1. **Title of the module**

HIST5201 (HI5201) – Conquest and Resistance in Southern Africa, c.1750-1918

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

School of History/ Division of Arts and Humanities

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

Level 5

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

30 credits (30 ECTS)

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

Autumn

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

None

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

BA History (Joint and Single Honours)

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

8.1 Critically evaluate a rich historiography of southern Africa, evaluating its relative strengths and limitations, and to interpret these sources verbally and in writing.

8.2 Demonstrate a systematic understanding of Europe’s interaction with southern Africa from 1750 to 1918 and an understanding of the consequent political, social and cultural change within the context of European colonialism.

8.3 Demonstrate a critical awareness of different disciplinary approaches towards the history of southern Africa.

8.4 Demonstrate a critical ability to communicate one’s findings on southern African history. Learn to articulate ideas and interpretations in a cogent and persuasive manner.

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

9.1 Accurately deploy established methods of historical analysis and enquiry to construct robust historical arguments drawing intelligently on secondary sources, and to present these arguments verbally and in writing.

9.2 Demonstrate skills of conceptualisation, reflexivity, critical thought and epistemological awareness.

9.3 Demonstrate a comprehensive knowledge and systematic understanding of the past and particular aspects of the historiography and methodology.

1. **A synopsis of the curriculum**

This course explores Southern Africa in a period when it was one of the most dynamic and turbulent regions on earth. Early encounters and conflicts between European settlers and African societies focused on land and labour and were shaped by rapid changes in local and global economies and societies. The discovery of gold and diamonds transformed the local economy and radically transformed the region’s relations with the major imperial powers: Germany, Great Britain and Portugal. The Berlin conference of 1884-85 initiated a scramble for formal control of the region, its peoples and its riches, which culminated in the South African war of 1899-1902. Diverse African societies responded to interactions and conflicts with European encroachment and annexation in a range of ways. Processes of African and European empire building and expansion will be examined as will be the economic and political dynamics of European imperialism, both on the international and the local stage, demonstrating both their metropolitan and local causes. This module will look at the societies of both the colonisers and the colonised, also paying attention to African responses and resistance.

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

*Oxford History of the British Empire*, 5 vol. Oxford, (1998) (chapters on Southern Africa)

Davenport T.R.H. & C. Saunders, (2000). *South Africa*

Graham, M. (2019) *Africa*

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

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

Ross, R (1999) *A Concise History of Africa*

Skinner, R (2017) *South Africa in World History* (2017)

Thompson*,* L.M. (2001). *A History of South Africa*

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) (40%)

Essay 2 (3,000 words) (40%)

Presentation (20%)

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essays  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentations | **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.

**DIVISIONAL 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) |
| 20/01/2021 | Major | 2021/22 | 13 | No |
|  |  |  |  |  |