History teaches us that childhood and youth are social constructs. As such, childhood and youth can be understood and experienced in a wide variety of ways around the world and even within a single household. Race, class, caste, gender, religion, sexuality, citizenship, ability, and culture all shape how children and youth experience life and their life-stages.

In this course, we will be studying childhood and youth in the 20th century Africa. How did young Africans live in past times? Were childhood and youth timeless features of all African societies? How have images, ideologies, and representations of young Africans been used for social and political ends? How have ideas of childhood and youth been linked to the idea of Africa? How have major historical “events” such as colonialism, industrialization, apartheid, and liberation, impacted and been impacted by children and youth in Africa? What roles have young people themselves served in the making of African histories?

These and many other questions will be explored in course readings, discussions, and in your individual works. In the first part of the course, we will collectively examine a set of sociological and historical studies, autobiographies of childhood, and fiction and documentary films. In the second part of the course, each student will develop their own original work related to the theme of Childhood and Youth in the 20th Century Africa. Your term paper will rely on both secondary and primary sources. The latter may include, but are not limited to newspapers, autobiographies, oral interviews, visual sources, and government records.

Requirements
Annotated Bibliography Project. See instructions below.
Source Analysis Project. See instructions below.
General Participation

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td></td>
<td>Presentations</td>
<td>10</td>
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<tr>
<td></td>
<td>Research Paper Proposal</td>
<td>25</td>
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<td></td>
<td>Research Paper Final Version</td>
<td>40</td>
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<tr>
<td></td>
<td>Primary Source Assignment I</td>
<td>10</td>
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<td>Primary Source Assignment II</td>
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A+ (96 - 100) / A (90 - 95) / B+ (85 - 89) / B (80 - 84) / C+ (75 - 79) / C (70 - 74) / D+ (66 - 69) / D (60 - 65) / F (59 and under)
Annotated Bibliography Project

Each student will choose a general research topic and create an annotated bibliography of journal articles that relate the topic to children or childhood. Students should begin with issues from the past 5 years (2005 – 2009) and if necessary work back to 2000 until they have assembled a list of 10 articles. These lists should be arranged in alphabetical order in proper bibliographic form. See Kate Turabian’s Manual for Writers of Term Papers, Theses, and Dissertations.

Journal of African History
Intnt’l Journal of African Historical Studies
Canadian Journal of African Studies
Journal of Social History
African and Asian Studies
African Studies Review
Journal of South African Studies
Cultural Studies
Slavery and Abolition
American Historical Review
Journal of the Society for the History for Childhood and Youth
Journal of Family History

Annotations must be one paragraph in length. They must briefly summarize the article’s main points and emphasize methodological and theoretical issues. Annotations may also include some discussion of whether/why the reader found a given article useful.

Paper Requirements and Evaluation Criteria

You must use at least 8 primary sources and 8 secondary sources. Your paper must have a descriptive title. You may investigate whatever topic interests you. You are strongly encouraged to come to my office hours before the proposal stage to discuss your paper.

The criteria for evaluation of your final paper can be found below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strong: A</th>
<th>Good: B</th>
<th>Fair: C</th>
<th>Weak: D</th>
<th>Poor: F</th>
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<tbody>
<tr>
<td>Articulating your key idea/question about the topic. What does your subject show?</td>
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<td>Close reading and analysis of the subject.</td>
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</table>

2
Effective incorporation of req’d number of primary /secondary sources

Development of idea over the course of the paper (or) visible “red thread”

Attention to paper form: Intro that draws the reader in, body that explores the subject, conclusion that relays your thoughts about the topic w/out simply summarizing.

Citations

Attention to detail: read spelling and grammar check.

Jan 18  Introductions and Orientations
Library Research Session

Jan 25  Frameworks and Historiography

- G. Thomas Burgess and Andrew Burton, “Introduction” in Generations Past: Youth in East African History

February 1  Memoirs of Pre-colonial Childhoods

- David and Harrington, Growing Up African, 19-20
- Rudolph Deker, Childhood, Memory, and Autobiography in Holland. Chapt 1 / 2
- excerpt from Mary Smith, ed., Baba of Karo
- excerpt from W.F. Baldock, ed., The Story of Rashid bin Hassani
DUE: Primary Source Assignment 1

February 8

**Working Youth and Children**

-Andrew Burton, “Raw Youth, School-Leavers, and the Emergence of Structural Unemployment in Late Colonial Urban Tanganyika” in Generations Past: Youth in East African History

February 15

**Rebellious Youth in Colonial Africa**

-David and Harrington, *Growing Up African*, 97-100

- the Faulkner Savory Report
- excerpt from Ezekiel Mphalele, *Down Second Avenue*

DUE: Primary Source Assignment 2:

February 22

**DUE: Project Proposals with Annotated Bibliography**

In-class Project Presentations

March 1

**Historicizing Girlhoods**

-Corrie Decker, “Fathers, Daughters, and Institutions: Coming of Age in Mombasa’s Colonial Schools” in Girlhood: A Global History
March 8

Postcolonial Childhoods

-Krijn Peters and Paul Richards, "Why we Fight: Voices of Youth Combatants in Sierra Leone"


DUE: Draft 1

March 15  SPRING BREAK

March 22  WORKSHOP of DRAFT 1

March 29  WORKSHOP of DRAFT 1

April 5  1-on-1 Meetings

April 12  1-on-1 Meetings

April 19  1-on-1 Meetings

April 26  LAST MEETING
Final paper presentations
DUE: Final Papers