

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding sustainability new GE to course

What is the rationale for the proposed change(s)?

The course traces both the local and the global impact of resource exploitation in central Africa; how it influenced and shaped human activity in the region (for example via labor migration), but also how it shaped natural landscapes and generated landscapes of toxicity and social inequalities.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3314
Course Title	From Rubber to Coltan: A Long History of Violence and Exploitation in Central Africa
Transcript Abbreviation	ConflictCentralAfr
Course Description	This course will explore how the histories of economic exploitation, political authoritarianism, and the supposedly ethnic conflict in the central Africa region are intertwined, and how seemingly local conflicts have global roots.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Historical Study; Global Studies (International Issues successors); Sustainability
The course is an elective (for this or other units) or is a service course for other units

Previous Value

*General Education course:
Historical Study; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units*

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will understand how global economic systems are connected to localized violence.• Students will learn to engage with the world as historians and understand how the past shapes the present in Central Africa.• Students will understand the ways in which central Africa and its problems have been portrayed in the media, from the 19th century until today, and learn to locate African voices and agency in these histories.
Content Topic List	<ul style="list-style-type: none">• Congo's rubber regime• Pre-colonial slave trade and societies• British Empire in Central Africa• Mining industry• Colonial and post-colonial identity• Rwandan genocide• Conflict in media and popular culture• Violence against women
Sought Concurrence	No
<i>Previous Value</i>	<i>Yes</i>

COURSE CHANGE REQUEST
3314 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/13/2022

Attachments

- History 3314 syllabus NewGE.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 3314-sustainability theme form.pdf: New GE rationale
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/08/2021 04:00 PM	Submitted for Approval
Approved	Soland, Birgitte	12/08/2021 10:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/13/2022 02:39 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/13/2022 02:39 PM	ASCCAO Approval

From Rubber to Coltan: Violence and Exploitation in Central Africa

Course Description:

What does your cellphone have to do with conflict central Africa? And what did the rubber boom of the late 19th century have to do with colonial violence in the same region? And how are these related? This course will help you understand how the past has shaped the present in central Africa, and how global economic systems are connected to localized violence, exploitation, and environmental damage.

The Great Lakes region in Central Africa is home to some of the world's most prized economic resources. Based on an economy ravaged by the slave trade, a 19th century colonial extractive system emerged that focused first on ivory, later on rubber, and expanded in the 20th century to include diamonds, copper, gold, uranium, and lately coltan, crucial for the development of cellphone and computer technology. After a tumultuous decolonization, the region became home to some of the more violent conflicts of the past decades, including the Rwanda Genocide and the ongoing conflict in Eastern Congo.

This course will explore how the histories of economic exploitation, political authoritarianism, environmental degradation, and the supposedly ethnic conflict in this region are intertwined, and how seemingly local conflicts have global roots. The first module of this course focuses on the colonial history of the area, which was colonized in the late 19th century by the Belgian king Leopold II (Congo), Germany (Rwanda, Burundi, Tanzania) and the UK (Uganda). We will investigate how economic exploitation took shape during the colonial era, how local people experienced colonialism, and how colonialism shaped ethnic conflicts, mineral and natural exploitation, and political systems. This part of the course will provide students with a long-term view on (unsustainable) systems of exploitation, and the global relations that undergird them.

The second part of the course will focus on the post-colonial history of the region, starting with the reign of the military dictator Mobutu and the continued economic exploitation of the Congo, to the Rwanda genocide, the UN missions in the region, the Great War of Africa, and the continuing conflicts in eastern Congo. We will explore the role of conflict minerals and international media reporting on the conflict, particularly on the violence against women. What would good governance mean in this context, both locally and globally? What efforts have been made to create 'clean' commodity chains, and how effective have these measures been?

Students will learn to engage with the world as a historian and understand how the past shapes the present in Central Africa. We will devote particular attention to identifying the global causes of local conflicts by analyzing the role and impact of global commodity chains. In addition, we will reflect critically on the ways in which the region and its problems have been portrayed in the media, from the 19th century until today, and learn to locate African voices and agency in these

histories. Finally, we will reflect on what a sustainable future looks like, both locally and globally.

All students should read this syllabus thoroughly and consult it first when they have questions about the class. Unexpected events occasionally cause me to update the content of the syllabus, but students will be informed of these updates in class and on Carmen/Canvas. An updated version of the syllabus will always be available on the Carmen/Canvas website for this class. Students are responsible for frequently checking Carmen/Canvas for updates, notifications and reminders.

Course Goals

- (1) Understand the economic, political, cultural, environmental, and social history of the African Great Lakes region and learn to weigh the various aspects of these dimensions in their understanding of past and present
- (2) Apply the lessons from these in an analysis of the current conflicts there
- (3) Analyze and compare both written and visual primary sources (including media, UN documents, and NGO reporting) and evaluate how secondary literature uses these sources
- (4) Situate local events in their global contexts and they will understand their own place in this economic context both as US and as global citizens.
- (5) Analyze the relation between governance and global sustainability

General Education Information

Theme: Sustainability

Goals:

Successful students will analyze sustainability at a more advanced and in-depth level than in the Foundations component.

- Successful students will integrate approaches to sustainability by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
- Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.

Expected Learning Outcomes

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of sustainability.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability.

- 2.1 Identify, describe and synthesize approaches or experiences as they apply to sustainability.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
- 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present and future.
- 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

READING

Primary document and media packages (available on Carmen)

Books

Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa* (Boston: Houghton Mifflin, 1998)

Georges Nzongola-Ntalaja, *The Congo: A People's History from Leopold to Kabila*. (London: Zed Books, 2002) (selections)

Mamhood Mamdani, *When Victims Become Killers: Colonialism, Nativism and the Genocide in Rwanda*. (Princeton University Press 2001)

Theodore Trefon, *Congo's Environmental Paradox. Potential and Predation in a Land of Plenty*. Zed Books, 2016. (selections)

Articles:

Charlotte Mertens and Ann Aludati, "Resources and Rape: Congo's (toxic) Discursive Complex" *African Studies Review* v62 n4 (2019): 57-82

Iva Peša, "Mining, Waste and Environmental Thought on the Central African Copperbelt, 1950-2000," *Environment and History*, 2021

Reports

UN Panel of Inquiry (2009) *Final Report of the Panel of Experts on the Illegal Exploitation of Natural resources and other forms of wealth of the DR Congo*, New York: United Nations.

Course Requirements

Weekly response papers: (includes reading + twitter media) (30%)

Min. 500 words, an overview and critical response to the reading and related media assigned for the week, placing these "texts" in conversation with course content already covered. For these papers, students should not merely summarize weekly course content. This is a space for critical and constructive interpretation of key ideas, issues, events, and works. It is also a space to reflect

on the social and ethical implications of such inquiry. Questions and prompts will be provided to help students orient themselves in the content of the assigned readings/media. Also include in weekly response: Each week, follow 2 new sources that report on central Africa (media, international organizations, activists, politicians, academics...) In class we will talk about the information and topics that circulate on twitter that week.

Attendance and Participation (20%)

Debate: (10%) Divided up into teams of about 5 students, 2 teams will debate each other on a topic related to a course module. Debates will be prepared with assistance of the instructor. See class schedule for details. Students will each participate in one of the three debates.

Book or Film Reviews (20%) 5-7 pages, double spaced. Each student selects a book or film from a list provided by the instructor and writes a book review that evaluates the book's content by using the skills learned during the semester. Each essay should summarize the book, provide a critical account of its use of sources, its portrayal of Africans, its historical analysis, and argue a personal position. Due week 16.

Final (20%): Take-home essay. You will be provided with two sources that analyze a particular event. Use knowledge gained during course to analyze the approaches in the sources. Compare and contrast. Use of time-line permitted.

Note: In order for students to successfully complete this course, they are required to attend lectures, and successfully complete the assignments. I will provide you with the powerpoint slides the evening before the lecture, so you are able to print them out and bring them to lecture. However, the slides only contain the structure of the lectures- they function as 'coathangers' - to which you need to add the additional information I provide you with during lectures. The information on them is not sufficient to pass the exam- *you need to take notes in lecture!*

Grade Scale:

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	65-67
E	64 and below

A Note on Classroom behavior:

The use of computer and/or iPad is allowed for the purposes of note-taking. Unless directed by the professor, no internet use is allowed during class. All phones need to be PUT

AWAY during class and turned off or switched to silent. Failure to abide by these rules may impact your final grade for the course.

All students in this class will treat each other and the professor with respect and courtesy.

E-mail: Please use your OSU account only to send me e-mail and make sure to include your course number in the subject line.

Students with disabilities:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. *Academic Misconduct:* “It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).” For additional information, see the Code of Student Conduct http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf.”

In plain language: using other people’s words or ideas (from books, papers, the internet, etc.) without acknowledging them is called plagiarism. ALL cases of plagiarism will be reported to COAM. There will be no second chances.

Course Schedule (based on Fall 2019 calendar)

Wee k	Content	Assignmen t	Reading
1	<i>Introduction</i>		No reading
	<i>1. Colonial Exploitation</i> A. Precolonial slave trade and societies		Hochschild
2	B. Slavery, Ivory and the Colonial Conquest	Weekly response paper	Hochschild

	C. King Leopold's Rubber Regime		Hochschild
3	D. The Media Campaign Against Rubber Abuses	Weekly response paper	Primary source/media package+ Hochschild
	E. Palm Oil Exploitation: the Pende revolt of 1931		tbd
4	F. Birth of the Mining Industry (copper)	Weekly response Paper	Trefon
	Mining Industry: Uranium and its global role		Nzongola
5	G. Decolonization and Postcolonialism (Congo Crisis)	Weekly Response paper	Nzongola + primary source package
	Documentary (<i>White King, Red Rubber, Black Death</i>)		Mamdani
6	Debate 1 (topic: debate over controversy origins of rubber regime and genocide)	Weekly response paper + Group 1 prepare debate	Mamdani
	H. Colonial Identity Politics		Primary source package
7	I. Labor migration and Mining Industry	Weekly response paper	Mamdani
	Wrap-up part 1		No Reading
8	Documentary (<i>Le Roi Du Congo</i>)	No response paper	No reading
	2. Post-Colonial Exploitation and Violence A. Events of Rwanda genocide		Mamdani
9	B. Rwanda genocide and the role of the international community	Weekly response paper	Mamdani
	Debate 2: USA, Rwanda genocide, and refugee crisis	Group 2 prepare debate	No reading

10	Documentary <i>Ghosts of Rwanda</i>	Weekly Response Paper	Nzongola
	C. Great War of Africa		Nzongola
11	D. Region Wide Conflict	Weekly response paper	Nzongola
	E. Borders and Smuggling: Virunga National Park and Poaching		Trefon
12	F. Mining Exploitation and international commodity chains	Weekly response paper	Trefon
	G. Dodd-Frank Act and 'clean' mining?		UN panel of Inquiry report
13	H. conflict in media and popular culture	Weekly response paper	Media package
	Debate 3: Ethical global commodity chains?	Group 3 prepare debate	No reading
14	I. Documentary on mining (<i>Blood in the Mobile</i>)	Weekly response paper	Trefon
	J. Toxicity and Post-Mining landscapes		Peša article
15	K. Violence against women	Weekly response paper	Mertens and Laudate article+ media package
	Documentary Dr. Mukwenge (<i>L'Homme qui répare les femmes</i>)		No reading
16	<i>Wrap up and review</i>	Book /film review due	No reading

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)