

UNIVERSITY OF BOTSWANA

DEPARTMENT OF HISTORY

(INCLUDING ARCHAEOLOGY UNIT & HISTORY DIVISION)

STUDENT HANDBOOK
2009/2010

See also our web-site <www.thuto.org/ubh>

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WELCOME TO THE DEPARTMENT

A nation without a past is a lost nation, and a people without a past is a people without a soul. (Sir Seretse Khama, speech at Luyengo, Swaziland, May 1970)

Background

The Department of History on the Gaborone campus was founded in 1971 as a teaching division of the combined University of Botswana, Lesotho & Swaziland. In 1976 it became an independent department, with its own revised academic programme. Our Archaeology Unit was founded in 1983, offering a BA in Archaeology and (up to 2002) an undergraduate Certificate in Museum Studies. The department also offers MA, MPhil and PhD programmes of study.

Former UB Department of History staff include Professors Thomas Tlou and the late Leonard Ngcongco, and the distinguished British and West African historian the late Professor Michael Crowder, who together founded a system of selected History Major students writing final-year Research Essays (equivalent to BA Honours).

UB History & Archaeology graduates have proceeded with distinction into the Media, Administration, and other fields of employment. **Media practitioners** include Outsa Mokone (Editor, *Sunday Standard*), Sechele Sechele, Titus Mbuya, and Gideon Nkala (all with *Mmegi* Publishing & Newspaper Trust), Christopher Nyanga (Botswana Television newscaster), Siphso Showa (Public Relations Officer, Botswana Building Society), and K. Kebiditswe (formerly Macmillan Botswana, now with *Mmegi* Publishing) and Lesedi seitei (Heinemann). **Administrators** include Patrick Molutsi (Chief Executive Officer, Tertiary Education Council), Andrew Sesinyi (Deputy Permanent Secretary, Ministry of Science & Technology), Philip Segadika (Deputy Director, National Museum of Botswana), Bapasi Mphusu (Director, Independent Electoral Commission), Odirile Gabasiane (Chief Executive Officer, Ba Isago College), Modisaotsile Hulela (Senior Education Officer, Ministry of Education), Prof. Brian Mokopakgosi (former Deputy Vice Chancellor, University of Botswana), and Theophilus Mooko (currently Deputy Permanent Secretary in the Ministry of Education). **Other graduates** include Margaret Nasha (the Minister of State President), Moggy Mbaakanyi (Member of Parliament), Batlang Comma Serema (Executive Secretary, Botswana Democratic Party), Mabe Gaborone (Botswana Defence Force), and a number of academics such as Lily Mafela Senior Lecturer in Languages and Social Sciences, University of Botswana), Onalenna Doo Selolwane (Senior Lecturer in Sociology, University of Botswana), Leshwiti Tutwane (Lecturer in Media Studies, University of Botswana), Segomotso Masegonyana Keakopa, Peter Sedimo and Lekoko Kenosi (Lecturers in Library & Information Studies, University of Botswana)

Our aims & objectives

The department's mission is:

- To promote awareness of the past, to show the relevance of the past to the present, and thereby to open minds to the possibilities of the future.
- To advance knowledge, research and preservation of inherited culture, and to communicate our findings as widely as possible.
- And, to defend the place in academic scholarship of Historical Studies including Archaeology and Museum Studies, and of the Arts and Humanities in general.

The objectives of UB History and UB Archaeology programmes are:

- To equip students to explain, elucidate and teach the history and/ or archaeology of Botswana, Africa and the World, and the historical aspects of social, developmental and cultural subjects, and to prepare students for both further education and lifelong independent study.
- To put a premium on reading and research and making sense of diverse information, on cultural sensitivity, on critical interpretation and judgement of sources, on narrative explanation and situational analysis, on the production of interesting and usable knowledge, and on the writing of lucid and accessible reports.
- For students to appreciate and enjoy their studies sufficiently to contribute valid historical and cultural insights into discussions of public affairs, and to be able to conduct independent research and reporting.
- To promote awareness of the past, to show the relevance of the past to the present, and thereby to open minds to the possibilities of the future

Employment prospects

Historians and archaeologists by training may seek careers in any field that puts a premium on:

- research and making sense of diverse information
- critical interpretation and judgment of sources
- narrative explanation and situational or policy analysis
- the production of interesting and usable knowledge
- the writing of lucid and accessible reports for publication

Our undergraduate programmes in History and Archaeology therefore stress:

- Knowledge and understanding of Botswana and Southern Africa in core courses, and other areas of Africa among optional courses;
- Knowledge and understanding of the multi-cultural underpinnings of an increasingly globalized world culture;
- Practical skills in the collection and analysis of primary data including documents and artefacts, in the reading of extensive secondary sources, and in the writing of reports and essays.

For further details on the University of Botswana's Department of History and the study of Botswana's past, please go to <www.thuto.org/ubh>.

GUIDELINES FOR STUDENTS

A. Explaining course credits

The *average* course load of a student is 18 credits per semester, which means 18 contact hours per week. (A contact hour means one hour in a classroom, but may mean two or more hours in a laboratory or in watching films.)

You need 120 credits to get your BA degree. If you take four years to get the degree, that means a *minimum average* of 30 credits per year, or 15 credits per semester. But you may take up to 21 credits per semester if you want extra courses or have to repeat some courses after failing them. How many credits do you need in History *or* Archaeology out of the 120 credits total? That depends on what type of degree programme you are following. (Most students take a Double Major.)

| | |
|--|---|
| Double Major in History <i>or</i> Archaeology & another Subject in Major/ Major combined degree | 40 credits in History or Archaeology |
| Single Major in History <i>or</i> Archaeology | 80 credits in History or Archaeology |
| Major in History <i>or</i> Archaeology in Major/Minor combined degree | 56 credits in History or Archaeology |
| Minor in History <i>or</i> Archaeology in Major/ Minor combined degree | 24 credits in History or Archaeology |
| Multi-disciplinary combined degree , History or Archaeology courses therein | 12 credits in History or Archaeology |

You must take *all core courses*. There is no reason to take the same number of *elective* History *or* Archaeology courses every semester, but the *average* number of courses over the six semesters of Levels 200-400 (Years 2-4), after earning 4 credits in History *or* Archaeology at Level 100, must look like this:

| | |
|--|--|
| Double Major in History <i>or</i> Archaeology & another Subject in Major/ Major combined degree | 40 credits=i.e. 36 at Levels 200-400; divided by 6 semesters=average 6 credits per semester . (<i>That usually means one core course plus one optional</i>) |
| Single Major in History <i>or</i> Archaeology | 80 credits=i.e. 76 at Levels 200-400; divided by 6 semesters = average 13 credits (4-5 courses) per semester |
| Major in History <i>or</i> Archaeology in Major/Minor combined degree | 56 credits=52 at Levels 200-400; divided by 6 semesters = average 9 credits (3 courses) per semester |
| Minor in History <i>or</i> Archaeology in Major/ Minor combined degree | 24 credits=20 at Levels 200-400; divided by 6 semesters =average 3 credits (one course) per semester |
| Multi-disciplinary combined degree , History courses therein | 12 credits=8 at Levels 200-400=average 3 credits (one course) per year |

When you calculate your *total course load each semester*, remember that it must total *at least* 15 credits (and up to 21), including all core courses in your Majors/Majors and 2 credits for a GEC (General Education) course. Of course you must pass all core courses to graduate with a degree, and you must make sure you pass sufficient elective courses to get the necessary total of 120 credits for a BA.

B. Study Hints

1. Taking notes

The most basic skill you need for attending lectures and reading books etc. is *note-taking*. Write up your rough notes neatly and keep them in a file or notebook. Course instructors may request to see your notes, and may even mark them.

2. Writing and presentation

We require you to use quotation marks and citation of sources for all phrases and sentences which are not your own invention. More than four lines of a quotation should be in an indented paragraph. For a quick guide to writing assignments see: <www.thuto.org/ubh/ub/courses/his211/fnguide.htm>. For a fuller guide see <www.thuto.org/ubh/ub/compu/wproc/wordp01.htm> For guidance on how to switch off bad MS features see:<www.thuto.org/ubh/ub/compu/hcsmsw1.htm>

3. Plagiarism

The History Department Board endorses the award of a zero mark for plagiarism. ***Plagiarism is defined as using an identical phrase of seven words or more from any source without acknowledgement, i.e. by not using quotation marks and/ or not clearly indicating the source.***

4. Presenting work on time

At its meeting on 7th April 2005 the History Department Board resolved to enforce Faculty of Humanities Regulation 22.42 (UB Calendar 2000/2001, p.333):

Failure without good cause to deliver an assignment within twenty-four hours of the due date shall carry a penalty of five percentage marks per day. Failure to submit the assignment before the end of one week from the due date shall incur a zero mark.

C. How we grade you

We grade you on the basis of a combination of factors: (a) evidence of how much reading you have grasped on the topic; (b) the quality of your writing and/ or oral presentation; (c) your ability to construct an argument towards your own conclusions; (d) how far you understand the scholarly literature on the topic and contribute to debates between scholars.

| Letter Grade | Marks % | Comments | Approximate classification |
|--------------|------------|--|----------------------------|
| A | 80 & above | Extensive reading and innovative writing, with very good argument making an original contribution to debates between scholars on the topic | 1st or Distinction |

| | | | |
|---|-------------|--|------------------------|
| B+ (B Plus) | 75 to 79 | Very good reading and writing, with very good knowledge and very good argument showing more than sufficient understanding of debates between scholars on the topic | Upper 2nd or Merit |
| B | 70 to 74 | Good reading and writing, with good knowledge and good argument showing sufficient understanding of debates between scholars on the topic | Upper 2nd or Merit |
| B- (B Minus) | 65 to 69 | More than adequate reading and writing, with more than adequate knowledge and more than adequate argument and with elementary consideration of debates between scholars on the topic | Lower 2nd or Credit |
| C+ (C Plus)- | 60 to 64 | Adequate reading and writing, with adequate knowledge and adequate argument but with insufficient consideration of debates between scholars on the topic | Lower 2nd or Credit |
| C & C- (C Minus) | 50 to 59 | Barely adequate reading and writing, with barely adequate knowledge, usually lacking in argument as well as lacking understanding of scholarly debates | 3rd or Pass |

B-Minus or above is the achievement level required for Graduate Studies in History and Archaeology. *Every* student should aim for this grade or higher. If you never meet this grade, we may ask why you are studying in a university.

D. Research Hints

The on-line catalogue of the University of Botswana Library web-site can be accessed via <www.ub.bw> or directly at <<http://medupe.ub.bw>>.

The UB History web-site is <www.thuto.org/ubh>. It contains many helpful bibliographical lists and documents, such as: *Select Bibliography and Guide to Sources on Botswana History*, *Botswana History and Archaeology: Student Research Essays* (listed by date, district, and ethnic group), *Bechuanaland Colonial Administrators* (listed by district), *South Africa's Raids on Botswana* (Truth & Reconciliation Commission proceedings, 1999-2000).

The Botswana Society has an extensive subject index of all its books and articles from *Botswana Notes and Records* at <www.botsoc.org.bw>.

You can also search for any book or for titles of documents by typing in "National Archives of South Africa", "Library of Congress", "British Library", etc. into search engines like <www.google.com>, <ask.com>, or <desktop.yahoo.com>, or you can try to access the on-line catalogues of university libraries by typing the name of the university in the search box of a search-engine.

For advanced research, <scholar.google.com> lists academic articles and other scholarly references. For research needs in Botswana (including research permits), you are referred to <<http://www.thuto.org/schapera>>.

DEPARTMENTAL SPECIAL REGULATIONS

DEGREE PROGRAMMES IN ARCHAEOLOGY & HISTORY

1.1 General Provisions

Subject to the provisions of Academic General Regulations and Faculty of Humanities Special Regulations, the following Departmental Regulations shall apply.

1.2 Programmes and Titles of Degrees

The Department of History offers the following undergraduate programmes leading to the award of the mentioned degrees and certificates:

- *Single Major programmes in History* (Departmental Regulations 2.3-2.5) and in *Archaeology* (Departmental Regulations 3.1-3.4) leading to the awards of BA (History) and BA (Archaeology).
- *Major in Combined Major/Minor programmes* (History Major: Departmental Regulations 2.3-2.5) (Archaeology Major: Departmental Regulations 3.1-3.4), leading to the award of BA
- *Double Major (Combined Major/Major)* programmes (History Major: Departmental Regulations 2.3-2.5) (Archaeology Major: Departmental Regulations 3.1-3.4), leading to the award of BA
- *Minor in Combined Major/Minor programmes* (History Minor: Departmental Regulations 2.3-2.4), (Archaeology Minor: Departmental Regulations 3.1-3.4), leading to the award of BA if the student is registered in the Faculty of Humanities
- *Courses in Multidisciplinary degrees* including History courses may be approved in special cases in accordance with General Regulation 20.40, but only at the discretion of the History Department. Such degrees lead to the award of BA if the student is registered in the Faculty of Humanities.
- *Certificate in Museum Studies* (Departmental Regulations: 4.1-4.3) Programme suspended from 2002-2003.

1.3 Objectives of Programmes

See Page 2 of this Handbook.

1.4 Entry Requirements

Admission to History and Archaeology BA Programmes shall be as specified in Faculty of Humanities Regulation 22.2.

1.5 Award

To be awarded a degree, a student must satisfy appropriate provisions of Academic General Regulation 20.91.

2.0 Departmental Special Regulations for BA in History

See Page 24 of this Handbook.

3.0 Departmental Special Regulations for BA in Archaeology

See Page 10 of this Handbook.

6.0 Departmental Special Regulations for MA in History

See Page 54 of this Handbook.

8.0 Departmental Special Regulations for MPhil & PhD in History

See Page 56 of this Handbook.

**ARCHAEOLOGY
UNDERGRADUATE PAGES**

BA IN ARCHAEOLOGY REGULATIONS

3.0 BA Archaeology Degree Programmes

3.1. General Provisions

3.1.1. Courses & Credits:

Except as otherwise provided, all Archaeology courses are one-semester courses with a value of 3 credits.

3.1.2. Assessment:

Assessment shall normally include course assessment as provided for in General Regulation 30.50, including essays, tests, presentations, laboratory work, field work, technical assignments, project assignments, group exercises, practical exercises, and other forms of assessment appropriate to the particular course, and final examinations, but the assessment requirements may vary between courses according to the approved course prescriptions.

3.1.3. History courses as part of Archaeology programmes:

(i) HIS 102, HIS 201, HIS 301 and HIS 304 shall be credited as Archaeology courses.

(ii) Other History courses may with the permission of the History Department be credited as Archaeology courses.

3.1.4. Other courses as part of Archaeology programmes:

Over and above their core courses, students will be encouraged to take complementary courses from other Departments to build up their Archaeology programme.

3.1.5. Courses offered:

Not all courses will necessarily be offered in any one year.

3.2. Archaeology programmes:

3.2.1. Programmes

The Department of History offers the following programmes in Archaeology for the degree of Bachelor of Arts:

- Single Major,
- Major in Major/Minor combined degree,
- Double Major in Major/Major combined degree,
- Minor in Major/Minor combined degree.

3.2.2. Programme requirements

3.2.2.1 Credits required:

| <i>Programme:</i> | <i>Credits required to pass:</i> | <i>Courses must include:</i> |
|--|----------------------------------|------------------------------|
| Single Major in Archaeology | 80 | All core courses + ARC 470 |
| Major in Archaeology in Major/Minor combined degree | 56 | All core courses |
| Double Major in Archaeology in Major/Major combined degree | 40 | All core courses |
| Minor in Archaeology in Major/Minor combined degree | 24 | All core courses |

3.2.3. **Courses required:**

3.2.3.1. Archaeology Core courses are compulsory for students taking any Major in Archaeology, or a Minor in Archaeology as part of a Major/Minor combined degree.

3.2.3.2. ARC 471 and ARC 472 (Research Project courses) are compulsory for the Single Major in Archaeology.

3.3. Courses:

3.3.1.1 List of courses:

Single Major in Archaeology

Minimum 80 credits in Archaeology

all core courses + ARC 304, ARC 471, & ARC 472

Major in Archaeology

in Major/Minor combined degree

Minimum 56 in Archaeology

all core courses

Double Major in Archaeology

in Major/ Major combined degree

Minimum 40 in Archaeology

all core courses

Minor in Archaeology

in Major/Minor combined degree

Minimum 24 in Archaeology

all core courses

Core Courses for Archaeology Majors & Minors(25 credits total)

| | |
|---------|---|
| ARC 101 | Introduction to Archaeology (2 credits) |
| ARC 102 | Introduction to World Prehistory (2 credits) |
| ARC 201 | Introduction to Archaeological Theory (3 credits) |
| ARC 202 | Introduction to Archaeological Method (3 credits) |
| ARC 204 | Introduction to Environmental Archaeology (3 Credits) |
| ARC 301 | Archaeological Heritage Management (3 credits) |
| ARC 302 | Quantitative Techniques (3 credits) |
| ARC 315 | Field Techniques (3 credits) |
| ARC 401 | Archaeology of Botswana (3 credits) |
| ARC 402 | Advanced Archaeological Theory (3 credits) |
| ARC 417 | Heritage Management (3 credits) |

Other Core Courses for Archaeology Single Majors (13 credits total)

| | |
|---------|---|
| ARC 304 | Research Project Proposal (3 credit) |
| ARC 471 | Research Project Fieldwork & Preliminary Report (3 credits) |
| ARC 472 | Research Project Intermediate & Final Reports (9 credits) |

Optional Archaeology Courses (all 3 credit courses)

(See Archaeology Course Descriptions below)

3.3.1.2. Students shall take General Education Courses and will have the opportunity to take elective courses from other Departments to fulfil their credit requirements.

3.3.2. **Special courses:**

3.3.2.1. Archaeology Research Project courses (ARC 471 & ARC 472)

(i) Pre-requisites: ARC 302, ARC 315, HIS 301, HIS 304

(ii) Students shall be admitted to course ARC 471 at the end of the preceding academic year, and spend the Long Vacation undertaking independent research. Admission to this course is by permission of the Department of History.

(iii) Students shall be admitted to course ARC 472 on successful completion of ARC 471.

3.3.2.2. Assessment:

Students shall make presentations to departmental research seminars, and shall be assessed (i) principally, on the basis of their Research Project; (ii) secondarily, on the basis of their contribution to departmental research seminars.

3.3.2.3. Credits: Research Project courses ARC 471 and ARC 472 shall carry a value of 3 and 9 credits respectively. Students who fail ARC 472 will be required to repeat it.

3.4. Award of the degree

General Regulations shall apply. Students must obtain a minimum of 120 credits including all core courses.

ARCHAEOLOGY COURSE DESCRIPTIONS

Note: *Odd-numbered courses are taught in 1st Semester, even-numbered courses in 2nd Semester. Courses have no Pre-requisites or Co-requisites except where marked below.*

ARC 101 INTRODUCTION TO ARCHAEOLOGY (Core Course: 3 Credits).

Prerequisite course: ARC 101

Aims and learning objectives

This course provides an introduction to theory and methods in archaeological research, data collection, and analysis. The objective is to familiarise students with the strategies that are employed in the investigation of archaeological remains.

Rationale for teaching this course

The purpose of teaching this course will be to equip students with general but adequate techniques of recognising and appreciating archaeological information in its synthesized form. This knowledge will provide the basis for further courses.

Course synopsis

Archaeology is the study of ancient human cultures using material remains to reconstruct past lifeways. These cultures are studied using the approaches, theories, and techniques of archaeology. In this introduction to archaeology, we examine three aspects of the subject: (i) the history, methods and theories of archaeology; (ii) issues of chronology and dating in archaeology; (iv) an outline of the archaeology and heritage of Botswana.

Prescribed texts: C. Renfrew & P. Bahn, (2004) *Archaeology: Theories, Methods and Practice*. 4th edition. Thames & Hudson; A. Segoybe, P. Lane & A. Reed (1998) *Ditswa Munge: The Archaeology of Botswana*. Botswana Society

ARC 102 INTRODUCTION TO WORLD PREHISTORY (Core Course: 2 Credits)

Aims and Learning Objectives:

This course provides students with a basic understanding of world prehistory and an opportunity to appreciate prehistory at a global scale. Key concepts in archaeology are discussed, with examples from various regions of the world: human evolution, domestication, agriculture and complex societies.

Rationale for teaching this course:

Some students go on to teach environmental studies or history, while some make careers in archaeology. This course equips them with the necessary foundation in archaeology and critical appreciation of culture change and continuity across the globe.

Course synopsis

The course introduces students to issues and debates in World Archaeology. It provides them with an overview of chronological concepts and timelines in archaeology and history. Fundamental topics such as human evolution, domestication and the emergence of complex societies will be discussed with the use of case studies from selected areas of the world.

Prescribed text: C. Scarre, ed. (2005) *The Human Past: World Prehistory and the Development of Human Societies*. Thames and Hudson

ARC 201 INTRODUCTION TO ARCHAEOLOGICAL THEORY (Core Course: 3 Credits) *Pre-requisite courses:* ARC 101, ARC 102

Aims and learning objectives

The course presents to students archaeological theories in an introductory manner. The course also discusses the history of the discipline, its aims goals and its development as a discipline.

Rationale for teaching this course

The purpose of this course is to introduce students to archaeological theories and analytical techniques general employed in the study of archaeological phenomena.

Course synopsis

The course is an introduction to archaeological theory.

ARC 202 INTRODUCTION TO ARCHAEOLOGICAL METHOD (Core Course: 3 Credits) *Pre-requisite course:* ARC 101

Aims and learning objectives

The course introduces students to archaeological methods and the handling of archaeological data, its organisation, curation and interpretation. The variety of archaeological data and the methods appropriate to each will be discoursed.

Rationale for teaching this course

The purpose of this course is to introduce students to archaeological Historical Research Methods and it is hoped that at the end of this course students will be adequately equipped to recognize archaeological methods and appreciate knowledge generated via these methods.

Course synopsis

The course is an introduction to archaeological Historical Research Methods, including reconnaissance methods, environmental reconstruction, excavation techniques, principles of stratigraphy, and analysis of finds

Prescribed text: DINCOUZE, *Environmental Archaeology DELETE*

ARC 203 INTRODUCTION TO AFRICAN ARCHAEOLOGY (Core Course: 3 Credits) *Pre-requisite courses:* ARC101, ARC102

Aims and learning objectives

The course will: (i) introduce students to issues and debates in African archaeology and its place in World Archaeology; (ii) provide the students with an overview of Palaeolithic and post-Palaeolithic archaeology of Africa, with particular reference to sub-Saharan Africa; (iii) present critical appraisal of approaches to culture change; (iv) inculcate an ability to think and write critically about interpretations that explain patterns in settlement and material culture

Rationale for teaching this course

This course introduces students to issues such as human evolution, experimental and ethnoarchaeological research in Africa and Heritage Management studies. The course equips students with skills necessary for working in archaeology and related fields, and will also benefit teachers who teach a component of African prehistory.

Course synopsis

The course begins with the history of archaeological research in and about Africa. The course then provides an overview of Africa in human evolution. Holocene pastoralism and early farming are discussed, followed by an overview of early states in East and West Africa. The Indian Ocean, the Sahara and Sahel as routes of communication between Africa and other continents are discussed, with specific archaeological case studies. Fundamental archaeological debates in Africa, such as Bantu migrations and African urbanization are elucidated. The course ends with an introduction to the archaeology of Southern Africa.

Prescribed texts: D.W. Phillipson (2005) *African Archaeology*. 3rd edition. Cambridge University Press; Stahl, A.B., ed. (2005) *African Archaeology*. Blackwell

ARC 204 INTRODUCTION TO ENVIRONMENTAL ARCHAEOLOGY

(Core Course: 3 Credits) *Pre-requisite course:* ARC201 (previously numbered ARC 207)

Aims and learning objectives:

(i) to examine the nature of the palaeoenvironmental record within which archaeological data is observed and interpreted.; (ii) to examine the nature of the processes, which lead to the formation of archaeological stratigraphy and the past environments within which sites and stratigraphy form, and are now located; (ii) to examine theoretical principles employed to interpret the palaeoenvironmental record in terms of past human ecology.

Rationale for teaching this course

This course provides a fuller understanding of social and economic changes in prehistory, and helps to reconstruct the interaction between peoples and their environment. It provides theoretical background in ecology, geology and related fields which are useful to develop competence in archaeological research.

Course synopsis

In order to conceptualise the environmental context of past human populations, ecology and archaeological record, various disciplines and techniques, especially those of the earth sciences will be explored and used in conjunction with archaeology.

Prescribed text: S. Dincauze (2002) *Environmental Archaeology* Cambridge University Press

ARC 301 ARCHAEOLOGICAL HERITAGE MANAGEMENT (Core Course: 3 Credits) (previously titled 'History of Archaeology')

Aims and learning objectives

This course examines the philosophy, policies and the practice of archaeological resource management. The course is designed in a way that should enable students to be on a position to make informed choices as to the techniques appropriate to management of cultural and natural resources. It is expected that at the end of the course students will have a concise comprehension of the theoretical aspects of CRM.

Rationale for teaching this course

The purpose of teaching this course will be enable students to have a concise comprehension of the evolution of the course and a clear understanding of the theoretical aspects of CRM.

Course synopsis

The course is a survey of cultural and natural resources management theory and it also a discourse on management strategies and techniques appropriate heritage and natural resources management.

Prescribed text: Henry CLEERE, *Archaeological Heritage Management in the Modern World* (Routledge)

ARC 302 QUANTITATIVE TECHNIQUES (Core Course: 3 Credits)

Aims and learning objectives

The course aims to: (i) provide students with awareness of the use of computers and statistical techniques in the handling and interpretation of archaeological data; (ii) introduce the basic terminology and principles of descriptive and inferential statistics; (iii) explore how quantitative methods can be applied in archaeology; (iv) prepare for further quantitative research in archaeology (GIS and Remote Sensing)

Rationale for teaching this course

Quantitative methods are routinely used in archaeological research, from data collection to analysis and presentation. This course gives students the confidence to design and implement a coherent sampling strategy and quantitative data analysis.

Course synopsis

The course starts with discussion of quantitative methods in the history of archaeological research, in order to understand how these methods have been integrated into the discipline. It introduces statistical and computing terminology, and provides an overview of descriptive and inferential statistics. Issues of sampling theory and strategies in archaeology are discussed. In order to achieve practical competence, the course will offer a series of practical exercises in statistical software such as Excel and SPSS.

Prescribed text: Shennan, S. (1996) *Quantifying Archaeology*, 2nd edition, Edinburgh University Press

ARC 304 RESEARCH PROJECT PROPOSAL (Core Course: 3 Credit)

Pre-requisite courses: ARC 301; *Co-requisite courses:* ARC 302

Aims and learning objectives

To test the student's initiative in choosing and preparing a Research Project proposal for the ARC 471-472 Research Project which would add to the archaeological literature on Botswana and immediately neighbouring areas. Students who complete this course will have made progress in identifying archaeological issues and problems and in identifying research strategies to address them.

Rationale for teaching this course

The writing of a Research Project proposal is an essential practical skill needed by the archaeologist. This course provides a focus for skills imparted in previous and other Archaeology courses. The acceptance of a Research Project proposal by the History Department Board is the essential pre-requisite for entering the ARC 471-472 Research Project course

Course synopsis

The course will be structured in seminar classes in which possible issues and problems for research are discussed.

ARC 313 STONE TOOLS (LITHICS) (Optional Course: 3 Credits)

Pre-requisite course: ARC202

Aims and learning objectives

To introduce the student to stone tool technology and to teach them the basic principles of stone tool classification using southern African examples.

Rationale for teaching this course

students who wish to be employed as field archaeologists or museum curators need at least a basic minimum knowledge of stone tool technology and typology.

Course synopsis

For over 99% of human history, people used stone as their primary tool. Stone tools are a major component of most archaeological sites in southern Africa. This course will introduce students to the basics of stone tool technology and typology. This includes learning how to make stone tools, how to identify and describe them, and how others in the region have classified stone tools into various types.

Prescribed texts: Andrefsky, Junior, *Lithics: Macroscopic Approaches to Analysis*; Whittaker, *Flintknapping*

ARC 314 CERAMIC ANALYSIS (Optional Course: 3 Credits)

Pre-requisite course: ARC202

Aims and learning objectives

To introduce the student to ceramic technology and to teach them the basic principles of pottery classification using southern African examples.

Rationale for teaching this course

students who wish to be employed as field archaeologists or museum curators need at least a basic minimum knowledge of ceramic technology and typology.

Course synopsis

Potsherds are a major component of most archaeological sites of the last two thousand years in southern Africa. In the past, ceramic vessels have been used as the basis for reconstructing Iron Age migrations into southern Africa. They are a significant source of information for reconstructing Botswana's past. This course will introduce students to the basics of ceramic technology and typology. This includes learning how to make pots, how to identify and describe whole vessels and potsherds, and how others in the region have classified archaeological ceramics into various types.

Prescribed texts: Rice, *Pottery Analysis, a Source Book*; T. H. Huffman, *A Handbook to the Iron Age*

ARC 315 FIELD TECHNIQUES (Core Course: 3 Credits)

Pre-requisite courses: ARC202. *Additional information:* The course is taught in the mid-winter vacation period by two weeks fieldwork.

Aims and learning objectives

To introduce students to the field techniques used in archaeological survey, excavation and analysis. The course is for single and double majors in archaeology who need to have some field training as part of their degree requirement. It can also be useful for students who are double majoring with Environmental Science, Geology, or other disciplines which involve fieldwork.

Rationale for teaching this course

Field technique is an important part of any archaeologist's training. The skills obtained in this course will help the students with their Research Projects as well as making them employable in the contract archaeology units.

Course synopsis

This course introduces students to basic archaeological field skills. These include map reading, orienteering, basic map making, survey, excavation, sorting and cataloguing the finds, entering of the data in a database system and GIS platform. The students will spend two weeks under intensive field training conditions under the supervision of one of the Archaeology Unit's staff members.

Prescribed text: J. Balme & A. Paterson, eds. (2006) *Archaeology in Practice: A Student Guide to Archaeological Analyses*. Blackwell

ARC 316 ARCHAEOLOGICAL INTERPRETATION (Optional Course: 3 Credits) *Pre-requisite courses:* ARC201, ARC 202

Aims and learning objectives

This course presents an introduction to the principles of interpreting archaeological data. Problem-based learning will teach students to (i) evaluate and criticize published interpretations of archaeological; (ii) recognize and interpret patterns in an archaeological data-base; (iii) apply the fundamentals of data interpretation to their own research.

Rationale for teaching this course

Problem solving is a general skill useful far beyond the confines of archaeology. This course will also be particularly useful to students taking the fourth year Research and Dissertation course (ARC 471): it will help them to find ways to interpret their own data.

Course synopsis

Archaeology requires an ability to not only collect but critically and creatively interpret data within a spatio-temporal perspective, in order to create past histories. This course (i) allows students to read and critically evaluate archaeological issues and already published case studies; (ii) trains students in problem solving with the use of a series of actual and simulated archaeological problems; (iii) asks students to use selected methods to analyse and interpret an archaeological dataset either collected by them or stored in the collection of the archaeology laboratory.

Prescribed text: J. Balme & A. Paterson, eds. (2006) *Archaeology in Practice: A Student Guide to Archaeological Analyses*. Blackwell

ARC 317 BIOARCHAEOLOGY I (Optional Course: 3 Credits)

Aims and learning objectives

An introductory course that introduces students to the relationship between humans and their natural and social environments.

Rationale for teaching this course

To integrate data from botanical and faunal remains to understand the use of resources by past human communities and the reasons underlying the diverse adaptations found in different environments. This course would be important in providing basic knowledge on the two disciplines and could develop and enhance interest in research at postgraduate level and beyond.

Course synopsis

The faunal and floral analysis can provide useful information of prehistoric lifestyles, palaeoenvironments and past animal and plant management strategies. This course will explore the processes leading to the formation of fossil records and their importance in archaeological interpretation. It will examine the methodologies and techniques of extracting, analysing and interpreting plant and animal micro and macrofossil material from the archaeological stratigraphies. The problems of quantification and inference will also be looked at.

Prescribed text: E.J.REITZ, & E.S.WING, *Zooarchaeology (Cambridge Manuals in Anthropology)* (Cambridge University Press)

ARC 321 ETHNOARCHAEOLOGY (Optional Course: 3 Credits)

Pre-requisite course: ARC201

Aims and learning objectives

This course will introduce learners to basic concepts in ethnoarchaeology. It will focus on the principles and development of the sub-discipline within the broad discipline of archaeology. At the end of the course learners should be able to: (i) demonstrate understanding of the theoretical and methodological contributions of ethnoarchaeology to archaeology; (ii) outline the development of ethnoarchaeology within the discipline; (iii) list the key contributors to ethnoarchaeology and their work; (iv) exercise basic research skills in ethnoarchaeology

Rationale for teaching this course

This course is an important component of theoretical and methodological discourse in archaeology. Ethnoarchaeological research has aided archaeologists to make advances in the study of prehistoric cultures and students will benefit from the background provided by this course.

Course synopsis

The development of ethnoarchaeology in archaeology can be traced to the 'New Archaeology' of the 1960s, rejecting classificatory historical approaches and increasing research in traditionally 'anthropological' and 'ethnological' fields, with a focus on contemporary societies and their cultures--to explain human behaviour and culture change in addition to studies of material culture. Ethnoarchaeological research was carried out in Africa where the wealth of data was noted by researchers such as Lewis Binford and Ian Hodder among others.

Prescribed text: KRAMER, *Ethnoarchaeology in Action*

ARC 322 SPECIAL SUBJECT (Optional Course: 3 Credits) (previously titled 'Case Studies in Ethnoarchaeology')

This course introduces students to current research, debates and findings of topical issues in archaeology. Special areas of archaeology such as GIS in archaeology and rock art studies are presented. Texts are prescribed depending on the subject on offer.

ARC 323 RESEARCH METHODS IN ARCHAEOLOGY (Core Course: 3 Credits) *Pre-requisite course:* ARC201 (previously titled 'Reading Material Culture in Archaeology')

Aims and Learning Objectives

The course is designed to equip students with the basic knowledge and skills to enable them to conceptualize, plan and carry out archaeological research of different types and to be able to carry out data analysis, interpretation and report writing.

Rationale for Teaching the Course

This course is an important component of methodological discourse in archaeology and provides clear and practical approaches to research design.

Course synopsis

The course equips students with adequate skills in archaeological research methods.

Prescribed text:

Drewette, P. 1999. *Field Archaeology: An Introduction*. University College, London.

ARC 401 ARCHAEOLOGY OF SOUTHERN AFRICA (Core Course: 3 Credits) (previously titled 'Archaeology of Botswana')

Pre-requisite courses: ARC101, ARC201

Aims and learning objectives

The course introduces and provides historiographical details of archaeological research in Southern Africa, and concludes by highlighting current research. At the end of the course the students will: (i) know the history of archaeological research in Southern Africa; (ii) be able to list key figures in that research; (iii) be able to identify contributions made by researchers in Southern Africa; (iv) be able to summarise current trends in archaeological research in Southern Africa.

Rationale for teaching this course

People interested in pursuing careers in archaeology as a profession in Southern Africa need to understand the origins and development of the discipline. This course is particularly intended for students majoring in archaeology who will serve as teachers, heritage managers or museum professionals in Botswana and the region.

Course synopsis

The course traces the history of archaeological research in Southern Africa from earliest times to the present. It highlights major influences on directions in research, contributions to scholarship made by researchers, and the impact of archaeological research on the reconstruction of Southern African history. The course notes constraints on the growth of the discipline and the impact of research on museum development in Southern Africa.

Prescribed texts: A. Segobye, P. Lane & A. Reid *Ditswa Mmung: The Archaeology of Botswana* (Botswana Society); P. Mitchell, *The Archaeology of Southern Africa* (Oxford University Press)

ARC 402 ADVANCED ARCHAEOLOGICAL THEORY (Core Course: 3 Credits) *Pre-requisite courses:* ARC 201, ARC 311

Aims and learning objectives

This course develops critical thinking in archaeological theory, focusing on trends since the 1960s. At the end of the course the students should be able to: (i) identify key scholars in archaeological theory; (ii) review the work of at least four theorists; (iii) outline trends in archaeological theory; (iv) apply theoretical discourse to archaeological practice and interpretations.

Course synopsis

This course will develop students' understanding of archaeological theory focusing on the 'New Archaeology' since the 1960s. The course focuses on the theoretical archaeology of Euro-American researchers, and concludes by reviewing researchers in other parts of the world. The shift towards a world archaeology and identification of African archaeology as an important area of research is discussed.

ARC 412 HUMAN ORIGINS (Optional Course: 3 Credits)

Pre-requisite course: ARC202

Aims and learning objectives

To introduce the student to the concepts of evolution and human origins.

Rationale for teaching this course

Evolution matters: it is a central concept in many disciplines besides archaeology. Human origins and evolution are now part of the secondary schools social studies syllabus.

Course synopsis

There are diverse views on the origins of humanity. This course presents the naturalist's point of view. It covers what we know of human origins around 5 million years ago until mankind settled down to farm about 10,000 years ago. We discuss the origins of upright posture, our tools, our languages and our extraordinary brains.

ARC 413 COMPLEX SOCIETIES (previous title 'Farmers and State Formation') (Optional Course: 3 Credits) *Pre-requisite course:* ARC202

Aims and learning objectives

To introduce the student to the concept of cultural evolution and the origins of food production, sedentary life, politically and economically complex societies.

Rationale for teaching this course

Cultural evolution is an important concept. The foundations of the modern world were laid down when people settled down to a life of farming. This revolutionary change led to all the other changes that have made humans all but the masters of this planet. Origins of food production and civilization is also a topic in the secondary schools social studies syllabus.

Course synopsis

About 10,000 years ago people began to produce their own food by farming and herding. This led to village life, differences in wealth, the creation of rulers and followers, chiefdoms, states and empires. This course examines why people turned to food production after more than a million years of successful hunting and gathering. Case studies cover the Near East, Africa and Central America.

ARC 417 HERITAGE MANAGEMENT (Core Course: 3 Credits)

Aims and learning objectives

The course aims to develop skills in heritage management. By the end of the course learners should be able to articulate the different perspectives to heritage management focusing on cultural heritage and environmental resources. The learners should be able to outline principles of management and identify heritage resources and approaches to their identification, preservation and presentation. At the end of the course learners should be able to differentiate different approaches to the valuation of heritage, management of heritage and the role of heritage in development.

Teaching and learning philosophy

This course will be presented in a learner centred way focusing on project based and inquiry learning. It will emphasize critical analysis by challenging learners to apply knowledge and personal experiences to defining problems in the heritage sector and identifying problem solving strategies. Learners will be expected to undertake extensive research to supplement classroom instruction. They will engage with the subject matter through the use of multiple sources of information and interaction with a diverse range of knowledge resources including museums, cultural industry practitioners and regional heritage resources agencies. They will be expected to demonstrate multiple skills including communication and management skills. The course will help learners to prepare for the world of work by direct internships in the workplace within the heritage sector.

Rationale for teaching the course

The course serves as a preparation for learners entering the world of work in the heritage and related sectors. It is particularly suited for students of archaeology who wish to pursue further studies and or work in the heritage sector. It is particularly relevant to engagement with heritage development, environment and sustainability in Botswana and the world.

Course synopsis

The course builds on content learnt in courses such as ARC 101, ARC 201 and 301. It highlights developments in the sub-discipline of archaeological heritage management focusing on applying the principles of archaeological heritage resources management. The course provides a base for engaging more specifically into debates on what is heritage and how it can be managed. It interrogates the concept of heritage and its management as from a multi-disciplinary perspective providing an overview of issues in the areas of environment, culture and management studies. As an applied knowledge course, it challenges learners to apply knowledge to problem solving in contemporary development issues.

ARC 421 GEOARCHAEOLOGY (Optional Course: 3 Credits)

Pre-requisite course: ARC301

Aims and learning objectives

To assess landscapes within which archaeological data is observed and interpreted. To look at the theoretical objectives, methods, and interpretive approaches, which are derived from other interdisciplinary areas of Geography, Geomorphology, Palaeoecology, Soil and Geology, classified as Earth Sciences.

Rationale for teaching this course

This course drives a research interest in exploration of the past, and particularly the human past, with contextual approaches setting these notions of the human past(s) into contexts of landscape, resources, human origins and cultural pathways over time.

Course synopsis

The course will focus mainly on--methods relating the spatial and temporal distributions of archaeological sites to landscape topography, geomorphology and

subsurface stratigraphy. Compulsory five-day field work (to the Makgadikgadi or the Shashe-Limpopo Basin) will be undertaken during the mid-semester break.

Prescribed text: Rapp, G and Hill, C. 1998. *Geoarchaeology, The Earth-Science Approach* Yale University Press.

ARC 422 BIOARCHAEOLOGY II (previously titled 'Faunal and Floral Analysis') (Optional Course: 3 Credits) *Pre-requisite course:* ARC301

Aims and learning objectives

To establish the relationship between humans and natural and social environments. To reconstruct past environments, vegetations and animal populations and their contributions and responses to environmental change in the archaeological record.

Rationale for teaching this course

To integrate data from botanical and faunal remains to understand the use of resources by past human communities and the reasons underlying the diverse adaptations found in different environments. This course provides basic knowledge on the two disciplines and should develop interest in research at postgraduate level.

Course synopsis

Fauna and flora provide information about prehistoric lifestyles, palaeoenvironments and past animal and plant management strategies. The course explores the processes leading to the formation of fossil records and their importance in archaeological interpretation; and examines methodologies and techniques of extracting, analysing and interpreting plant and animal micro and macrofossil material from archaeological stratigraphies. Problems of quantification and inference are examined.

ARC 471 RESEARCH PROJECT: FIELDWORK AND PRELIMINARY REPORT (Optional/ Core Course: 3 Credits)

Aims and learning objectives

To equip students with the skills of archaeological research and presentation, which will enable to students to either proceed in further studies or to advance in any profession requiring archaeological skills.

Rationale for teaching this course

The advancement of archaeological research and understanding, on and in Botswana, depends upon the development of new cadres of scholarship. The supervision of such research by established scholars enhances their teaching and research, and broadens the production of specialist studies.

Course synopsis

After the ARC 304 proposal has been accepted by the Department Board, the student is allocated a supervisor and conducts fieldwork during the winter period. The preliminary draft report is presented at a seminar during Semester I.

ARC 472 RESEARCH PROJECT: INTERMEDIATE & FINAL REPORTS (Optional/ Core Course: 9 Credits)

If the ARC 471 fieldwork and preliminary report has been judged satisfactory by the Department Board, the student presents an intermediary draft report to a seminar and then submits a final report at the end of Semester II.

HISTORY
UNDERGRADUATE PAGES

HISTORY UNDERGRADUATE REGULATIONS

See also <<http://www.thuto.org/ubh/ub/courses.htm#B.A.-in-History->>

2.0 BA History Degree Programme

2.1. General Information

2.1.1. All the courses offered in the History programme will be semester long with the exception of the Research Project (HIS 471/HIS 472) which will be a calendar year in length.

2.1.2. Unless indicated otherwise, all courses will carry 3 credits.

2.1.3. The Department may not offer all courses listed in any one semester.

2.1.4. 300/400-level courses:

Courses defined as 300/400-level courses may be taken *either* as 300-level courses *or* as 400-level courses, but may not be taken more than once.

2.1.5. Archaeology courses as part of History programmes:

ARC 101, ARC 102, ARC 201 and ARC 202 may be credited as History courses.

Other Archaeology courses may with the permission of the History Department be credited as History courses.

2.1.6. Other courses as part of History programmes:

The History Department may recognise and give credit for courses offered by other departments as part of a History programme.

2.1.7. Assessment:

Assessment shall normally include course assessment as provided for in General Regulation 00.811, including essays, tests, presentations, project assignments, group exercises, practical exercises, and other forms of assessment appropriate to the particular course, and final examinations, but the assessment requirements may vary between courses according to the approved course prescriptions.

2.2. Structure

2.2.1. The History Department offers the following programmes in History for the degree of Bachelor of Arts:

- Single Major,
- Major in Major/Minor combined degree,
- Double Major in Major/Major combined degree,
- Minor in Major/Minor combined degree

2.2.2. Students need a minimum of 80 credits for the Single Major programme.

2.3. Requirements for History Programmes

Single Major in History

Minimum 80 credits in History

- all core courses (21 credits total)
- at least one course from List 1
- at least one course from List 2
- at least one course from List 3

Major in History

in Major/Minor combined degree

Minimum 56 credits in History

- all core courses (21 credits total)
- at least one course from List 1
- at least one course from List 2

Double Major in History & another Subject

in Major/ Major combined degree

Minimum 40 credits in History

- all core courses (21 credits total)
- at least one course from List 1

Minor in History

in Major/ Minor combined degree

Minimum 24 credits in History

- all core courses (21 credits total)
- at least one course from List 1

Multi-disciplinary combined degree

Minimum 12 credits in History

- at least 2 core courses
- at least 2 courses from Lists 1, 2 & 3

2.4. Courses

2.4.1. Course codes:

Courses normally taught in the first semester shall have odd-numbered course codes. Courses normally taught in the second semester shall have even-numbered course codes. Whole-year courses shall have course codes ending in “0”.

2.4.2. General list of courses (See Undergraduate History Course Descriptions below)

2.4.3. Students shall take General Education Courses and will have the opportunity to take elective courses from other Departments to fulfil their credit requirements.

2.4.4. List of courses for the purposes of History Special Regulation 2.3 above:

Core Courses

Either ARC 101 Introduction to Archaeology (2 credits)

or ARC 102 World Prehistory (2 credits)

HIS 102 Introduction to the Study of History (2 credits)

HIS 201 African Cultures and Civilisations to c.1500 (3 credits)

HIS 202 Africa in the Era of the Atlantic Slave Trade c.1500-c.1800 (3 credits)

HIS 305 Historical Research Methods & Historiography of Botswana (4 credits)

HIS 306 Philosophy of History & Research Project Proposal (4 credits)

HIS 401 Mfecane and the Settler Scramble for Southern Africa (3 credits)

List 1: Alternate Core Courses on 20th-century Southern Africa (all 3 credits)

HIS 412 Segregation, Apartheid & African Nationalism in South Africa

HIS 414 Chiefs, Commoners & the Impact of Colonial Rule in Botswana, Lesotho & Swaziland

HIS 416 Land, Labour & Liberation in Mozambique, Namibia & Zimbabwe

List 2: Optional Courses on Theory and Political Ideas (both 3 credits)

HIS 421 Political Ideas during the Ancient and Medieval Periods

HIS 422 Political Ideas during the Modern and Contemporary Periods
(Departmental Special Regulation 1.0 permits recognition and credit by the History Department of POL 202 Classical Political Thought 3 credits & POL 301 Modern Political Thought 3 credits as alternate courses satisfying the requirements of HIS 421 and HIS422 respectively.)

List 3: *Optional Courses on Non-African Topics* (all courses 3 credits)

HIS 211 The Rise of Europe to World Dominance
HIS 212 Catastrophe & Survival in 20th Century Europe
HIS 213 Poverty, Economic Growth & Affluence in Western Europe and America
HIS 214 Agriculture & Industrialisation in the World Economy to 1945
HIS 331 African Diaspora in the Islamic World & Asia
HIS 332 African Diaspora in the Caribbean & the Americas
HIS 333 Introduction to Foreign Policy, Diplomacy & International Relations 1800-1945

HIS 334 Superpowers in the 20th Century
HIS 335 Colonial Latin America to 1830
HIS 336 Modern Latin America
HIS 431 Natives & Settlers in Early North America
HIS 432 Industrialisation & Expansion in Modern North America
HIS 433 Civilization and Modernization in China & Japan
HIS 434 Ancient, Colonial & Independent India & South Asia
HIS 435 Modern Britain: Nation, Class, Gender, Race, Religion, Culture, Power
HIS 436 The British Empire & Commonwealth in World History
HIS 437 Civilisations of the Ancient Near East & Mediterranean

Other Optional History Courses

HIS 341 From Slavery to Colonialism in West Africa
HIS 342 Modern Anglophone, Francophone & Lusophone West Africa
HIS 343 Trade & Politics in Central African Kingdoms
HIS 344 The Roots of Crisis in Modern Central Africa
HIS 441 Slave Trade & Conquest in East Africa
HIS 442 Ecology & Empire, Conservation & Politics in Eastern Africa
HIS 443 Islam, Imperialism and the Military in the Making of Modern Egypt (3 credits)

HIS 444 French Colonialism and its Aftermath in the Maghrib (3 credits)
HIS 445 Globalization and Third World Economies in Africa, Latin America, and South-East Asia (3 credits)

HIS 446 Growth, Policy and Poverty in Africa, Latin America, South & South-East Asia (3 credits)

HIS 471 Research Project Fieldwork & Preliminary Report (3 credits)
HIS 472 Research Project Intermediate & Final Reports (9 credits)
HIS 473 Special Seminar I (3 credits)
HIS 474 Special Seminar II (3 credits) Special Seminar topics currently approved by the History Department Board:

- Prehistory of Southern Africa*
- The Missionary Factor in Southern African History*
- Labour Migration in Southern Africa*
- Selected Themes in North American History*

- *French-speaking Tropical Africa c.1870-1900*
- *Historiography of Race and Politics in South Africa 1910-1976*
- *History of Missionary, Tribal and Colonial Education in Botswana*
- *Impact of the Two World Wars on Botswana*
- *Seretse Khama and the Independence of Botswana, 1949-1980*
- *British South Africa Company and the Bechuanaland Protectorate, 1888-1913*
- *History of Museums and Museum Displays in Southern Africa*
- *History of Films and Film-Making, with Special Reference to Africa*
- *Historical Films with Special Reference to Africa*
- *History of Witchcraft in Southern Africa*

2.5 Special Courses

2.5.1. History Research Project courses (HIS 471 & HIS 472)

2.5.1.1 Admission:

- (i) Pre-requisites: HIS 305, HIS 306 (previously HIS 301, 302, 303, 304)
- (ii) Students shall be admitted to course HIS 471 (Research Project Fieldwork & Preliminary Report) at the end of the preceding academic year, on the basis of Research Project proposals written in the course HIS 306 (Research Project Proposal) and spend the Long Vacation undertaking independent research. Admission to this course is by permission of the History Department.
- (iii) Students shall be admitted to course HIS 472 (Research Project Intermediate & Final Reports) on successful completion of HIS 471.

2.5.1.2 Assessment:

Students shall make presentations to departmental research seminars, and shall be assessed (i) principally, on the basis of their Research Project (ii) secondarily, on the basis of their contribution to departmental research seminars.

2.5.1.3 Credits:

Research Project courses HIS 471 and HIS 472 shall carry a value of 3 and 9 credits respectively, thus totalling 12 credits for field work, preliminary, intermediate and final reports on the same individual topic.

2.5.2 Special Seminars:

HIS 473 Special Seminars I

HIS 474 Special Seminars II

2.5.2.1 Admission:

Admission to a Special Seminar course is by permission of the History Department.

2.5.2.2 Topics:

- (i) Special Seminars will be offered from a list of topics approved by the Departmental Board from time to time.
- (ii) Not all topics will be offered in any year.

2.6 Continuous Assessment

2.6.1 The proportion of Continuous Assessment marks to Final Examination marks in any course shall be 40:60 except where otherwise specified in the course description. At the discretion of the instructor, Final Examination may be conducted in a specified period of time and/ or by presentation of a final assignment or assignments at the specified time.

2.7 Award of the Degree

General Regulations shall apply. Students must obtain a minimum of 120 credits including all core courses.

HISTORY UNDERGRADUATE COURSE DESCRIPTIONS

Note: *Odd-numbered courses are usually taught in 1st Semester, even-numbered courses in 2nd Semester. Courses have **no** Pre-requisites or Co-requisites **except** where marked below.*

ARC 102 INTRODUCTION TO WORLD PREHISTORY (Core Course: 2 Credits) *This course will now be taught in the 1st Semester*

Aims and Learning Objectives:

This course provides students with a basic understanding of world prehistory and an opportunity to appreciate prehistory at a global scale. Key concepts in archaeology are discussed, with examples from various regions of the world: human evolution, domestication, agriculture and complex societies.

Rationale for teaching this course:

Some students go on to teach environmental studies or history, while some make careers in archaeology. This course equips them with the necessary foundation in archaeology and critical appreciation of culture change and continuity across the globe.

Course synopsis

The course introduces students to issues and debates in World Archaeology. It provides them with an overview of chronological concepts and timelines in archaeology and history. Fundamental topics such as human evolution, domestication and the emergence of complex societies will be discussed with the use of case studies from selected areas of the world.

Prescribed text: C. Scarre, ed. (2005) *The Human Past: World Prehistory and the Development of Human Societies*. Thames and Hudson

HIS102 INTRODUCTION TO THE STUDY OF HISTORY (Core Course: 2 Credits)

Aims and learning objectives

The course aims to give students: (a) an introduction to the study of history at university level, including sources and interpretation of evidence; (b) basic knowledge and understanding of the history of Botswana and the world from pre-colonial times to the present. The course contrasts the skills and methods of the university historian with the History taught in schools and popularized by the “public history” of monuments and memorials, popular literature and the media.

Rationale for teaching this course

The course is a foundation course for other history courses at university level, enabling students to appreciate their own historical and cultural heritage within the

history of the rest of Africa and other parts of the world. As such, it contributes to the realization of aspects of “Vision 2016”, approved by the National Assembly of Botswana to guide the future development of the nation, which emphasizes the need for citizens of Botswana to know their history and culture.

Course synopsis

The course applies the skills and methods of university historians to selected aspects of the history of Botswana and the world. Topics and themes are selected from the pre-colonial, colonial and post-colonial periods. The course raises questions of individual identity, gender, class, language and ethnicity, inheritance and heritage. It relates these questions to historical reconstruction of the peopling of the area of Botswana over the ages, and the reconstruction of social, economic and environmental change, as well as of the growth of forms of political organisation.

Prescribed text: Thomas Tlou & Alec Campbell *History of Botswana* (Macmillan)

HIS 201 AFRICAN CULTURES & CIVILISATIONS TO C.1500 (Core Course: 3 Credits) *Pre-requisite courses:* ARC 101 or 102, HIS 102

Aims and learning objectives

Students should be able to understand and evaluate Africa’s distinctive cultural and historical heritage up to about 1500, and to relate that understanding to a wide range of scholarly disciplines.

Rationale for teaching this course

HIS 201 build on the insights of ARC 102 and HIS 102, encouraging critical thinking and use of historical sources. It provides essential background on Africa before 1500 for courses in the Humanities, Social Sciences, and Education, and is essential for the further study of History and Archaeology.

Course synopsis

A survey of pre-colonial Africa discussing selected themes in prehistory, state formation, trade, and small-scale societies. Including the origin and spread of modern humans, their languages and cultures, Nile civilizations, Christianity and Islam, Sudanic states, early trade on the East Coast, and the rise and fall of Great Zimbabwe.

Prescribed text: Kevin Shillington, *History of Africa* (Macmillan)

HIS 202 AFRICA IN THE ERA OF THE ATLANTIC SLAVE TRADE c.1500-C.1800 (Core Course: 3 Credits) *Pre-requisite courses:* HIS 201

Aims and learning objectives

Students should be able to understand and evaluate Africa’s distinctive cultural and historical heritage c.1500 to c.1800, with emphasis on the region around Botswana, and to relate their understanding to a wide range of scholarly disciplines.

Rationale for teaching this course

HIS 202 builds on the insights of HIS 201, and forms a basis for 300 and 400 level History courses on African regions since 1800. It provides essential background for other courses in Humanities, Social Sciences, and Education. Emphasis on the

Botswana region fits in with the preparation of teachers with the Botswana Senior Secondary History syllabus.

Course synopsis

The course begins by discussing later Islamic and Christian history in North Africa, and surveys the growth of coastal and interior trading states, and slave trading from the Atlantic and Indian Oceans. It then goes into greater depth on south-eastern Africa and the region around Botswana.

HIS 211 THE RISE OF EUROPE TO WORLD DOMINANCE (Core Course: 3 Credits) *Pre-requisite courses: ARC 101, HIS 102*

Aims and learning objectives

This course aims to provide students with a basic understanding of the history of Europe to c.1900 as a background to European and world history. Students who complete this course should be familiar with the basic data and main historiographical issues concerning this subject.

Rationale for teaching this course

Europe has been central to modern world history, and its culture has greatly affected the rest of the world. In order to understand these influences, students need to have some understanding of the origins and development of European civilization.

Course synopsis

The course will cover, on a broad scale, the rise of Europe to its position of world dominance in the late 19th century. This will include themes of world history, but will also look at the origins and nature of the distinctive societies that arose in Europe from the Middle Ages onward. Themes will include different political and economic systems, religion, social and cultural change, science and technology, witchcraft and deviance, and Europe's changing relations with other civilizations.

Prescribed text: Simpson, *Europe 1783–1914*

HIS 212 CATASTROPHE & SURVIVAL IN 20TH CENTURY EUROPE (Core Course: 3 Credits) *Pre-requisite courses: ARC101, HIS102*

Aims and learning objectives

This course aims to provide students with a basic understanding of the history of 20th Century Europe as a background to European and world history. Students who complete this course should be familiar with the basic data and main historiographical issues concerning this subject.

Rationale for teaching this course

Conflicts in Europe have been central to world history in the 20th century, and some understanding of them is therefore necessary for the study of world history. 20th century Europe is a part of the new Botswana secondary school curriculum and it is therefore desirable to cover this area for Education students.

Course synopsis

This course deals with the period in which Europe went from world dominance to near self-destruction, and then recovery. The course will be taught mainly in chronological sequence. The starting point is Europe before the First World War; the

end is the fall of the Soviet Union and the beginning of the post-Cold-War world. In terms of events, the century can be seen in terms of three major cycles: the two world wars; the era of Fascism; and the era of Communism. The main themes are "catastrophe", including war, extremism, economic collapse and the Nazi Holocaust, and "survival", European attempts to counter, survive and recover from these experiences. The use of film resources will be a feature of this course.

HIS 213 POVERTY, ECONOMIC GROWTH AND AFFLUENCE IN WESTERN EUROPE AND AMERICA (Optional Course: 3 Credits)

Aims and learning objectives

The case of Europe will be used to illustrate three sets of problems: (a) how to identify, understand, and interpret long run economic change. In what significant ways has economic life changed over long periods of time? What features of economic life today are the same as those faced by early man? How much scope is there for economic change?, (b) how to compare key differences between economies in their long-term economic development. Why at any point in time are some nations more prosperous than others? and (c) what has been the comparative contributions of technological advance and institutional/organizational change to economic progress?

Rationale for teaching this course

The course is intended to teach skills through intensive reading, writing and discussion. Economic history students need to develop awareness and understanding of long run economic changes. Students must also appreciate that what happened in history is subject to constant revision and re-interpretation. Economic historians recognize that answers are provisional, and that sometimes the questions themselves are not properly formulated, or they even presume "facts" in evidence which is just not there.

Course synopsis

This course examines the transformation of Western European and American economies from ones in which Malthusian pressures on population were a dominant historical fact to contemporary welfarist societies. Its scope can be described as "From Caveman to Skyscrapers". Intermediate phases to be considered include the development of trade in medieval Europe, the organization and evolution of feudal economies, the development of commerce and international markets during the renaissance and early modern times, and the industrialization of Western Europe and North America.

Prescribed text: Rondo E. Cameron, *A Concise Economic History of the World*

HIS 214 AGRICULTURE AND INDUSTRIALISATION IN THE WORLD ECONOMY TO 1945 (Optional Course: 3 Credits)

Aims and learning objectives

The methods of economics are used to explore historical issues, and historical examples are used to understand the process of economic development. First, the course will make students aware of the historical dynamics that propelled the contemporary economic system to its present position. Second, it will illustrate how

the main body of economic knowledge can be enriched by the study of history. Third, it will highlight the importance of markets in the allocation of societies' resources throughout the last five hundred, or so, years of European economic development.

Rationale for teaching this course

Development specialists and practitioners, international opinion formers, bureaucrats and many academics now acknowledge that there are many problems in economics for which history is the only true source of data. There are few courses in which the student gets the opportunity to sharpen his/her analytical skills on a greater variety of problems than in economic history. A course which includes Russian and Japanese economic history, as well as Western Europe and North America, invites students interested in today's economic and social problems to take a fresh look at the past.

Course synopsis

The course takes a topical approach to economic development, focusing on the collapse of medieval economies and the rise of industrial capitalism in Britain, France, Germany, Russia and parts of southern and eastern Europe, with comparisons being made with Japan and North America. There is considerable emphasis on agrarian transition, the commercial revolutions, institution capacity building and industrialization processes, international trade in the modern age, war economies in the early 20th century, and subsequent mid-century economic crisis and recovery.

HIS 305 HISTORICAL RESEARCH METHODS & HISTORIOGRAPHY OF BOTSWANA (Core Course: 4 Credits)

Aims and learning objectives

The aim of this course is to indicate how historians go about their work of studying the past: the stages, processes and techniques involved, the problems encountered and the possible ways of dealing with the problems. The purpose or objective of such a study is twofold: first to sensitise students to the complexities involved in the study of history; second to impart to students the skills needed for research and writing in history. Students who complete this course will also be familiar with the main issues in Botswana historiography and the current state of knowledge and research.

Rationale for teaching this course

Research Methods are central to any academic discipline. They distinguish and characterize each discipline and give it its peculiar or distinctive character. It is also very important that history graduates should be familiar with the state of historical knowledge and research in their own country, so that they can contribute meaningfully to debate and further research.

Course synopsis

The course deals with the various stages and processes in the research and writing of history. It covers such issues as topic selection, data collection, evaluation, dating analysis and interpretation of data, and the systematic presentation of the data as a coherent meaningful account of (an aspect of) the past. Special attention will be given to scholarly debates and the lacunae of previous research, covering a broad

range of themes, periods, territories and ethnicities within Botswana and across its borders.

Prescribed text: Arthur Marwick, *The New Nature of History*

HIS 306 PHILOSOPHY OF HISTORY & RESEARCH PROJECT PROPOSAL (Core Course: 4 Credits)

Aims and learning objectives

This course introduces students to the nature of historians' knowledge of the past and the theories developed by scholars to find meaning and purpose in human history over the past two and a half millennia. The objective is to expose students to basic features of the development of historical knowledge. Students are also required to show progress in identifying historical issues and problems, and in identifying research strategies to address them, by the preparation of a Research Proposal.

Rationale for teaching this course

There are long-standing debates as to whether historical knowledge is scientific or objective and accurate or a true reflection of past events. Students of history should have an idea of the nature of these debates, and of the strengths and weaknesses of various positions. The writing of a Research Project proposal is an essential practical skill needed by the historian, and is a pre-requisite for entering the subsequent HIS471-472 Research Project courses.

Course synopsis

The course discusses the issues relating to the scientific or non-scientific, objective or non-objective nature of historical knowledge, and the various theories advanced to explain the entire course of the human past by historians over the past two and a half millennia. Students prepare individual Research Project proposals on original topics for which sources and materials are available.

HIS 331 AFRICAN DIASPORA IN THE ISLAMIC WORLD & ASIA (Optional Course: 3 Credits)

Aims and learning objectives

This course aims to familiarize students with the history of African people who have migrated across the Mediterranean and Indian Oceans in the earlier period, and with the subsequent history of black people in the Islamic world and Asia. Students who complete this course should be familiar with the basic data and main historiographical issues in this field of the African Diaspora.

Rationale for teaching this course

An understanding of the African Diaspora is important to African history because of the close links which have existed between political, cultural, artistic and other movements in the Diaspora and those in Africa.

Course synopsis

The first part of the course will outline the chronological sequence, putting the African Diaspora in the context of the Saharan and Indian Ocean slave trade. The rest of the course will contrast the experiences of mining and plantation labour with

domestic labour and military employment in the Mediterranean and the Near East, Arabia and Persia, and the islands of the Oceans.

Prescribed text: Ronald Segal, *Islam's Black Slaves*

HIS 332 AFRICAN DIASPORA IN THE CARIBBEAN & THE AMERICAS (Optional Course: 3 Credits)

Aims and learning objectives

This course aims to familiarize students with the history of black people of the African Diaspora across the Atlantic Ocean. Students who complete this course should be familiar with the basic data and main historiographical issues in the field of the African Diaspora in Latin America, the Caribbean islands, and North America.

Rationale for teaching this course

An understanding of the African Diaspora, particularly in Portuguese, English and French speaking areas of the Americas, is important to African history because of the close links which have existed between political, cultural, artistic and other movements in the Diaspora and those in Africa.

Course synopsis

The course will follow a mainly regional sequence, with a first part focused in Brazil and the Caribbean, and a second part focused on black history in the United States. Themes will include why Africans rather than native Americans became slaves, African cultural survivals, changing regimes of slavery within mercantile and industrial economies, debates about the social and political effects of emancipation, subsequent systems of racial segregation, and the contribution of black political and intellectual movements.

Prescribed texts: Azevedo, *Africana Studies*; Nanikongo, *Leading Issues in African American Studies*

HIS 333 INTRODUCTION TO FOREIGN POLICY DIPLOMACY AND INTERNATIONAL RELATIONS, 1800 TO 1945 (Optional Course: 3 Credits)

Aims and objectives

This course aims at introducing to and equipping students with concepts and knowledge of diplomacy, foreign policy and international relations, as well as their historical evolution. After completing the course, students will have a thorough understanding of the operation of the international system and role of big powers thereon.

Rationale for teaching this course

Understanding the structure of the international system and the concepts upon which it is built is a must for students of history and political science. This course will be taught to equip the beneficiaries with such knowledge and the capacity to operate within the system.

Prescribed text: Pearson, *International Relations*

HIS 334 SUPERPOWERS IN THE 20th CENTURY (Optional Course: 3 Credits)

Aims and learning objectives

This course aims at providing students with conceptual frameworks for analysing the international system as well as knowledge about the history of the superpowers from 1945 to the present. Students who take this course should be familiar with the basic data and main historiographical issues concerning this subject.

Rationale for teaching this course

Knowledge of today's world system and the role of the big powers in it is a must for purposes of survival, especially for small states. This course provides an opportunity to acquire the skills and knowledge to operate effectively within the international system.

HIS 335 COLONIAL LATIN AMERICA TO 1830 (Optional Course: 3 Credits)

Aims and learning objectives:

The aim of this course is to provide student with a basic understanding of early Latin American history. The crucial events which moulded early Latin American history are essential to the understanding of the current issues in Latin America and in relating that continent to the outside world.

Rationale for teaching this course

Major issues in Latin American history include the history of indigenous people (Indians), conquest and colonization. An appreciation of these events is desirable, especially for comparative purposes with Africa and Asia, continents that experienced similar phenomenon. Also, in appreciating the present topical issues of Third World Latin America, it is essential to grasp their historical origin and draw comparisons with other developing continents. The course shall enable our students to develop a broad global understanding of historical issues and discard the narrow view of history.

Course synopsis

This course begins by discussing the historical background to the conquest and establishment of colonial rule by Spain and Portugal. It proceeds on to discuss four major issues: the indigenous people of Latin America, conquest and its impact, the establishment of colonial rule and anti-colonial struggles.

Prescribed text: James Lockhart & Stuart Schwartz, *Early Latin America*

HIS 336 MODERN LATIN AMERICA (Optional Course: 3 Credits)

Aims and learning objectives:

This course introduces students to the crucial historical episodes of Latin American societies since independence. Throughout this course, the emergent societies and their socio-economic and political developments are emphasized. The types of government, authoritarian, military, populist, leading to the recent emerging democratic experiences are our main focus. A comparative analysis between different countries and some comparison to other third world countries are drawn as well as attempts to grapple with development.

Rationale for teaching this course

A course on modern Latin American history is highly desirable for history students in Third World countries. Although we are separated from Latin America by a large

ocean, our past experiences and the quest for socio-economic and political developments are comparable. Latin America, just like Africa, has been grappling with problems of poverty, unemployment and political instability. This course offers scope for a comparative perspective. The course is also in line with the new revised BGCSE syllabus and "Vision 2016" which call for a well informed nation capable of playing a crucial role in international affairs.

Course synopsis

The course offers a broad range of issues beginning with independence and the failure of Pan Americanism. It explores various forms of governments in twentieth century Latin America ranging military dictatorships to bureaucratic-authoritarianism. It discusses revolutions in Mexico, Cuba and Nicaragua and the rise of modern Latin American democratic states.

Prescribed text: Hayness, *A History of Latin America*

HIS 341 FROM SLAVERY TO COLONIALISM IN WEST AFRICA (Optional Course: 3 Credits)

Aims and learning objectives

This course aims at introducing students to the history of West African societies, from the time of their contact with Islam, the nature growth of their states, their economic and social organisations and the impact of the slave trade as well as the Scramble for and colonisation of Africa. After completing this course, students will be familiar with the basic data and main historiographical issues on this subject.

Rationale for teaching this course

The understanding of African cultures and history at a continental level and factors which shaped and impacted them is key to appreciating the future. This is more so for students of African history in Africa. This course provides an opportunity to students to understand West African history from that perspective.

Course synopsis

The course will be taught in a chronological sequence, identifying periods and themes (notably slavery and slave trade, and the similarities and differences between French and British colonial conquest and systems of rule) and then analysing the changes between them.

Prescribed text: A.G. Hopkins, *Economic History of West Africa* (Longman)

HIS 342 MODERN ANGLOPHONE, FRANCOPHONE & LUSOPHONE WEST AFRICA (Optional Course: 3 Credits)

Aims and learning objectives

This course aims at providing students with in-depth knowledge of the political and socio-economic changes in West Africa from the outbreak of the Second World War. The course also deals with post independence socio-economic and political issues. After completing this course, students will be able to understand the current situation in West Africa.

Rationale for teaching this course

West Africa has had a long history of contact with Europe. Understanding how that contact shaped the developments in West Africa is critical to appreciating the culture and history of the African continent.

Course synopsis

The course will be taught in a chronological sequence from the Second World War onwards and will be divided into three parts. The first part will consider themes of late colonial economic development and constitutional changes in response to nationalist movements. The second part will consider the early period of independence and its schemes of popular betterment, and the alienation of politicians from populace resulting in a series of military-bureaucratic coups. The third part will consider the age of economic structural adjustment enforced by the World Bank/IMF and concomitant moves towards multiparty democracy.

HIS 343 TRADE & POLITICS IN CENTRAL AFRICAN KINGDOMS
(Optional Course: 3 Credits)

Aims and learning objectives

Students should be able understand the main historical developments of production, trade and political development in Central African societies before the coming of Europeans. They should be able to relate and evaluate the impact of the major economic, social, cultural and religious factors emanating from contact with Europeans and the establishment of colonial rule.

Rationale for teaching this course

Central African societies from the Congo Basin to the Zambezi were productive in agriculture, metallurgy and handicrafts, developing complex societies and distinctive forms of political organisation, and were heavily impacted by slave-trading from both west and east. The course offers students the opportunity to compare and contrast major historical developments within this region and between regions of Africa. This course is crucial for those students who are going to be teachers because the new BGSCCE history syllabus has a component on Central Africa

Course synopsis

The course begins with a review of major historical developments before 1800. The course then surveys the socio-economic and political organization of African societies before contact with Europeans, contact with Europeans and its impact, imposition of colonial rule, and African reaction to colonial policies up to the early 20th century.

Prescribed text: David Birmingham, *Central Africa to 1890*

HIS 344 THE ROOTS OF CRISIS IN MODERN CENTRAL AFRICA
(Optional Course: 3 Credits)

Aims and learning objectives

Students should be able to evaluate and appreciate the major historical episodes which have shaped modern Central Africa. They should be able to relate these events to a broader environment including comparable historical events in different regions of Africa and to the wider world in general. (Optional Course: 3 Credits)

Rationale for teaching this course

Colonial Central Africa, with its copper mines and settler estates, reached unprecedented prosperity in the 1950s, but rapidly declined with civil wars in Angola and Congo and economic decline elsewhere from the mid-1970s. This course investigates the reasons for such crisis in the context of world economic trends. Students should appreciate debates on these issues as Central Africa forms a component of the BGCSE history syllabus and thus it is essential for future teachers.

Course synopsis

This course covers a variety of issues starting with comparison of colonial administrations and settler economies, resistance to colonialism and the roles of industrial workers. It focuses on the rise of modern forms of nationalism and the formation of nationalist movements and political parties, and contrasts colonial and post-colonial armed struggles in Angola and Congo with more peaceful evolution in Zambia and Malawi. The course ends with consideration of ‘structural adjustment’ and recent issues of multi-party democratisation, and of the political and territorial viability of these states and their membership in the SADC regional grouping.

HIS 401 MFECANE & THE SETTLER SCRAMBLE FOR SOUTHERN AFRICA (Core Course: 3 Credits) *Pre-requisite courses: HIS 301, HIS 302, HIS 303, HIS 304*

Aims and learning objectives

To familiarize course participants with the historical developments of 19th century Southern Africa so that they can be able to appreciate and understand not only the past but later history up to the present. Course participants will be able to learn these historical developments through independent and guided reading, tutorials, visual materials, presentations, debates and lectures.

Rationale for teaching this course

Course participants largely come from within the Southern African region. It is therefore essential to know the past of their region in order to understand more recent history. It is also important to equip students who are going to be future teachers in secondary schools to be knowledgeable about the core region considered in BGCSE History and Social Studies.

Course synopsis

The course begins with consideration of the overlapping frontiers of African peoples and coastal colonial powers south the Zambezi and Kunene rivers in the 18th century. It then considers the growth of African polities trading with the coast, and raises historical debate about the rise of military-states during the Mfecane/ Difaqane wars. Settler penetration of the interior from the south is considered in the context of these wars and commercial and missionary frontier expansion. The final part of the course investigates the political and economic effects of the revolution in diamond and gold mining on migrant labour and on the rise and fall of African states, Boer republics, and British, German and Portuguese colonies in Southern Africa.

Prescribed texts: Carolyn Hamilton (ed.). *Mfecane Aftermath* (Witwatersrand University Press); Robert Ross, *A Concise History of South Africa*

HIS 412 TWENTIETH CENTURY SOUTH AFRICA (Alternative Core Course: 3 Credits) *History Majors & Minors must take at least ONE from HIS 412, HIS 414, HIS 416. Pre-requisite courses: HIS 401*

Aims and learning objectives

To introduce course participants to the major historical developments in 20th century South Africa during and after its consolidation as a union. Course participants will be able to gain knowledge of this course by engaging in independent and guided reading, visual materials, tutorials, debates and lectures.

Rationale for teaching this course

South Africa has great influence on other Southern African countries. It is therefore important to understand its political, economic and social development over the past century, in order to fully understand its position within Southern Africa today.

Course synopsis

The course begins in the 20th century with the South African War as its benchmark. It considers the success of white Afrikaner nationalism, over black African nationalism, in gaining political power in a united South Africa. The course investigates how racial segregation was erected to protect white agricultural and industrial interests, and of how when this system began to deteriorate it was reinforced by the system known as apartheid. Questions are raised about the nature and effectiveness of African nationalist and worker resistance, and about the adaptiveness of segregation and apartheid to cater for African aspirations through Native Reserves and 'Bantustans'. The final part of the course considers how the liberation struggle from 1976 can be considered in the context of contemporary achievements since 1994.

HIS 414 CHIEFS, COMMONERS & THE IMPACT OF COLONIAL RULE IN BOTSWANA, LESOTHO AND SWAZILAND (Alternative Core Course: 3 Credits) *History Majors & Minors must take at least ONE from HIS 412, HIS 414, HIS 416.*

Pre-requisite courses: HIS401

Aims and learning objectives

Through this course participants will be able to understand and contrast similar conditions and varying outcomes in the three countries formerly linked together as the High Commission Territories. Course participants will be informed through lectures and visual presentations, and will engage in independent and guided reading, debates and presentations of papers at tutorials.

Rationale for teaching this course

This course builds on knowledge and understanding of courses HIS401 and HIS303. It is predicated on the usefulness of comparative study as the only kind of 'laboratory' available to historians for comparing outcomes from similar conditions. It should deepen students' understanding of their own country, and enable them both to teach its history to others more meaningfully and to engage in fruitful debate and discussion on its past, present and future.

Course synopsis

The course begins by considering common administrative arrangements through the High Commission Territories civil service, and by contrasting forms of ‘parallel rule’ through paramount chieftainship in the three ‘Protectorates’. The second theme is that of economic and political relations with the Union of South Africa (and Southern Rhodesia) in the colonial period, including labour migration and attempts to incorporate the territories. The third theme is the contrasting forms of political development, including the formation of political parties, from the Second World War onwards of what became two independent kingdoms and one republic. The fourth theme is that of post-colonial economic and political development, and how that was affected by civil insurrections in Zimbabwe and South Africa.

HIS 416 LAND, LABOUR & LIBERATION IN MOZAMBIQUE, NAMIBIA & ZIMBABWE (Alternative Core Course: 3 Credits) *History Majors & Minors must take at least ONE from HIS 412, HIS 414, HIS 416. Pre-requisite courses: HIS401*

Aims and learning objectives

This course will enable students to compare and contrast the experiences of Mozambique, Namibia and Zimbabwe countries under the three themes of land alienation (and subsequent reclamation), inducement of labour supplies, and armed liberation struggle. Course participants will engage in independent and guided reading, tutorials and debates, and through lectures and visual presentations.

Rationale for teaching this course

The three former white settler colonies experienced similar conditions under three very different colonial regimes. The course will promote deeper understanding of similarities and differences in colonial heritage, within the context of South African regional domination, and of post-colonial movements for land reclamation.

Course synopsis

The course begins by comparing and contrasting the late 19th century colonial conquest of the three countries, and continues with the theme of white settler and company land alienation. The inducement of labour is considered in the context of alienated farms and estates, local mines and towns, and long-distance migration to South Africa. The third theme is that of how far the educated elite, rural peasants and urban workers were represented in armed liberation movements. The final part of the country brings the themes together to consider post-colonial trends in the three countries, including renewed insurgency and expropriation of land.

HIS 421 POLITICAL IDEAS DURING THE ANCIENT AND MEDIEVAL PERIODS (Optional Course: 3 Credits)

Aims and learning objectives

This course aims at introducing students to the evolution of the philosophy and theory of the State from the Ancient to Medieval periods. After completing the course, students will be familiar with the thoughts, cultures and theories which informed the developments those societies.

Rationale for teaching this course

To understand modern political thought and theories it is critical to have a thorough grounding on their development and changes that have taken place in them. This course provides such an opportunity to be exposed to the development of political thought and theories.

Course synopsis

The course will be taught in a chronological sequence, covering three main themes. These are: concepts and definitions; the Ancient period; and the Medieval period.

Prescribed texts: Aristotle, *Politics*; Plato, *The Republic*; Nicolas Machiavelli, *The Prince*; Thomas Hobbes, *Leviathan*

HIS 422 POLITICAL IDEAS DURING THE MODERN AND CONTEMPORARY PERIODS (Optional Course: 3 Credits)

Aims and learning objectives

This course aims at building on background provided by course HIS 421 and exposing students to further developments in the philosophy and theory of the State and the organisations of societies.

Rationale for teaching this course

To understand and survive as well as participate effectively, modern societies and the world system require a broad exposure to political theory and ideas. This will equip students with such a broad range of ideas.

Course synopsis

The course will be divided into two logical parts. Coverage will focus on the main ideas in first the Modern and then the Contemporary period.

HIS 431 NATIVES AND SETTLERS IN EARLY NORTH AMERICA (Optional Course: 3 Credits)

Aims and learning objectives

This course aims to give students a basic knowledge and understanding of the historical and environmental roots of North American society. Students who complete this course should be familiar with major historical issues pertinent to North America and the rest of the world.

Rationale for teaching this course

The dispossession of native North America by European settlers has profound contemporary implications for other parts of the world, including Southern Africa, because of the concept of 'First Peoples' being used for legal restitution of lost lands. The development and continuous expansion of the 'frontier' also has important relevance for the understanding of later North American, and thus 'global', culture.

Course synopsis

The course will begin with reconstruction of the range of settlement and native cultures between the Arctic and the Caribbean. It will then consider political, economic and cultural patterns of frontier penetration and settlement by free Europeans and slave Africans, up to the American Revolution. The theme of frontier

penetration, native-settler contact, and land alienation is then continued in Canada and the United States up to the end of the 19th century.

Prescribed text: Alan Taylor, *American Colonies: Settlement of North America to 1800* (Penguin)

HIS 432 INDUSTRIALISATION AND EXPANSION IN MODERN NORTH AMERICA (Optional Course: 3 Credits)

Aims and learning objectives

This course aims to give students a basic knowledge and understanding of the history of North America (here excluding Mexico which is included in courses on Latin America). Students who complete this course should be familiar with basic data and some of the major historical issues of North America. Emphasis will be put upon the use of literary, media and visual resources.

Rationale for teaching this course

The United States has been the world's dominant political, economic and military power since the Second World War. Its history helps to explain present trends which affect the whole world. Canada is one of the world's largest territories, and has played significant roles in the Commonwealth and Africa.

Course synopsis

The course concentrates on economic, social and political themes from the American Revolution and the Louisiana Purchase up to the present day. The first theme is that of the effects of extensive use of intensive industrial-based agriculture. The second theme is the growth of extractive and manufacturing industries, their markets, expanding settlement and urbanisation. The third theme brings these together in understanding of the rapid development of North American societies, with political, social and cultural ramifications up to the Second World War. The final part of the course raises questions about how far these themes explain the development of North American societies up to today's Information Age.

HIS 433 CIVILIZATION AND MODERNIZATION IN CHINA AND JAPAN (Optional Course: 3 Credits)

Aims and learning objectives

This course aims to give students a basic knowledge and understanding of Modernization in China and Japan from ancient times to the present, introducing historical controversies.

Rationale for teaching this course

The majority of the world's population lives in Asia, and the 20th century rise of the Japanese and Chinese economies has made them increasingly important to understand the region. China, as one of the world's oldest civilizations fell behind Europe in technology in the last millennium, but has developed its own mix of socialism and capitalism and is now emerging as a superpower. Japan was unique in Asia in successfully following the 'Prussian path' to industrial development, and subsequently developed into the world's leading producer of consumer durables. Comparison with their histories can therefore be most instructive for understanding comparable developments elsewhere in the world.

Course synopsis

The course will commence with comparison of the different forms of ‘feudal’ society in China and Japan, and their imperial dynastic origins. The second theme will be comparison of the impact of European trade and technology from Jesuit missionaries through the Opium War to the adoption of ‘Prussian’ military-based industrialization in Japan. The third theme follows the success of Japanese and the failure of Chinese modernisation up to the Second World War, with very different outcomes as one state converted to consumption-based capitalism and the other to communist/ socialist experimentation. The final part of the course brings together the more complementary trends in both countries since the 1980s.

HIS 434 COLONIALISM AND INDEPENDENCE IN SOUTH ASIA (Optional Course: 3 Credits)

Aims and learning objectives

This course aims to give students a basic knowledge and understanding of the history of Colonialism & Independence in South Asia (modern India, Pakistan, Bangladesh & Sri Lanka) from ancient times to the present, with an introduction to some historical controversies..

Rationale for teaching this course

India is the world's largest democracy, and is expected soon to overtake China as the world's most populous state. Pakistan and Bangladesh were part of India until independence from British rule. India has an ancient civilization, and a complex modern society ranging from abject poverty to great technological sophistication, which combines Western and non-Western cultural values. Apart from the direct connections between India and Africa, India bears many comparisons with parts of Africa.

Course synopsis

The course will follow a broadly chronological pattern. It begins by considering the political, social and religious nature of ancient Indian society under Mughal rule and Sri Lankan society, and their contact with Muslim and early European coastal trade. It will then consider the impact of British colonial rule, and the extent of change in agriculture, handicraft production and transport, and political administration during the colonial period. After consideration of the breakup of Indian territory along religious lines, the course will compare and contrast the different trajectories of India and Pakistan since independence.

HIS 435 MODERN BRITAIN: NATION, CLASS, GENDER, RACE, RELIGION, CULTURE, POWER (Optional Course: 3 Credits)

Aims and learning objectives

This course aims to give students a basic knowledge and historical understanding of British society, emphasising debates and controversies among historians.

Rationale for teaching this course

Britain, and English culture, have greatly influenced the history, culture and institutions of Botswana, Southern Africa and the world. This course identifies key

elements in British society which have moulded the histories of Britain and of the British Empire/ Commonwealth and patterns of globalisation based on the English language. These elements are the subject of a lively historiography of debate between historians, which can be very instructive for comparisons with developments elsewhere in the world.

Course synopsis

The course will begin with a chronological outline of the political development of Britain out of four or more disparate 'nations'. The first theme will be the emergence of middle and working classes out of changes in land ownership, trade and industry, and urbanisation, and their effect on the political economy. The second theme will be how these changes in town and country affected family life and gender roles, and how concepts of local community changed. The third theme is that of how cultural and biological notions of racial identity emerged parallel with those of class and gender, with the spread of science and education and at times of imperial expansion and immigration. The fourth theme returns to the 'imagined community' of nation and the post-imperial break-up or 'subsidiarisation' of Britain into constituent regions.

HIS 436 THE BRITISH EMPIRE AND COMMONWEALTH IN WORLD HISTORY (Optional Course: 3 Credits)

Aims and learning objectives

This course aims to give students a basic knowledge and the transformation of the British Empire into a Commonwealth of Nations, with an introduction to relevant historical debates.

Rationale for teaching this course

The Commonwealth has grown to include Namibia, South Africa and Mozambique during the 1990s. The Commonwealth played a significant role in the liberation of Southern Africa; and Botswana shares with many other states many administrative and civic institutions inherited from the British Empire.

Course synopsis

The course is organised along three themes. It begins with an outline survey of the constitutional history of the British empire from the American Revolution through the foundation of the Commonwealth in the early 20th century up to the present day. The second theme is the constitutional development through conflict and negotiation to Dominion status of Canada, Australia and New Zealand, Ireland and South Africa, India and Pakistan. The third theme is the modernisation of the Commonwealth since the 1950s, focussing on heads of government meetings, the admission and expulsion of members, and its role in respect of Southern African liberation.

HIS 437 CIVILISATIONS OF THE ANCIENT NEAR EAST AND MEDITERRANEAN (Optional Course: 3 Credits)

Aims and learning objectives

This course aims to give students a basic knowledge and understanding of the history of the cultures of the civilisations of the Ancient Near East & Mediterranean,

emphasising advances in science and technology, but also acknowledging the reliance of societies on slave labour. The course will also note achievements in construction and the arts, law, philosophy and political institutions.

Rationale for teaching this course

Ancient Near East and Mediterranean cultures are recognized as important sources for later Islamic and modern Western civilizations. Ancient Egypt is of particular relevance for students of African history. Ancient Roman law is still the basis of modern Botswana law. Roman slavery served both as a major precedent and a model for the much later Atlantic slave trade conducted by western Europeans, while ancient Roman imperialism provided models for European colonial empires. ‘The Ancient World’ is taught at Junior Certificate and BGCSE levels and it is desirable to provide an introduction to the subject for future teachers.

Course synopsis

The course will follow a mainly regional pattern, focusing on the themes of science and technology, and ancient slavery, but also identifying the major achievements of each major ancient civilisation. The civilisations in question range from the ‘hydraulic societies’ of ancient Mesopotamia (Iraq) and Egypt, through the real or supposed ‘democracy’ of ancient Greece, to the end of the Roman and Byzantine empires.

Prescribed text: L. De Blois & R.J. der Spek, *An Introduction to the Ancient World*

HIS 441 SLAVE TRADE AND COLONIAL CONQUEST IN EAST AFRICA

(Optional Course: 3 Credits)

Aims and learning objectives

Students should be able to understand and evaluate Eastern Africa’s distinctive cultural, religious and historical heritage, emphasising 19th century Zanzibari slave trading and European colonial conquest, and to relate such understanding to other scholarly disciplines.

Rationale for teaching this course

The course provides necessary background to other courses in the Humanities, Social Sciences, and Education, and offers a comparative angle for other courses focused on slavery and slave-trading (HIS 202, HIS 331, HIS 335, HIS 341, HIS 343, HIS 421, HIS 431 & HIS 437). It will be based on intensive reading, writing and discussion which should enable students to reinterpret and critically analyse complex historical problems.

Course synopsis

The course begins with an environmental, cultural and chronological survey of places, peoples and events to c.1900. The next theme is the variety of political and social organisation ranging from hunting-gathering and pastoralism on the plains to settled agricultural kingdoms between Lakes Tanganyika and Victoria. The third theme is the expansion of commerce in ivory and slaves along the coast by Portuguese and French, and Zanzibari-Swahili trade penetrating deep into the interior of Eastern Africa as far as the Congo Basin. The fourth theme is the successful

intervention of British and German traders and colonists into these existing patterns, and the subsequent colonial partition of Eastern Africa.

Prescribed text: Zeleza, A Modern Economic History of Africa Volume 1

HIS 442 ECOLOGY AND EMPIRE, CONSERVATION AND POLITICS IN EASTERN AFRICA (Optional Course: 3 Credits) *Pre-requisite courses: HIS 201, HIS 202*

Aims and learning objectives

This course aims to introduce students to historical reconstruction and debate on the impact of the competition between African peasant societies and European commercial farming, between ‘native reserves’ and state wildlife reserves, and of land partition and ‘betterment’ schemes on the environment of Eastern Africa.

Rationale for teaching this course

HIS 442 is concerned with recent exciting historical and ecological research on ‘environmental imperialism’, which can also be applied to other areas of Africa and the world. The course will be taught by intensive reading, writing and discussion, enabling students to reinterpret and critically analyse complex historical problems.

Course synopsis

The course begins with a broad outline of the ecology and chronology of colonial and post-colonial rule in the savannah area from Ethiopia through the Great Lakes to Lake Malawi. The first major theme is that of human population and settlement, its relationship to the natural environment, and the effects of political intervention and land partition: case studies will include the impact of tsetse-fly and malaria and may be drawn from as far south as the Limpopo. The second major theme will be the differential impact on peasant farmers and the natural environment of German and British imperial intervention and white settlement on the three East African territories of Uganda, Kenya and Tanganyika. The third major theme will be the impact of wildlife conservation schemes and peasant ‘betterment’ schemes on savannah environments from Kenya and Uganda to as far south as the Kalahari.

HIS 443 ISLAM, IMPERIALISM AND THE MILITARY IN THE MAKING OF MODERN EGYPT (Optional Course: 3 Credits)

Aims and learning objectives

By the end of the course students should be able to discuss and write about the historical inheritance, problems and prospects of modern Egypt and the Nile valley in the context of African and Middle-Eastern history.

Rationale for teaching this course

The course is aimed at History Majors but will also be useful for students in Political & Administrative Studies, and in Theology & Religious Studies. The course should enhance the understanding of contemporary current affairs and religious tensions in North Africa and the Middle-East.

Course synopsis

The first part of the course covers the Islamization and Arabization of the Nile valley and the coast as far as Cyrenaica. The second part of the course continues with the

rise and decline of Ottoman Turkish imperial rule, and the competition of France and Britain for control of Egypt. The third part considers the rise of Egyptian nationalism centred in the army, and its containment by British ‘protection’ and the Sudan condominium until regained independence. The fourth part considers the career of Nasser in Egypt, and the place of Nasserism in the Arab world. The fifth part covers post-Nasserite developments, including Egypt’s role in the Palestine question, its relationship with Sudan, and the roots of contemporary problems notably Islamic fundamentalism.

Prescribed text: A. L.A. Marsot, *A Short History of Modern Egypt*. Cambridge University Press, 1985.

HIS 444 FRENCH COLONIALISM AND ITS AFTERMATH IN NORTH AFRICA (Optional Course: 3 Credits)

Aims and learning objectives

Students should be able to write about and discuss the historical inheritance, problems and prospects of North Africa from Mauretania through Algeria to Tripolitania. One state from the Maghrib region should be selected for special study by each student.

Rationale for teaching this course

The course is aimed at History Majors but will also be useful for students with background and seeking further development in Political & Administrative Studies, in Theology & Religious Studies, and in the French language. The course will enhance their understanding of contemporary current affairs and religious tensions in North Africa

Course synopsis

The course begins with the geographical environment of the coastal area, the Atlas mountains, and the Sahara, the long-time independence of Morocco, and the imposition elsewhere of Ottoman Turkish imperial rule. The second part of the course concentrates on the imposition of French colonial rule, the alienation of land and labour, and the extension of white settlement. The fourth part concerns the rise of nationalism and socialism, and bitter anti-colonial insurgence in Algeria. The fifth part compares the post-colonial political and economic development of Maghrib states, and contemporary problems particularly that of Islamic fundamentalism.

HIS 445 GLOBALISATION AND THIRD WORLD ECONOMIES IN AFRICA, LATIN AMERICA, AND SOUTH-EAST ASIA (Optional Course: 3 Credits)

Aims and learning objectives

The major aim of this course is to accord students the opportunity to advance their historical knowledge and understanding of African developmental issues in the context of other Third World economies. The course uses economic tools of analysis to capture economic past and current impact of globalization. Students are encouraged to critically explore long run trends in economic development in such a way that they may be intellectually better placed to appreciate the contemporary economic problems facing the continent.

Rationale for teaching this course

It is assumed that a knowledge of the economic past of Third World economies will help young scholars to actively participate in the continuing search for an internally directed social science discourse. The current crop of African economic history students are potential key opinion-makers, and as such need deep exposure to African economic problems in world perspective. They should be able to analytically assist in ensuring that critical developmental questions are properly posed.

Course synopsis

The major concern of this course is how Africa found and followed its path to the 20th century, by comparison with Latin America and South-East Asia. The course takes a topical approach to economic development, focusing on the origins of 'African capitalism' and industrialization in North and Sub-Saharan Africa, and comparing them with developments elsewhere. There is considerable emphasis on the following themes: the political economy of agriculture and agrarian transition, mining and manufacturing, technological innovations and productivity, incorporation into the international economy and implication for internal development, and on controversies and debates in the economic history literature and continental historiography.

Prescribed text: Barry R.J. Jones, *Globalization and Interdependence*

HIS 446 GROWTH, POLICY AND POVERTY IN AFRICA, LATIN AMERICA, SOUTH AND SOUTH-EAST ASIA (Optional Course: 3 Credits)

Aims and learning objectives:

Using case study approaches, the course aims to provide both an historical perspective and an opportunity for students of economic history to apply current economic perspectives and analysis to issues of economic growth, questions of economic policy, and problems of poverty alleviation. Case studies are used to address a number of problematic historical issues and events. For example: What is the relevance of past achievements in addressing contemporary economic crises?

Rationale for teaching this course

Knowledge of the economic past helps young scholars to appreciate the need for better theoretical and policy regimes and schemes of poverty alleviation in Africa, and thus facilitates their future participation in the emerging African development discourse. Students are obviously not in a position to recommend solutions to current economic problems, but trained economic historians can help to ensure that developmental questions are properly posed.

Course synopsis

The topics to be covered compare pre-colonial, colonial and post-colonial Africa with examples from Latin America, South Asia and South-East Asia, paying particular attention paid to the institutional settings that influenced economic growth and the rise of capitalist development. Through a critical examination of contending rationalities in the agricultural sector the course explores important areas like shifting entitlements over the last hundred years, institutional rigidities and the political

economy of famines, hunger, and starvation. There is emphasis on the persistence of poverty and the economics of social exclusion.

HIS 471 RESEARCH PROJECT: FIELDWORK AND PRELIMINARY REPORT (Optional Course: 3 Credits)

Aims and learning objectives

To equip students with the skills of research and presentation, oral and written, which will enable to students to either proceed in further historical studies or to advance in any profession requiring highly developed skills of investigation, synthesis, reportage and reasoning.

Rationale for teaching this course

The advancement of historical research and understanding, in and of Botswana, depends upon the development of new cadres of scholarship. The supervision of such research by established scholars enhances their teaching and research, and broadens the production of specialist studies.

Course synopsis

If the HIS 304 proposal has been accepted by the History Department Board, the student is allocated a supervisor and conducts fieldwork during the winter period. The preliminary draft report is presented at a seminar during Semester I.

HIS 472 RESEARCH PROJECT: INTERMEDIATE & FINAL REPORTS (Optional Course: 9 Credits)

If the HIS 471 fieldwork and preliminary report has been judged satisfactory by the History Department Board, the student presents an intermediary draft report to a seminar and then submits a final report at the end of Semester II.

HIS 473 SPECIAL SEMINAR I (Optional Course: 3 Credits)

See HIS 474 below

HIS 474 SPECIAL SEMINAR II (Optional Course: 3 Credits)

Aims and learning objectives

Students should develop advanced knowledge and understanding of a topic in depth, guided by the specialist expertise of teaching staff. The seminar discusses essays written presented and critiqued by students on the basis of extensive reading of secondary literature and selected documents.

Rationale for teaching this course

Special Seminars are designed to immerse students in recent advanced scholarship, in topics that match the areas of expertise of current departmental staff. They contribute to the research training of students, and raise questions and debates for the development of historical studies.

Course synopsis

Each topic option is based on reading and resources identified at the beginning of the course and on additional sources subsequently recommended by the expert staff member. The course begins with an historiographical introduction by the staff member. Each seminar thereafter consists of an essay presentation of an essay by a

student, a critique of the essay by another student, and discussion chaired by the staff member. ***Seminar topics will normally be notified to students by the end of the preceding semester.*** Topics currently approved by the History Department Board are:

- Prehistory of Southern Africa*
- Comparative Nationalism in Southern Africa*
- The Missionary Factor in Southern African History*
- Labour Migration in Southern Africa*
- Selected Themes in North American History*
- East Africa under German and British overrule to 1918*
- French-speaking Tropical Africa c.1870-1900*
- Historiography of Race and Politics in South Africa 1910-1976*
- History of Missionary, Tribal and Colonial Education in Botswana*
- Impact of the Two World Wars on Botswana*
- Seretse Khama and the Independence of Botswana, 1949-1980*
- British South Africa Company and the Bechuanaland Protectorate, 1888-1913*
- History of Museums and Museum Displays in Southern Africa*
- History of Films and Film-Making, with Special Reference to Africa*
- Historical Films with Special Reference to Africa*
- History of Witchcraft in Southern Africa*

GENERAL EDUCATION COURSES

GEC 265 TWO WORLD WARS ON FILM (GEC Course: 2 Credits)

Aims and learning objectives:

The course introduces students to visual representation of, and public discourse on, the two World Wars of the 20th century. At the end of the course the students will be familiar with the main events of these wars, and will be able to discuss visual media interpretations of their causes and significance.

Course synopsis:

The main themes for this course are how Europe, America and Japan, and their colonial empires, underwent war and genocide; the impact of warfare on their economies and societies; and how visual media have reported, represented, interpreted and manipulated these events and developments.

GEC 362 AFRICA AND ITS PAST ON FILM (GEC Course: 2 Credits)

Aims and learning objectives

Introducing students to the representation and reconstruction of African history through the use of film and other media: including how imagery of Africa and its peoples has been created and recreated over the past century; how the African past has been represented in different film genres; and how films can mould or distort narrative history as well as imagery of Africa and its past.

Course synopsis

The first half of the course examines the presentation of Africa and its history in major television series by Basil Davidson, Ali Mazrui, & Henry Louis Gates. The second half of the course examines the presentation of Southern Africa in cinema films and television programmes, particularly those on Khoe and San and Zulu people, and drama or documentary histories of colonialism and *apartheid*.

GEC 462 RECONSTRUCTING AFRICAN HERITAGE THROUGH MULTIMEDIA (GEC Course: 2 Credits)

Teaching aims and learning objectives

The course uses audio-visual multimedia materials to study the major achievements of past African societies as evidenced by the remains of their material cultures, the reconstruction and representation of material heritage by archaeologists, and how African heritage can be maintained and marketed.

Course synopsis

Case studies of excavation and artefact recovery at some major sites, including those of Ancient Egypt. Using SIDA interactive CD to reconstruct the material culture of major sites in Botswana, the Comoros, Kenya, Mozambique. Case studies of Great Zimbabwe and of Rock Art in Africa.

GRADUATE PAGES

Introduction

UB History Department first offered an MA programme in 1976, but graduate programmes in Humanities were subsequently suspended from 1978 until 1993. (Ministry of Education planners argued that graduate studies took staff time and resources which should be expended on undergraduate teaching.) Consultations on the present programme began with the Department's Advisory Board in 1998-99 and the new programme was implemented in 2003-04.

The primary objective of the M.A. programme in History has been to develop further the scholarly potential of university graduates in History and of school teachers of History and related subjects by equipping them:

- * to better understand and teach subjects relating to the past;
- * to apply skills of research, reporting and analysis to diverse sources of information.

Secondary objectives of the programme are:

- * to more fully utilize and enhance the teaching and research capacity of staff members in the Department
- * to develop teaching and research materials that advance and spread knowledge of Botswana's past.

GRADUATE REGULATIONS

For further details of graduate regulations, go to

www.thuto.org/ubh/ub/grad/gradr2.htm

DEPARTMENTAL SPECIAL REGULATIONS FOR GRADUATE PROGRAMMES

1. General Provisions

Subject to the provisions of Academic General Regulations and Faculty of Humanities Special Regulations, the following Departmental Regulations shall apply.

2. Graduate Programmes and Titles of Graduate Degrees

The Department of History offers graduate programmes leading to the award of the following degrees:

MA Degree & Diploma Programme in History (Departmental Special Regulations 6.0), leading to the award of MA (History).

MPhil & PhD Degree Programme in History (Departmental Special Regulations 8.0), leading to the awards of MPhil (History) and PhD (History), which may include aspects of Archaeology, Museum & Heritage Studies.

3. Objectives of MA Degree Programme in History

The primary objective of the M.A. programme in History is to develop further the scholarly potential of university graduates in History and of school teachers of History and related subjects by equipping them (a) to better understand and teach subjects relating to the past; and (b) to apply skills of research, reporting and analysis to diverse sources of information. The secondary objectives of the programme are (c) to more fully utilize and enhance the teaching and research

capacity of staff members in the Department; and (d) to develop teaching and research materials that advance and spread knowledge of Botswana's past.

4. Objectives of MA Degree & Diploma in Museum Studies

(Award suspended)

5. Objectives of MPhil/ PhD Degree Programme in History

* To more fully realise the scholarly potential of the Department of History and of qualified individuals interested in pursuing research on the past of Botswana and neighbouring areas of the region.

* To equip serving and potential academic staff in the Southern African region with the highest qualification in the study of History (including Archaeology, Museum & Heritage Studies).

* To stimulate scholarship that makes highly significant contributions to the study of History and related subjects in Botswana and the region.

* To strive to become a regional centre of excellence in History, and to ensure and raise the international standing and prestige of the Department of History and of the University of Botswana.

6.0 MA History Degree Programme

6.1 Preamble

The Department of History offers a Master's (M.A.) degree in History by coursework and dissertation.

6.2. Admission

Entrance Requirements

6.2.1. Applicants should normally have either (a) a Bachelor's degree of the University of Botswana of at least second class, second division, with an average of at least 65% in History or Archaeology courses, or (b) a Bachelor's degree or equivalent qualification, which in the opinion of the History Department is of the same standard, from a recognized university or equivalent institution of higher learning.

6.2.2. Applicants who do not meet the above requirements may be considered for admission after the Department has satisfied itself that the candidate has the capability to complete the programme successfully.

6.2.3. In all cases, the questions of whether an applicant is qualified, and of which applicants shall be given preference if there are more qualified applicants than can be admitted, shall be determined by the History Department on the basis of its judgement of the candidate's academic abilities. In making this determination the Department may take into account the applicant's academic record, the applicant's work experience, and any other information provided by the applicant; and may interview the applicant and require the applicant to undergo further assessment at the Department's discretion.

6.3. Application & Registration Procedures

6.3.1 The procedure for application and registration shall be as prescribed under the General Regulations for Masters Degrees 400.

6.4. Programme Structure

6.4.1. Candidates taking the M.A. by shall take courses to the value of 48 credits, including all core courses and the M.A. Dissertation (24 credits).

6.4.3.2. Candidates must pass courses to the value of at least 24 credits before beginning the Dissertation. In exceptional cases, the History Department may give permission for a candidate who has completed some but not all of the necessary courses to complete the remaining requirements at the same time as taking the Dissertation.

6.5.0. MA History Courses

6.5.1. List of Courses Offered by the History Department

Graduate courses

| | | | |
|---------|---|----------|------------|
| HIS 601 | History Research Methodology | core | 3 credits |
| HIS 602 | Philosophy of History | core | 3 |
| HIS 603 | Historiographical Issues in Precolonial Southern Africa | core | 3 |
| HIS 604 | Historiographical Issues in Modern South Africa | core | 3 |
| HIS 611 | Introduction to the Economic History | optional | 3 |
| HIS 612 | Case Studies in the Economic History of Africa | optional | 3 |
| HIS 613 | Political and Economic Aspects of Imperialism | optional | 3 |
| HIS 614 | Cultural and Environmental Approaches to the History of Imperialism | optional | 3 |
| HIS 615 | History of Religion in Africa | optional | 3 |
| HIS 616 | Religion and Power in Botswana | optional | 3 |
| HIS 627 | Archaeology for Teachers | optional | 3 |
| HIS 651 | Special Topic I | optional | 3 |
| HIS 652 | Special Topic II | optional | 3 |
| HIS 653 | Special Topic III | optional | 3 |
| HIS 654 | Special Topic IV | optional | 3 |
| HIS 662 | Research Proposal for Dissertation | core | 3 |
| HIS 751 | Dissertation | core | 24 credits |

6.5.2. **Special Topic Courses:** Topics for Special Topic courses shall be taken from a list of options approved by the History Department. If a student takes more than one Special Topic course, each shall be counted as a separate course earning credit.

6.5.3.0. **Optional Courses:** Not all the optional courses listed will necessarily be offered in any one year.

6.5.3.1. With the approval of the History Department, candidates may take courses offered by other Departments which shall be counted as substituting for optional History courses. Such courses shall normally provide no more than 6 credits for optional courses at 600-level in the programme.

6.5.3.2. The History Department may from time to time approve a list of courses from other Departments which may be taken without special approval.

6.5.3.3. Apart from the courses included in the list approved by the History Department, appropriate courses from the Master's-level programmes of the following departments will normally be approved: African Languages and Literature, Theology and Religious Studies, Sociology (Development Studies),

Political and Administrative Studies, and Environmental Science. Courses from other departments may be approved in special cases, especially in the case of courses relevant to particular research projects proposed by candidates.

6.5.4. Assessment

Except as otherwise provided in approved course prescriptions, assessment shall be by course assessment, including two or more assignments, and final examination, with course-work and final examination being of equal weight.

6.5.5. Progression

Progression from semester to semester shall be in accordance with Revised Academic Regulations. 00.09.

6.5.6. M.A. Dissertation

6.5.6.1. In the M.A. Dissertation, candidates shall undertake guided research and present a dissertation. The M.A. Dissertation shall have a value of 24 credits.

6.5.6.2. Before beginning this course, candidates must submit a written research proposal to the History Department, and shall be permitted to continue only after the Department has approved the proposal. Except with the special permission of the Department, this shall be done by passing the course HIS 662 'Research Proposal for Dissertation'

6.5.6.3. Candidates shall conduct research under the supervision of a Supervisor or Supervisors assigned by the History Department.

6.5.6.4. Candidates shall submit a dissertation, which must conform to all guidelines laid down by the History Department concerning format, structure, etc. The length of the dissertation shall be as laid down in General Regulation 40.714.

6.5.6.5. The normal period of study for the M.A. Dissertation shall be two semesters for both full-time and part-time students. The dissertation must be submitted within one year of the start of the semester in which the candidate begins the course. An extension of up to six months may be granted with the approval of the School of Graduate Studies.

6.5.6.6. Suspension of registration may be permitted as prescribed in General Regulations (40.63).

6.5.6.7. The M.A. Dissertation shall be examined in accordance with General Regulations.

6.6.0. Award of the Degree

6.6.1. To qualify for the award of the degree of M.A. in History, candidates must have passed courses to the value of 48 credits, and satisfied all other requirements of the degree programme option which they are following.

8. 0 Departmental Special Regulations for M.Phil and Ph.D.

Degrees in History

8.1 Preamble

The Department of History offers M.Phil/Ph.D. Programmes by supervised research and seminar presentation, and by final presentation of a research dissertation. Subject to General Regulation 500, the following regulations shall apply:

8.2 Entrance Regulations

8.2.1 M.Phil Programme

The following candidates shall be eligible for admission:

- 8.2.1.1 Individuals with a Master's Degree in History, Archaeology, or Museum Studies from a recognized university or equivalent institution of higher learning, or with a First Class Bachelor's or equivalent degree.
- 8.2.1.2 Individuals with at least a one-year graduate qualifications from a recognized university of higher learning in any subject which is deemed relevant to a proposed research dissertation may be admitted subject to the discretion of the Department of History Board.

8.2.2 Ph.D. Programme

The following candidates shall be eligible for admission:

- 8.2.2.1 Applicants already registered for the M.Phil Programme shall be permitted to transfer to the Ph.D Programme in accordance with the provisions of General Regulations 50.43.1 and 50.43.2;
- 8.2.2.2 Applicants with an M.Phil or equivalent degree in History from a recognized university or institute of higher learning;
- 8.2.2.3 Applicants with an M.Phil or equivalent degree from a recognized university or equivalent institution of higher learning in any subject which is deemed relevant to the proposed research topic by the Department of History;
- 8.2.2.4 In accordance with the provisions of General Regulation 50.31.2, applicants who do not satisfy the above qualifications shall initially register for the M.Phil Programme.

8.2.3 Submission of Applicants for Admission

General Regulation 50.31 shall apply.

8.2.4 Admission

- 8.2.4.1 In order to be admitted to the M.Phil/ Ph.D Programmes the candidate should discuss his or her proposed programme with the Department in accordance with General Regulation 50.32.1, and shall submit with the completed application form an acceptable research proposal in accordance with General Regulation 50.32.3.
- 8.2.4.2. The procedure for registration for the M.Phil/Ph.D Programmes shall otherwise be as prescribed in General Regulation 50.33.

8.3 The Programmes

8.3.1 Duration of the Programmes

The duration of the M.Phil/ Ph.D Programmes shall be as stipulated in General Regulation 50:33.

8.3.2 Programmes of Study

Notwithstanding the provisions of General Regulation 50.42, the following Departmental Regulations shall apply:

- 8.3.2.1 A candidate may be required to undergo assessment and evaluation by the Departmental Board in order to determine whether he/she is adequately qualified to undertake the M.Phil Programme or Ph.D Programme, and may be required to undertake and satisfactorily complete a prerequisite assignment or assignments

and/or to take and satisfactorily pass a course or courses from the M.A. Programme;

8.3.2.2 All M.Phil and Ph.D candidates shall be required to present papers, with an oral presentation based on a previously typed and circulated paper, at the Department's staff seminar. M.Phil candidates must achieve at least two satisfactory seminars (HIS 801 & HIS 802) and PhD students must achieve at least three satisfactory seminars (HIS 801, HIS 802 & HIS 903);

8.3.2.3 The candidate's performance at such seminars (HIS 801, HIS 802) will be assessed and evaluated as satisfactory for the M.Phil or Ph.D Programmes by the candidate's supervisors and by at least one other member of staff appointed by the Departmental Board;

8.3.2.4. No candidate will be admitted to the Ph.D Programme without satisfactory performance in seminars HIS 801 and HIS 802. All PhD candidates must satisfactorily complete seminar HIS803.

8.4 Thesis

8.4.1. General Regulations 50.50 and 50.63 shall apply.

8.4.2. Notwithstanding such General Regulations, the Thesis shall comply with all technical requirements, including style of reference and bibliographical citation, as are prescribed by the Departmental Board. These requirements may vary according to whether the Thesis is considered primarily historical or primarily archaeological.

8.4.3. The registration and completion code for the M.Phil Thesis shall be HIS 800, and the registration and completion code for the PhD Thesis shall be HIS 900.

8.4.4. No Thesis shall be submitted for final examination without the prior permission, on the advice of the supervisors, of the Departmental Board.

8.5 Examination

The Thesis shall be examined in accordance with General Regulation 50.60.

8.6 Notification of Results and Award of Degree

General Regulation 50.70 shall apply.

NON-STATUTORY GUIDANCE FOR GRADUATE STUDENTS

MA Degrees & Postgraduate Diplomas

Applicants should normally have either (a) a Bachelor's degree of the University of Botswana of at least second class, second division, with an average of at least 65% in History or Archaeology courses, or (b) a Bachelor's degree or equivalent qualification, which in the opinion of the History Department is of the same standard, from a recognized university or equivalent institution of higher learning.

Applicants who do not meet the above requirements may be considered for admission after the Department has satisfied itself that the candidate has the capability to complete the programme successfully.

In all cases, the questions of whether an applicant is qualified, and of which applicants shall be given preference if there are more qualified applicants than can be admitted, shall be determined by the History Department on the basis of its judgement of the candidate's academic abilities. In making this determination the

Department may take into account the applicant's academic record, the applicant's work experience, and any other information provided by the applicant; and may interview the applicant and require the applicant to undergo further assessment at the Department's discretion.

M.Phil Programme

The following candidates are eligible for admission:

* Applicants with a Master's Degree in History, Archaeology, or Museum Studies from a recognized university or equivalent institution of higher learning, or with a First Class Bachelor's or equivalent degree.

* Applicants with at least a one-year graduate qualifications from a recognized university of higher learning in any subject which is deemed relevant to a proposed research dissertation may be admitted subject to the discretion of the Department of History Board.

Ph.D Programme

The following candidates are eligible for admission:

* Applicants already registered for the M.Phil Programme shall be permitted to transfer to the Ph.D Programme in accordance with the provisions of General Regulations 50.43.1 and 50.43.2;

* Applicants with an M.Phil or equivalent degree in History from a recognized university or institute of higher learning;

* Applicants with an M.Phil or equivalent degree from a recognized university or equivalent institution of higher learning in any subject which is deemed relevant to the proposed research topic by the Department of History;

In accordance with the provisions of General Regulation 50.31.2, applicants who do not satisfy the above qualifications shall initially register for the M.Phil Programme.

Duration of Graduate Programmes

MA: Full Time: 2 years (i.e. 2 semesters of coursework and 2 semesters of Dissertation or 3 semesters of coursework and 1 semester of Research Essay) *Part*

Time: 3 years (i.e. 4 semesters of coursework and 2 semesters of Dissertation or Research Essay)

MPhil: 2 years (full-time minimum)

Ph.D.: 3 years (full time minimum)

Course Structures of Graduate Programmes

MA DEGREE IN HISTORY

(all courses 3 credits, except Dissertation Courses HIS 662 & HIS 751)

Core courses

HIS 601 History Research Methodology

HIS 602 Philosophy of History

HIS 603 Historiographical Issues in Precolonial Southern Africa

HIS 604 Historiographical Issues in Modern South Africa

Optional courses

HIS 611 Introduction to the Economic History

HIS 612 Case Studies in the Economic History of Africa

HIS 613 Political and Economic Aspects of Imperialism

| | |
|---------|---|
| HIS 614 | Cultural and Environmental Approaches to the History of Imperialism |
| HIS 615 | History of Religion in Africa |
| HIS 616 | Religion and Power in Botswana |
| HIS 627 | Archaeology for Teachers |

Special Topic courses (optional)

| | |
|---------|-------------------|
| HIS 651 | Special Topic I |
| HIS 652 | Special Topic II |
| HIS 653 | Special Topic III |
| HIS 654 | Special Topic IV |

Special Topics currently approved by the History Department Board:

- * *Historiography of Conquest & Response in Africa*
 - * *Historiography of the African Diaspora*
 - * *Historiography of Labour Migration in Southern Africa*
 - * *Khoesan History in Southern Africa*
 - * *Impact of the Two World Wars on Botswana*
 - * *History of Film with Special Reference to Africa*
 - * *The British South Africa Company and the Bechuanaland Protectorate, 1888-1913*
 - * *Seretse Khama and the Independence of Botswana, 1949-1980*
 - * *Military History of Botswana*
-

Other optional courses

With the approval of the History Department Board, candidates may take courses offered by other Departments which shall be counted as substituting for optional History courses. Appropriate courses from the Master's-level programmes of the following departments will normally be approved: African Languages and Literature, Theology and Religious Studies, Sociology (Development Studies), Political and Administrative Studies, and Environmental Science. Courses from other departments may be approved especially in the case of courses relevant to particular research projects proposed by candidates

Dissertation courses (core)

HIS 662 Research Proposal for MA Dissertation: The proposal must be accepted by the History Department Board before a candidate proceeds to HIS 750.

HIS 750 MA Dissertation: Candidates conduct research under the supervision of a Supervisor or Supervisors assigned by the History Department Board. The dissertation must conform to all guidelines laid down by the History Department Board concerning format, structure, etc. The length of the dissertation shall be as laid down in General Regulation 40.714.

HIS 800 Supervised Research & MPhil Thesis in History

HIS 900 Supervised Research & PhD Thesis in History

GRADUATE COURSE DESCRIPTIONS

HIS 601 HISTORY RESEARCH METHODOLOGY (Core: 3 seminar hours per week)

Aims and learning objectives

The aim of this course in research methodology is to familiarize the students with the fundamentals of the discipline and the processes involved in its study. The objective of the course is to equip the student with the skills necessary for research and writing in History at an advanced level.

Rationale

Graduate level study of History, as indeed of any other discipline, cannot be done successfully without adequate or firm grasp of the nature of the discipline, the processes and techniques needed for its study at that level, hence the central role of a methodology course in any graduate programme.

Course synopsis

The course focuses on the nature of History and the techniques utilized for research and writing in the discipline-that is to say collection evaluation analysis and interpretation of data and the presentation of the data in a coherent meaningful account in support of a point of view.

Prescribed texts:

Burke, Peter, *New Perspectives on Historical Writing*, Polity Press, London, 1994
Fogel, R.W.& Elton, G.R. *Which Road to the Past: Two Views of History*. Yale, Yale University Press, 1983
Jenkins, Keith, *On "What is History"?: From Carr and Elton to Rorty and White*. Routledge, London & New York, 1995.
Tosh, J. *The Pursuit of History*, 3rd edition, Longman, Harlow Essex, England, 1999

HIS 602 PHILOSOPHY OF HISTORY (Core: 3 seminar hours per week)

Aims and learning objectives.

This course aims to expose students to the philosophical foundations of the historical discipline and introduce them to the nature of historical knowledge and its inherent problems. The objective of the course is to get students to appreciate the basic features/characteristics of historical thinking which set history apart from other kinds of knowledge. Further it is to familiarize students with scholarly reflections on the course and meaning of the entire human past.

Rationale

Given the long-standing debate as to whether the historical discipline is art or science it is important that advanced students of history get a clear idea of the nature of historical thinking/knowledge and understand why and in what way(s) history is similar to or different other from other forms of knowledge.

Synopsis.

The course deals with the theoretical and philosophical aspects of historical studies. It focuses on theory of knowledge or epistemology of history as a discipline, and the reflections of scholars on the course

Prescribed texts:

Marwick, Arthur, *The Nature of History*, 3rd edition, Macmillan, Basingstoke & London, 1989.
Dray, W.H. *Philosophy of History*, 2nd edition, Prentice Hall, Englewood Cliffs, 1993.

Stanford, Michael, *The Nature of Historical Knowledge*, Blackwell, Oxford, UK & Cambridge USA, 1995

HIS 603 HISTORIOGRAPHICAL ISSUES IN PRECOLONIAL SOUTHERN AFRICA (Core: 3 seminar hours per week)

Aims and learning objectives

The course aims to familiarize students with the historiography of Southern Africa with a view to developing an understanding of trends in historical writing and acquiring knowledge of some of the debates and interpretations pertaining to the history of the region. As such, the main focus is on the questions which have stimulated debate among historians. By the end of the course students should have achieved a good grasp of the main historiographical trends and debates in Southern Africa.

Rationale

It is important for students to know and appreciate the fact that the frontiers of historical knowledge expand as a result of continual discourse and debate among historians. Consequently, what one might refer to as the “ultimate truth” is often illusory. Such debates can stimulate further research resulting in the generation of new knowledge and new interpretations of historical events.

Course synopsis

The course commences by considering the major “schools” of historical writing about Southern Africa. Students will then examine case studies of debates among historians ranging through a broad spectrum of issues in the precolonial period, mainly in the 19th century, ending with colonization and African responses to it.

Prescribed text:

Leroy Vail (ed.), *The Creation of Tribalism in Southern Africa*, James Currey, 1989.

HIS 604 HISTORIOGRAPHICAL ISSUES IN MODERN SOUTHERN AFRICA (Core: 3 seminar hours per week)

Aims and learning objectives

The main focus of the course is on historiographical questions which have stimulated debate among historians concerning the period being covered. By the end of the course students should have achieved a good grasp of the main historiographical trends and debates in African history in Southern Africa. They will also be expected to be more analytical and critical when writing their MA thesis and any piece of historical writing.

Rationale

It is important for students to know and appreciate the fact that the frontiers of historical knowledge expand as a result of continual discourse and debate among historians. Consequently, what one might refer to as the “ultimate truth” is often illusory. Such debates can stimulate further research resulting in the generation of new knowledge as new issues for debate arise. Students may also raise further issues for discussion.

Course synopsis

The course aims to familiarize students with the historiography of Southern Africa with a view to developing an understanding of trends in historical writing about Southern Africa, and acquiring knowledge of some of the debates and interpretations pertaining to the history of the region.

Prescribed text:

Nigel Worden, *The Making of Modern South Africa: Conquest, Segregation and Apartheid*, Blackwell, 2000.

HIS 611 INTRODUCTION TO ECONOMIC HISTORY OF AFRICA

(Optional: 3 seminar hours per week)

Aims and Learning Objectives:

The major aim of this course is to accord students the opportunity to advance their historical knowledge and understanding of African developmental issues from an economic point of view. The course uses economic tools of analysis to capture the continent's economic past. Students are encouraged to critically explore long run trends in African economic development in such a way that they may be intellectually better placed to appreciate the contemporary economic problems facing the continent.

Rationale:

A knowledge of the economic past of Africa will help young scholars to actively participate in the continuing search for an internally directed social science discourse. The current crop of African economic history students is potential future leaders of the continent and as such need exposure to African economic problems. As of now they may not be in a position to recommend policy prescriptions, but they should be able to analytically assist in ensuring that critical developmental questions are properly posed.

Course synopsis:

The major concern of this course is how Africa found and followed its path to the 20th century. The course takes a topical approach to economic development in Africa, focusing on the origins of "African capitalism" and industrialization in North and Sub-Saharan Africa. There is considerable emphasis on the political economy of agriculture and agrarian transition, mining and manufacturing, technological innovations and productivity, incorporation into the international economy and implication for internal development of the African economy, and on controversies and debates in the economic history literature and continental historiography.

Prescribed text:

Tiyambe Zeleza *A Modern Economic History of Africa* East African Educational Publishers Ltd. ISBN: 9966 46 025 X

HIS 612 CASE STUDIES IN THE ECONOMIC HISTORY OF AFRICA

(Optional: 3 seminar hours per week)

Aims and learning objectives:

Using case study approaches, the course aims to provide both an historical perspective and an opportunity for students of African economic history to apply current economic perspectives and analysis to issues and questions critical to Africa's

developmental trajectories from pre-industrial times to the present. Case studies are used to address a number of problematic historical issues and events. For example: What dynamic economic processes are evident in Africa's economic past and what impact do they have on present modern economies? What is the relevance of the past in addressing the contemporary economic crises?

Rationale:

A knowledge of the economic past of Africa will help young scholars to appreciate the need for better theoretical and policy regimes in the continent and thus facilitate their participation in the emerging African development discourse. As economic historians, students are obviously not in a position to recommend solutions to current economic problems, but they can help to ensure that developmental questions are properly posed through dialogue.

Course synopsis:

The topics to be covered range from the economy of pre-colonial Africa, with particular attention paid to the institutional setting that influenced economic growth and the rise of colonial capitalist development. Through a critical examination of contending rationalities in the agricultural sector the course explores important areas like shifting entitlements over the last hundred years, institutional rigidities and the political economy of famines, hunger, and starvation. There is a lot of emphasis the persistence of poverty and the economics of social exclusion.

Prescribed texts:

A G Hopkins *An Economic History of Western Africa* Addison Wesley Longman Limited.

ISBN: 0-582-64521-2

Ralph Austen *African Economic History* James Currey ISBN: 0-85255-008-1

HIS 613 POLITICAL AND ECONOMIC ASPECTS OF IMPERIALISM

(Optional: 3 seminar hours per week)

Aims and learning objectives

This course aims to explore the political and economic aspects of European imperialism, including the main political and economic theories offering explanations of the phenomenon. Students completing this course should be familiar with and able to discuss the main ideas current in the historical debate on the political and economic aspects of imperialism.

Rationale

The phenomenon of modern European imperialism has had a profound impact on recent world history, and yet it is surprisingly hard to explain satisfactorily. This course attempts to make sense of the rise and fall of the European empires, which is a very important issue for any advanced student of world history.

Course synopsis

The course will review the main political and economic explanations for the phenomenon of Empire, following an order based on the historiographical sequence.

HIS 614 CULTURAL AND ENVIRONMENTAL APPROACHES TO THE HISTORY OF IMPERIALISM (Optional: 3 seminar hours per week)

Aims and learning objectives

This course aims to explore the cultural and environmental aspects of European imperialism, including the current debates on "Orientalism" and "environmental imperialism". Students completing this course should be familiar with and able to discuss the main ideas current in the historical debate on the cultural and environmental aspects of imperialism.

Rationale

In recent years the debate on empire has broadened from the original political and economic questions, with many scholars giving a much more central role to cultural and environmental aspects in determining the significance of empire in world history. This includes (though is not limited to) the discussion of "Orientalism".

Course synopsis

The course considers established scholarly issues and approaches in the relationship between culture and imperialism, and introduces new theoretical approaches of post-modernism and "post-colonial" theory. The following topics are discussed: empire, race and gender; the Orientalism debate; and environmental and scientific imperialism

HIS 615 HISTORY OF RELIGION IN AFRICA (Optional: 3 seminar hours per week)

Aims and learning objectives

This course aims to provide an overview of the historical study of religion in Africa, including an introduction to the main theoretical issues. Students completing this course should be familiar with and able to discuss the main ideas current in the historical study of African religion.

Rationale

The history of religion is an area where the History and TRS Departments have a shared interest. The two departments have, indeed, a long record of active cooperation in research and publications (e.g. the *Studies on the Church in Southern Africa* series). However, although we will wish to teach courses in cooperation, there are advantages in courses primarily located in one or the other department in order to reflect the primacy, in a particular course, of one or the other methodological and theoretical focus.

Course synopsis

The course will review the basic questions of the historical study of religion, and consider their application to the particular religious history of Africa.

HIS 616 RELIGION AND POWER IN BOTSWANA (Optional: 3 seminar hours per week)

Aims and learning objectives

This course aims to analyse how religious belief and practice have interacted with the state and other manifestations of power in Botswana.

Rationale

Religious issues have been central to some periods of Botswana's history (especially the 19th century). Furthermore, these issues have attracted the attention of some of the most interesting foreign historians of Africa to focus on Botswana: it is therefore an area in which overseas contacts are particularly likely to develop.

Course synopsis

The course surveys the historical development of the relations between religion and power, including "church and state", in pre-colonial, colonial and post-colonial Botswana. Topics include "traditional religion" and chieftainship, the impact of missionaries and traders in pre-colonial and colonial periods, conflicts over conceptions of medicine, the rise of independent congregations and new churches, and impact of new religions and secularism in the post-colonial period.

HIS 627 ARCHAEOLOGY FOR TEACHERS (Optional: 3 seminar hours per week)

Aims and learning objectives

To introduce graduate students *without* a BA in Archaeology to the discipline of archaeology, its major discoveries, and how these have been interpreted.

Rationale

This course is designed primarily for secondary school teachers who wish to update and expand their knowledge through a postgraduate degree in History. The secondary school social studies syllabus currently includes three archaeology-based modules: (i) human evolution, (ii) the origins of food production, and (iii) the origins of civilization. This course aims to arm teachers with a solid understanding of the fundamentals of archaeology, as well as the latest research results.

Course synopsis

The three topics covered (human evolution, the origins of food production and the origins of civilization) are major milestones in human prehistory. Each of these topics is covered in some detail, including the current theories to explain them and case studies from around the world and Africa. The first part of the course introduces the discipline, to show how archaeologists have researched and interpreted these three topics. Students will select two topics for in depth study. The course will be taught seminar-style and students will produce two major papers during the semester.

HIS 651 SPECIAL TOPIC I (Optional: 3 seminar hours per week)

HIS 652 SPECIAL TOPIC II (Optional: 3 seminar hours per week)

HIS 653 SPECIAL TOPIC III (Optional: 3 seminar hours per week)

HIS 654 SPECIAL TOPIC IV (Optional: 3 seminar hours per week)

Aims and learning objectives

Through a Special Seminar a student should develop advanced knowledge and understanding of a topic in depth, guided by the specialist expertise of teaching staff whose field of research is covered. The seminar discusses essays written presented and critiqued by students on the basis of extensive reading of secondary literature and selected documents.

Rationale

This type of specialized course contributes to the research training of students, and raise questions and debates for the development of historical studies in the universities of Botswana and the Southern African region. The topic or topics on offer are likely to change from year to year depending on the availability of staff expertise, e.g. to take advantage of a visiting scholar available to teach some specialized topic for just one year or semester.

Course synopsis

The course begins with a historiographical introduction by the expert staff member. Each seminar period thereafter consists of the presentation of an essay by its student writer, a brief critique of the essay by another student, and then discussion by the seminar group chaired by the expert staff member.

Topics

Topics vary from year to year. Topics currently approved by the History Department Board are:

- Historiography of Conquest & Response in Africa*
- Historiography of the African Diaspora*
- Historiography of Labour Migration in Southern Africa*
- Khoe and San History in Southern Africa*
- Impact of the Two World Wars on Botswana*
- History of Film with Special Reference to Africa*
- The British South Africa Company and the Bechuanaland Protectorate, 1888-1913*
- Seretse Khama and the Independence of Botswana, 1949-1980*
- Military History of Botswana*

HIS 662 RESEARCH PROPOSAL FOR DISSERTATION (Core: 2 credits/ 2 tutorial hours per week)

Aims and learning objectives

This course provides a structure in which students taking the MA by course-work and dissertation to prepare their research proposals. Students will meet regularly with assigned staff members, and will be required to make periodic reports.

Rationale

Students are required to submit a research proposal, and gain the approval of the Department, before beginning research. In the past this has been organized informally, with the result that students sometimes neglect the matter while working on their 600-level papers. This course will ensure that students have a formal structure to assist them.

Course synopsis

This will not be taught as a lecture-based course. Students will meet regularly with assigned staff members, and will be required to make periodic reports on the progress of their plans.

HIS 750 DISSERTATION (Core: 24 credits)

Research and writing leading to the presentation of a dissertation is undertaken during the second year of the Master's degree programme. The research is supervised

by staff appointed by the Department Board who may require the candidate to present a seminar or seminars on progress towards completion of the dissertation.

STAFF & THEIR RESEARCH INTERESTS

HEAD OF DEPARTMENT

Prof. A. M. Kanduza, *Associate Professor in History*
(see below)

ARCHAEOLOGY UNIT STAFF

Dr A.K. Segobye, *Senior Lecturer in Archaeology*

BA & PGDE (Botswana), MPhil & PhD (Cambridge)

RESEARCH INTERESTS: *The archaeology of Southern Africa; Public Archaeology, Heritage and Cultural studies; Indigenous Knowledge and Intellectual Property*

Ms. S. Merlo, *Lecturer in Archaeology*

BA & MA (Padova) MPhil (Cambridge)

RESEARCH INTERESTS: *GIS and Remote Sensing applications; landscape archaeology; Saharan archaeology; theories of archaeological representation*

Ms. C. Mooketsi, *Lecturer in Archaeology* (on study leave)

BA & PGDE (UB), MPhil (Bergen)

RESEARCH INTERESTS: *Bioarchaeology, palaeo-faunal record of Botswana and Southern Africa.*

Dr S. Mothulatshipi, *Lecturer in Archaeology*

BSc Hons (East Anglia), MSc (London), PhD (Edinburgh)

RESEARCH INTERESTS: *Late Iron Age; human responses and environmental change in the Shashe-Limpopo basin and the Makgadikgadi environs; archaeological landscapes, land-use and human behaviour, Geoarchaeology.*

Prof. G. Pwiti, *Lecturer in Archaeology*

BA (Zimbabwe), M.Phil (Cambridge), PhD (Uppsala)

RESEARCH INTERESTS: *Iron Age; cultural complexity, urbanism & trade on Zimbabwe plateau, East Coast, Zambezi & Limpopo valleys; rock art; cultural heritage management*

Mr P.C. Thebe, *Lecturer in Archaeology* (Archaeology Unit Coordinator)

BA (UB), MA (Texas at Austin)

RESEARCH INTERESTS: *Lithic technology (micro wear), Ceramics (pot making and optical petrography) rock art (social studies); history of San speaking people; culture and customs of Botswana*

Dr A. Tsheboeng, *Lecturer in Archaeology* (on leave of absence)

BA (UB), MA (York), PhD (London)

RESEARCH INTERESTS: *Late farming communities human responses and contribution to environmental change in the Shashe-Limpopo basin & heritage tourism.*

HISTORY DIVISION STAFF

Prof. Q. N. Parsons, *Professor of History*

BA (London), Dip.Afr.Studs & PhD (Edinburgh).

RESEARCH INTERESTS: *19th-20th century Botswana history & biography; Victorian & Edwardian Britain; history of cinema & popular entertainment.*

Prof. A.M.Kanduza, *Associate Professor in History and Head of Department*

Dip. Ed.(Kabwe),BA Ed & MA (Zambia), PhD. (Dalhousie), PDI Law (Zambia)

RESEARCH INTERESTS: *Behavioural change and HIV/AIDS; Swaziland socio-economic change since 1931 & South Africa's economic hegemony since 1965.*

Prof. P.T. Mgadla, *Associate Professor in History*

A.T.C (Francistown), BA+CCE (UBS), MA & PhD (Boston)

RESEARCH INTERESTS: *Political, educational and mission history in southern Africa with special reference to Botswana.*

Prof. B.T. Mokopagosi, *Associate Professor in History (on secondment)*

BA+CDE (UBS), MA (Johns Hopkins) PhD (SOAS)

RESEARCH INTERESTS: *Political history of Botswana, particularly issues of democracy, political parties, transfer of power and history of higher education.*

Dr B.S. Bennett, *Senior Lecturer in History*

MA (Canterbury), PhD (Cambridge)

RESEARCH INTERESTS: *Modern British politics; religious history; colonial Botswana; New Zealand; the British Empire.*

Dr M.M.M. Bolaane, *Senior Lecturer in History*

DSE, BEd, (UB) MA (SOAS, London), DPhil (Oxford)

RESEARCH INTERESTS: *Pastoralism and development in eastern Africa; colonial policies and land use in East Africa; Gender studies and education.*

Dr C.J. Makgala, *Senior Lecturer in History*

BA, PGDE (UB), MPhil & PhD (Cambridge)

RESEARCH INTERESTS: *Indirect rule, race & tribal relations, democracy & partisan politics, intra elite politics; NAMPAD, refugees & illegal immigrants; witchcraft and magic*

Dr R.K.K. Molefi, *Senior Lecturer in History*

BA (UB), MA & PhD (Dalhousie)

RESEARCH INTERESTS: *Medical history of Botswana, especially epidemics and nutrition; southern African sports history; eastern African ecology*

Dr W.G Morapedi, *Senior Lecturer in History*

BA, PGDE (UB) MA & PhD (Essex)

RESEARCH INTERESTS: *Comparative agrarian and peasant studies in Africa and Latin America, with special reference to Botswana and Mexico.*

Mr G.B. Barei, *Lecturer in History*

BA, PGDE (UB), MA & MPhil (SOAS, London)

RESEARCH INTERESTS: *Political history of Botswana; contemporary chieftainship in Botswana; nationalism and Islam in North Africa; labour in Algeria and Tunisia.*

Mr G.B. Gumbo, *Lecturer in History (on study leave)*

BA, PGDE, MA (UB)

RESEARCH INTERESTS: *Economic history; peasantry in Botswana especially and Third World in general, and modern world economic concerns.*

STAFF DIRECTORY

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