* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive Module Design.**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

1. Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or Centre(s) where module will be delivered: Canterbury**
2. **Internationalisation**

This module promises to be one of the flagships of Internationalisation in Military History. It will place western military experience in a global context and also study non-Western experiences of warfare. Given the rising importance of Asia, Africa and Latin America, this module will help students think more as global citizens. The module might also be a flagship for converting more international students into History.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
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