

HI32B Kenya's Mau Mau Rebellion, 1952-1960

End of Module Feedback 2018-19

20 respondents (out of 31 students enrolled on the course).

The overall feedback for the module was positive. 95% of you thought that the module was well-organised (1 respondent had no firm opinion, none disagreed). 100% of you thought that the module offered the appropriate level of intellectual challenge. 100% of you felt that appropriate support was available to you. Overall, you felt that the module was 'engaging' and 'well taught'.

Feedback on teaching was positive. 100% thought that the module was delivered in an engaging way (thank you!). One student stated, 'As the module progressed I began to enjoy the module more and more. Sacha made it engaging throughout and whenever you ask her for help she goes above and beyond to help'. Most students enjoyed the seminars and felt that the discussions had enhanced their learning. One student stated, 'The discussions during the seminars among colleagues and guided by Sacha has allowed a deeper understanding of the literature. Discussions not only reaffirmed the factual knowledge gained through the readings, but also allowed different analytical perspectives to be presented'.

Several students singled out the module's focus on primary sources as being a key strength. One student praised the 'availability of great primary sources'. Another stated that 'the use of primary sources and analysing them has been useful in this module'. Analysis of primary sources is central to Special Subject modules and I'm pleased that many of you enjoyed working with the documents and found this to be intellectually stimulating.

Several students noted that they would prefer to have more lectures and less reading. One student stated, 'more focused reading would be useful'. Another noted, 'offer more lectures, slightly less reading. Too much makes it unengaging. It's such a niche topic, it would help to tie it to greater international themes'. These comments are of course valid and reflect the challenge of the reading load on Special Subjects. On the issue of reading, I want to restate my earlier advice that it was not necessary to read every piece in great detail. Particularly for the secondary readings, the key thing was to get to grips with the arguments that historians made and the way that their work fits into the historiography on Mau Mau and colonial Kenya. In terms of lectures, I don't envisage more lectures being added to the syllabus next year. Special Subject seminars are source-based modules and, in my opinion, should be driven by reading, analysis and discussion. However, we will make sure to include thorough introductory sections at the start of each week to recap the last week's discussion and to introduce the key objectives and issues for the seminar.

100% of you felt that the feedback provided had enhanced your learning. I'm very glad that you found the feedback provided in class and for formative work to be helpful. Overall, the work produced this year has been of a very good, and in some cases, an outstanding, standard.

Thank you all for taking the time to fill out the feedback forms - I appreciate the thoughtful comments that you provided. It has been an absolute pleasure teaching you all this year and I wish you all the best for the future!

-Sacha Hepburn, 10 June 2019.