1. **Title of the module**

HIST8330 (HI833) Liberation Struggles in Southern Africa

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 7

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**

MA in Imperial History

All MA programmes owned by the School of History

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

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

8.2 Demonstrate the ability to debate an exceptionally fierce historiography.

8.3 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 Develop their mental flexibility.

9.2 Improve their ability to sustain concentration and aim.

9.3 Construct coherent written and oral arguments.

9.4 Research different source types.

9.5 Produce a variety of robust outputs.

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 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 tactic and strategy of armed insurrection, and the ambiguities of independence.

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

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

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

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

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

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

Welsh, D. (2009) *The Rise and Fall of Apartheid*, Johannesburg: Jonathan Ball Publishers.

1. **Learning and teaching methods**

Total contact hours: 22

Total private study hours: 278

Total module study hours: 300

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

Essay 1 3000 words 40%

Essay 2 3000 words 40%

Presentation 15 minutes 20%

13.2 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 | 9.5 |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |
| Private Study | 276 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | 24 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Presentation |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 1 (3000 words) |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 (3000 words) |  | **X** | **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.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 09/01/19 | Minor | 2019-20 | 12, 13.2, 17 | No |
|  |  |  |  |  |