1. **Title of the module**

HIST6114 (HI6114) Liberation Struggles in Southern Africa

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

Division of Arts and Humanities

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

Level 6

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

60 Credits (30 ECTS)

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

Autumn and Spring

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

None

1. **The course(s) of study to which the module contributes**

BA History

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

8.1 Develop an enhanced and sophisticated understanding of the dynamics of anti-colonialism in a global context as well as specify its regional circumstances.

8.2 Develop an ability to examine and critically evaluate the merits of different primary sources.

8.3 Analyse and debate an exceptionally fierce historiography.

8.4 Demonstrate a sophisticated understanding of the historical underpinnings of the tensions existing in governing African liberation movements today

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

9.1 Interpret a range of secondary as well as primary sources in order to create sophisticated assessment outputs.

9.2 Demonstrate an advanced level of research and interpretation and the flexibility to present findings in a variety of ways.

9.3 Work individually and collectively in seminars and to convey views in a succinct and effective manner.

9.4 Demonstrate an ability to manage time and work-load effectively so as to produce a consistently high level of output.

1. **A synopsis of the curriculum**

The overthrow of white settler minority rule and apartheid by the peoples of South Africa and Zimbabwe marked a key period in the history of the twentieth century. This module traces the trajectory of these linked liberation struggles both by examining contemporary written and visual sources and by engaging with current debates. Themes to be discussed include the dynamics of anti-colonial nationalism, the tactics and strategy of armed insurrection, the influence of the Cold War, the use of propaganda and the ambiguities of independence.

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

P Alexander, *Workers, war and the origins of Apartheid: labour and politics in South Africa, 1939-48* (Oxford, 2000).

A. Cohen, *The Politics and Economics of Decolonization: The Failed Experiment of the Central African Federation* (London, 2017)

G. Hill, *The Battle for Zimbabwe: The Final Countdown* (Cape Town, 2003)

T. Lodge, *Sharpeville: An apartheid Massacre and its Consequences* (London, 2011)

N. Mandela, *Long Walk to Freedom* (Johannesburg, 1995)

A Mlambo, . *A History of Zimbabwe* (Cambridge, 2014)

B. Raftopoulos and A. Mlambo (eds), *Becoming Zimbabwe* (Harare, 2009).

D. Welsh, *The Rise and Fall of Apartheid* (Johannesburg, 2009)

1. **Learning and teaching methods**

Total contact hours 88

Total private study hours: 512

Total module study hours: 600

1. **Assessment methods**
	1. Main assessment methods

Essay 1 (3,000 words) 10%

Source Analysis 1 (2,000 words) 10%

Essay 2 (3,000 words) 10%

Source Analysis 2 (2,000 words) 10%

Final Examination 1 (2 hours, essay based) 30%

Final Examination 2 (2 hours, Gobbet analysis) \*\* 30%

13.2 Reassessment methods

 Reassessment Instrument: 100% coursework

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 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **X** | **X** | **X** | **X** |
| Seminars | **x** | **x** | **x** |  | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Examination 1 | **X** | **X** |  |  | **X** | **X** | **X** | **X** |
| Examination 2 | **X** | **X** | **X** | **x** | **X** | **X** | **X** | **X** |
| Essays  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Source Analyses | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **x** | **x** | **x** | **X** | **X** | **X** | **x** | **X** |

1. **Inclusive module design**

The Division 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:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. This module asks students to engage with both African history and literature produced in the southern African region

**DIVISION 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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