

Unconventional Warfare, Insurgency and Counterinsurgency in History Course, 6 credits

Core aims of the course

This blended learning course in military history explores how means of unconventional warfare have been applied in different time periods and how these have evolved.

Course dates

Weeks 2-5, January - February 2018

Place / Residency Period

The course takes place in Santahamina, Helsinki

Learning objectives

Upon completion of the course, students should

- understand how unconventional warfare (insurgency and counterinsurgency) has been applied in time different time periods
- understand how unconventional warfare has evolved over history
- be able to analyse manifestations of unconventional warfare as part of the history of the art of war and the modern projection of war
- understand the ideas of the most important theories on insurgency and counterinsurgency
- understand how these ideas have influenced the development of manuals today.

Entry requirements / prerequisites

Bachelor's Degree in military science or from a civilian university

Security clearances: NATO Secret clearance is required.

National Defence University students have priority. However, other employees within the military and civilians can also be accepted as students.

The course will be taught in English and requires good academic English skills. Although students are expected to have prior studies in military history, all students will complete a pre-task on the basics of insurgency and counterinsurgency warfare so as to ensure a common basis. (English language proficiency as described in STANAG 6001: listening 2, speaking 2, reading 2, writing 2. Language testing is a national responsibility. No additional training or translation will be provided.)

Course content, progression and methods

Teaching progresses thematically. The course as a whole focuses on the post-second-world-war era.

During the first week, students are introduced to theories of unconventional warfare as well as the development and occurrence of this type of warfare in the twentieth century. Mao's guerilla warfare and the Algerian War (the French concept of unconventional warfare) will be studied as examples of warfare. Teaching includes lectures as well as self-study and group discussions.

The second week will focus on the British, Soviet and Russian views on unconventional warfare. Teaching methods include lectures and self-study.

Terrorism and its various forms will be explored during the third week by looking at case studies such as Iraq and Afghanistan in the 21st century and the New Left in Europe and the United States in the 1960s-1970s. Teaching is mostly classroom teaching but students are encouraged to have active discussions on the topics independently.

The themes of the fourth week are Northern Ireland and the IRA. Learning is through lectures, role plays and preparations for role play. The aim of role play is to heighten the learning experience by having students plan and execute insurgency and counterinsurgency operations.

The underlying theme throughout the course is the significance of coordinated cooperation between authorities in counterinsurgency operations.

On this particular course blended learning is a combination of assignments on FDFMoodle and online lectures, prior-knowledge exams, reading assignments, group work and CASE analyses. Students are to keep an individual learning diary in parallel with the ongoing course.

Teachers are able to follow students' progress and participation by facilitating and monitoring group discussions and FDFMoodle assignments. The assignments gradually become more demanding as the course progresses; student performance on these assignments allows teachers to follow how students grasp and understand course content.

Teachers base their observations not only on classroom teaching but on the assignments submitted on FDFMoodle. Thus FDFMoodle is used both as an assessment tool and as an active teaching method. All of the course material is stored on the course's FDFMoodle website and some of the assignments are to be completed directly while logged on to FDFMoodle.

At the end of the course the teachers and students have a teaching and feedback session where course aims and content are summarised and reviewed. During this session, students are encouraged to bring to the floor themes and topics that they would like to discuss. Students may also give oral feedback at the end of the feedback session.

Actual feedback is collected via FDFMoodle after the course has ended. Students must fill in this feedback survey to be awarded a grade for the course. Based on student feedback, the course director will assess whether the course or parts of it need to be reviewed in future.