# Language, History and Identity in Central and Eastern Africa

**Course Specifications**

Valid as from the academic year 2018-2019

## Course

<table>
<thead>
<tr>
<th>Course size</th>
<th>(nominal values; actual values may depend on programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>5.0</td>
</tr>
<tr>
<td>Study time</td>
<td>150 h</td>
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<tr>
<td>Contact hrs</td>
<td>50.0 h</td>
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</tbody>
</table>

## Course offerings in academic year 2018-2019

A (semester 1) English

## Lecturers in academic year 2018-2019

- Luyckfasseel, Margot LW21 staff member
- Meeuwis, Michael LW21 lecturer-in-charge
- Bostoen, Koen LW21 co-lecturer

## Offered in the following programmes in 2018-2019

<table>
<thead>
<tr>
<th>Master of Arts in African Studies</th>
<th>5</th>
<th>A</th>
</tr>
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<tbody>
<tr>
<td>Exchange Programme African Languages and Cultures</td>
<td>5</td>
<td>A</td>
</tr>
</tbody>
</table>

## Teaching languages

English

## Keywords

Central Africa; Eastern Africa; African languages; African cultures; identity; history of linguistic and cultural thought; Bantu; interdisciplinarity

## Position of the course

An advanced and long-range understanding of ideological, sociological and diachronic processes underpinning changing patterns of language-based identity formation in Africa.

## Contents

This course aims to offer a thorough understanding of various patterns of communal identity formation throughout the pre-colonial, colonial and post-colonial history of Central and Eastern Africa, with ramifications to other African regions, such as Southern Africa, as well, of how such patterns changed and/or recurred, and of possible cross-references between them, always with an eye for the quintessential role language and culture played and still plays in such processes.

## Initial competences

- Bachelor in African languages and cultures or equivalent

## Final competences

1. To understand patterns of communal identity formation throughout the pre-colonial, colonial and post-colonial history of Central and Eastern Africa, with ramifications to other African regions, such as Southern Africa
2. Understand the quintessential role language and culture played and still plays in such processes of communal identity formation.
3. To critically question some conventional concepts and distinctions in mainstream historiography of Africa, such as 'group' and 'ethnicity' and even the course's own premise, namely the tripartite division of African history into pre-colonial, colonial and post-colonial.

## Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

## Conditions for exam contract

(Approved)
This course unit cannot be taken via an exam contract

Teaching methods

Microteaching

Extra information on the teaching methods

Independent learning situation in which students present a certain content that they have prepared individually or in group to their fellow students (also referred to as student lessons or student presentations). Such sessions are focused on the active (selecting, analyzing and) processing of certain contents and on the other hand on practicing presentation or didactic skills. The supervisor and possibly the fellow students provide the students who have given the lesson or presentation of comments and suggestions with regard to the content and / or the form of the lesson or presentation.

Teacher then adds her or his own insights in hte matters presented by the students.

Learning materials and price

Scholarly articles, will be posted on minerva

References

None apart from the compulsory reading materials

Course content-related study coaching

Feedback in class

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination

Examination methods in case of periodic evaluation during the second examination period

Written examination

Examination methods in case of permanent evaluation

Participation

Possibilities of retake in case of permanent evaluation

examination during the second examination period is not possible

Extra information on the examination methods

Periodic, written exam (60%): Open questions relating to a selection of the articles and, above all, to the ways these articles were discussed during the classes.

Non-periodic, permanent evaluation (40%):

30%: Each student gives at least one presentation, during one of the classes, of one the compulsory scholarly articles

10%: Active participation in the in-class discussions.

Calculation of the examination mark

see above

Facilities for Working Students

Facilities:

1 Student attendance during educational activities is required
2 Feedback can be given during an appointment during office hours

Extra information:

For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy

(Approved)