1. **Title of the module**

Congo: A History of Violence

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA in Imperial History

MA Modern History

MA in War, Media and Society

1. **The intended subject specific learning outcomes.**  
   **On successfully completing the module students will be able to:**
   1. Demonstrate a systematic understanding of Congolese history over the past 150 years.
   2. Demonstrate a conceptual understanding of different historiographical approaches to the role played by armed conflict and violence in the Congo, from the late pre-colonial era to the present, enabling the student to critically evaluate current research and advanced scholarship in the discipline.
   3. Show familiarity with the drivers and protagonists of violence, including state, non-state and international actors.
   4. Demonstrate a comprehensive understanding of the workings of colonial and post-colonial polities and the problems faced by ‘resource-cursed’ states
   5. Critically evaluate enduring international perceptions of the Congo’s ‘exceptionalism’.
2. **The intended generic learning outcomes.**  
   **On successfully completing the module students will be able to:**
   * + 1. Sustain concentration and aim when applying advanced scholarly techniques and approaches.
       2. Demonstrate self-direction and originality in problem-solving.
       3. Demonstrate the ability to work both independently and in groups, displaying the use of initiative and decision-making skills when dealing with complex issues.
       4. Construct coherent written and oral arguments dealing with complex issues systematically and creatively.
       5. Make use of establish techniques of research to interpret and evaluate a variety of different source types.
       6. Critically evaluate current research and advanced scholarship in the discipline of History to produce a variety of robust outputs.
3. **A synopsis of the curriculum**

This module examines the main causes and consequences of armed conflict and violence in the DRC (Democratic Republic of Congo), from the 1860s to the present. It will begin with a discussion of the predatory political formations thrown up by the opening of the Central African interior to global commerce in the second half of the nineteenth century. The incorporation of their leaders, armed personnel and extractive forms of governance into King Leopold’s personal colony, the Congo Free State, will next be addressed. After examining the key features of Belgian rule in the Congo following the *reprise* of 1908, the module will explore the precipitous modalities of Congolese decolonization and the process of violent disintegration that ensued. A discussion of secessionist and revolutionary challenges to the post-independence dispensation will help to account for the rise of Mobutu’s authoritarian ‘kleptocracy’ and its longevity in an international context dominated by the Cold War. The module will end by investigating the circumstances that led to Mobutu’s fall, as well as the armed balkanization experienced by the Congo in its aftermath.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

D.M. Gordon, ‘Precursors to Red Rubber: Violence in the Congo Free State, 1885-

1895’, *Past & Present*, 236, 1 (2017), 133-168

E.F. Kisangani, *Civil Wars in the Democratic Republic of Congo, 1960-2010* (Boulder, CO, 2012)

O. Likaka, *Rural Society and Cotton in Colonial Zaire* (Madison, WI, 1997)

G. Macola, *The Gun in Central Africa: A History of Technology and Politics* (Athens, OH, 2016)

G. Prunier, *From Genocide to Continental War: The ‘Congolese’ Conflict and the Crisis of*

*Contemporary Africa* (London, 2009)

C. Young and T. Turner, *The Rise & Decline of the Zairian State* (Madison, WI, 1985)

1. **Learning and teaching methods**

Learning and teaching will be carried out through two-hour seminar sessions

Contact hours: 22

Private Study hours: 278

Total hours: 300

1. **Assessment methods**

13.1 Main assessment methods

Presentation (20%)

Essay, 3, 000 words (40%)

Essay, 3,000 words (40%)

13. 2 Reassessment methods

100% Coursework (3,000 word Essay)

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x | x | x | x |
| Seminar | x | x | x | x | x | x | x | x | x | x | x | x |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | x | x | x | x | x | x | x | x | x | x | x | x |
| Essay 1 (3000) | x | x | x | x | x | x | x | x | x | x | x | x |
| Essay 2 (3000) | x | x | x | x | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

By its very nature, this module – focusing as it does on one of the world’s great ‘trouble spots’ – will enhance the students’ understanding of international relations and the violent manifestations of globalizing processes and dynamics in the Congo basin from the second half of the nineteenth century to the present.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
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