

UNDERGRADUATE CURRICULUM PROPOSAL COVER SHEET

Title of Proposal – Must begin with Department Abbreviation:

HIST New Course Proposal: HIST 3530, Southern African History

Check One: Full Proposal or Information Item

Effective Date for Curricular Offering: 2010-2011 Catalog

FROM: Sara Jorgensen, History, Brock 408, x 5622, sara-jorgensen@utc.edu

(proposal originator: include spokesperson's name, department, office number, telephone, e-mail)

Does this require new resources from the originating department or other department? No
Please include an explanation if yes.

Faculty of the originating department approved this proposal on 10.14.09 (date),
by a vote of 9 aye votes; 0 nay votes; 0 abstentions; 0 eligible voting members absent.

The following have examined this proposal:

Dept Head/Director: L. F. Kushing 10.15.09 Kushing yes!
Printed name Signature, date Approve Neutral Disapprove*

College Curriculum Committee Date: _____ Vote: _____ Signature of Chair: _____

Spokespersons for Affected Departments:

Printed Name, Department	Signature, Date	Approve	Neutral	Disapprove*

Dean/Director: H. Burkham H. Burkham ✓

University Registrar: Linda Orth Linda Orth 10/27/09
Printed name Signature, date Comments

Provost/Representative: J. Sander J. Sander 11/2/09 ✓
Printed name Signature, date Approve Neutral Disapprove*

Lab/studio fee requested:

Provost: Phil Oldham _____
Printed name Signature, date Approve Disapprove*

*Those who disapprove may attach an explanation

ACTIONS on this proposal:	Curriculum Committee	Faculty Senate
Date the proposal was considered	_____	_____
Vote of the body:	_____	_____
Accepted as information item (indicate date)	_____	_____
Approved as submitted (indicate date)	_____	_____
Approved with amendments (amendments indicated and transmitted to all signatories above, date):	_____	_____
Signature of Chair:	_____	_____

New Course Proposal: HIST 3530, Southern African History

The Department of History requests approval to add a new offering, Southern African History, to the course catalog.

A. Catalog Description:

History 3530, Southern African History (3). A comparative historical study of the southern African region. Topics will include the societies and cultures of foraging, herding and agricultural peoples; pre-colonial states, empires, and trade; early European settlement and evolution of Euro-African communities; slavery and settler colonies; colonial rule and African responses; resistance, independence, and apartheid; independent states and societies; modern regional trends and developments.

B. Rationale/Economic and Pedagogical Consequences:

This course is part of a plan to expand the History Department's offerings in African history from the current two courses (two-part general survey) to a group of courses that can be taught in a two or three year cycle in which the survey is alternated with topical classes. More broadly, it will enhance the department's offerings in the history of the non-Western world. The specific topic of this course reflects the research interests of the department's African history specialist. The course is also designed to provide students with an opportunity to consider history from an explicitly comparative perspective (i.e., differential impacts of environments, colonial rulers, &c.). A similar course was offered under the department's History 385 (to be History 3900) ("national histories") rubric as "South Africa and its Neighbors"; unlike that offering, this course will cover a longer period of time than do the survey courses, encouraging students to consider a wide range of connections across time as well as space.

This course will have no economic or pedagogical consequences for the University, as it will be taught by the History Department's existing African history specialist. It will have no immediate impact on other departments or programs, although it would be a suitable addition to the Africana Studies minor's list of courses should that program choose to include it.

C. Pedagogical Objectives:

This course is designed to:

- Provide an overview of events and vocabulary with which to understand African history, a topic which is new to many college students;
- Introduce students to the methodologies and source materials used in studying African history (archaeological evidence, material culture and objects; oral tradition; written sources; historical linguistics);
- Develop students' analytical and writing skills through discussion, source analysis and production of critical essays; and

- Encourage students to approach the study of history from a comparative perspective, emphasizing its cumulative nature and the importance of geographical and cross-cultural connections.

D. Model Syllabus: Attached to the end of this proposal.

E. Evaluation methods: See model syllabus (attached).

F. Laboratory/Studio Fee: Not applicable.

SAMPLE SYLLABUS-- SOUTHERN AFRICAN HISTORY

HIST 3530 DATE/TIME

Instructor: Sara Jorgensen, Department of History
Office: Brock 408A
Phone: 423-425-5622
E-mail: sara-jorgensen@utc.edu
Office Hours: [whatever they are]

Course Description:

This course will introduce you to the history of southern Africa, a region marked by a diversity of states, cultures, environments and historical experiences. The course will explore topics including the settlement of the region by Khoisan-language speaking foragers and Bantu-language speaking herders and farmers, and the societies they developed; the workings of kingdoms such as the Kazembe, Zimbabwe, and Zulu; trade within the region and with external partners; the impacts of Portuguese, Dutch and English settlers and colonizers; African responses to colonization and the introduction of Western ideas and technologies; independence movements; South African apartheid and its impact on neighboring countries; and current issues in the region. By engaging with these topics, you will develop your skills in historical analysis and comparison, as well as gaining an understanding of the region.

Sample of required materials:

Examples of possible texts for this course:

- Martin Hall, *Farmers, Kings and Traders: The People of Southern Africa 200-1860* (Chicago, 1990)
- J.D. Omer-Cooper, *History of Southern Africa*, 2nd ed. (Heinemann, 1994)
- John Lambert, *Betrayed Trust: Africans and the State in Colonial Natal* (U of Natal Press, 1995)
- Harry G. West, *Kupilikula: Governance and the Invisible Realm in Mozambique* (Chicago, 2005)

In addition to the selected textbooks, the course will make use of other secondary readings (articles, chapters from other books) and of primary documents, all of which will be available to students on UTC Online, on e-reserve at Lupton Library, and/or online, and of films shown in class.

Sample rubric for Evaluation and Grading:

Exams and Quizzes:	45%
Map Quiz	5%
Midterm Exam	15%
Final Exam	25%
Short Primary-source analysis Papers (5):	25%
Comparative Essay:	20%
Class Participation:	10%

Grades in this course are determined by a combination of formal evaluation (exams and quizzes), written work, and class participation. You will receive an A in the course if the weighted average of these elements is 90 or above, a B if it is 80-89, a C if it is 70-79, a D if it is 60-69, and an F if your weighted average is below 60.

Quizzes and exams will be given on the days indicated in the class schedule, at the beginning of the hour. If I need to change a test date, you will be notified well in advance, verbally in class and by e-mail. If you miss a quiz or exam, it is your responsibility to inform me of your absence, provide a

reasonable excuse (i.e., University-sanctioned activity, illness), and arrange a make-up time. You will have up to one week from the test date to make up missed quizzes and exams, after which you will receive a grade of 0 (exception: documented major medical problems). The map quizzes will test material included on a study guide distributed beforehand—if you miss class when the study guide is distributed, it is your responsibility to get one from me.

Written work for this class has two components.

- The first is a series of five short papers that ask you to consider and compare primary sources and other materials. These will be due every few weeks throughout most of the semester and are designed to facilitate discussion. Because of this goal, you must turn them in on time in order to receive credit. If necessary, you may submit one of the five late and receive credit (reduced for lateness); after that, barring exceptional circumstances, no credit will be given for late work.
- The second written component is a comparative essay which will be distributed later in the semester.

If you miss class on a date when the assignment is distributed, it is your responsibility to get the assignment. Papers are due at the start of class on the due dates. Unless otherwise indicated (see above), I will accept late papers for up to a week after the due date; however, there is a significant penalty for late work—five points (out of 100) will be deducted from your grade if it is submitted between the due date and the next class meeting, ten points for between one and two class meetings after the due date, and fifteen points for between two and three class meetings. Written work will not be accepted more than a week after it is due. Please do not convince yourself that the “real” deadline for papers is the deadline for acceptance of work—if you do so, you will lose many points and shoot yourself in the foot. **Plagiarism and other forms of academic dishonesty will not be tolerated.** First offenses will receive an F (0 points) on the assignment in question; additional offenses will receive additional penalties up to an F in the course and/or sanction under the UTC honor code.

Class participation evaluates your performance in terms of your general attendance and behavior in class. The “default grade” for this component of the course is a B (c. 85%). If you come to class regularly, aren’t disruptive or tardy, and appear to be paying attention, you will receive this grade. You can move it up to an A by actively engaging with the course—answering my questions, asking your own, participating in discussions and making relevant comments, &c. You can drop it to a C or lower through sporadic attendance and disruptive behaviors including (but not limited to) eating in class, sleeping, carrying on conversations with your neighbors, texting or other use of communications devices for non-class purposes, regular tardiness, etc.

Absences, Excused and Otherwise:

You will need to attend class regularly in order to get a good grade in this course. There is not a set number of allowed absences, but keep the following in mind: if you miss class regularly, you will a) miss lectures including information that you will be responsible for on the exams, and b) miss the chance to participate in class discussions, as well as being noticed as a regular non-attendee.

Absences will be considered excused (not penalized for b, above) if you are missing class to participate in a University-sanctioned activity (note to athletes—please let me know about each absence even if you have informed me of your participation on a team at the beginning of the term). They may also be excused if you have a medical emergency or illness (in which case I may ask to see a doctor’s note), or in other unusual circumstances of which I may also ask for proof. In these cases, I retain discretion over whether an absence will be excused. **If you know you will be missing class**

as an excused absence when a written assignment is due, you must turn it in before leaving in order to receive full credit. Talk to me if you have questions about this.

If you miss class under any circumstances, you are advised to get notes from a reliable classmate.

Statement on Students with Disabilities:

If you have a disability—for example, an attention disorder such as ADD or ADHD, a learning disability, a vision or hearing problem, another physical disability or a psychiatric condition—and you think that you may need special assistance or a special accommodation for this or any other course, please contact the Office for Students with Disabilities (110 Frist Hall, ph. 425-4006).

Sample Schedule of Topics:

- Week 1: Settlement of the region & basic social structures—foraging peoples
- Week 2: Settlement of the region & basic social structures—agro-pastoral peoples
- Week 3: African kingdoms—Kongo, Kazembe, Zimbabwe &c.
- Week 4: Early interactions with outsiders—traders, missionaries, settler enclaves, African-European communities
- Week 5: Impacts of external influences and local circumstances on African state-building—the Nguni kingdoms of the late eighteenth and early nineteenth century
- Week 6: Nineteenth-century European settlement, expansion of empires, and African responses
- Week 7: Gold, diamonds, urbanization, and the rise of migrant labor
- Week 8: Race, class, segregation, and resistance in the early 20th century
- Week 9: South African exceptionalism?: the rise of apartheid
- Week 10: The mid-20th century: independent states vs. entrenched empires
- Week 11: 1976 and after: Renewed resistance in South Africa and the Frontline States
- Week 12: Collateral damage: Impacts of colonialism on the region's peoples
- Week 13: Southern Africa negotiates the post-cold-war world—democratization, reconciliation, truth commissions, quests for social justice, and failed states
- Week 14: Current trends in southern Africa (could include things like the expanding regional influence of the Chinese; political issues such as elections, wars; medical/epidemiological concerns, etc.) and their historical contexts