1. **Title of the module**

HIST5031 (HI5031) - African History since 1800

HIST5032 (HI5032) - African History since 1800

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

School of History

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

Level 5 (HIST5031)

Level 6 (HIST5032)

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)**

Autumn or Spring

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

None

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

BA History (single and combined honours)

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

8.1 Introduce students to the methodological challenges posed by the study of African history and the use of varied and ‘unconventional’ historical sources (e.g., oral traditions and historical linguistics) and to evaluate these sources’ relative strengths and weaknesses.

8.2 Provide students with an understanding of the fruitful relationship between history and other disciplines (most notably, anthropology and archaeology) in the context of African studies.

8.3 Introduce students to the key processes and dynamics of sub-Saharan African history during the past two centuries, thereby promoting a non-Eurocentric understanding of the contemporary world.

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

9.1 Question the value of each source of evidence about the past and to adopt an ecumenical approach to sources.

9.2 Construct historical arguments drawing intelligently on both primary and secondary sources, and to present these arguments effectively both orally and through written work.

9.3 Conceptualisation, reflexivity, critical thought and epistemological awareness.

9.4 Show a sophisticated understanding of particular aspects of the relevant historiography and methodology, assisting them in other courses.

1. **A synopsis of the curriculum**

This module is meant to introduce students to the key processes and dynamics of sub-Saharan African history during the past two centuries. The course covers three chronological periods: the pre-colonial, colonial and post-colonial eras. In their study of the pre-colonial period students, will especially familiarize themselves with the changing nature of African slavery and the nineteenth-century reconstruction of political authority in the face of economic, environmental and military challenges. The colonial period forms the second section of the course. Here, students will gain an understanding of the modalities of the colonial conquest, the creation and operation of colonial economies and the socio-cultural engineering brought about by European rule. The study of the colonial period will end with an analysis of African nationalisms and decolonisation. In the final part of the course, students will develop an understanding of the challenges faced by independent African nations. The nature of the post-colonial African state will be explored alongside such topical issues as the Rwandan Genocide and the African AIDS epidemic.

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

J. Iliffe, Africans: The History of a Continent (1995)

B. Freund, The Making of Contemporary Africa: The Development of African Society since 1800 (19982)

P. Chabal & J.-P. Daloz, Africa Works: Disorder as Political Instrument (1999)

F. Cooper, Africa since 1940: The Past of the Present (2002)

P. Nugent, Africa since Independence: A Comparative History (2004)

The Cambridge History of Africa, vols. 5 to 8

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Essay 1 3,000 words 14%

Essay 2 3,000 words 14%

Oral Contribution 12%

Examination 2-hours 60%

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures and Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Oral Contribution | **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:

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. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

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

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| --- | --- | --- | --- | --- |
| 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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Revised FSO Jan 2018