Colonial Childhoods in Africa  
50:516:380:91  
Wednesdays 6:00-8:40pm (Hybrid)  
Office Hours by Appointment  
Rutgers-Camden @ Raritan Valley Community College  
Room S122  
Chapdelaine

Course Description:

The study of children as historical subjects is necessary in order to fully understand the complexities of the social, cultural, economic and political histories of Africa. This course will offer a broad perspective about children’s experiences in Sub-Saharan Africa during the first half of the 20th century. Terms, such as child, childhood, labor, education, healthcare, discipline, and religion will be critically analyzed. Many assumptions about what constitutes a ‘normal’ childhood will be challenged and ideas about ‘alternative’ childhoods will be discussed.

Course Requirements: Students are required to read the assigned readings and actively participate in class and online. Students are also required to view all films and film clips, and integrate the major themes represented in the films and readings in the mid-term analytic papers and in the final paper. The papers require the ability to synthesize both historical information and interpretive concepts and to present them in a coherent informed argument. Guidelines for the final paper will be distributed at a later date. Class participation is required and students should print out and bring any readings that are assigned from the Sakai site to class. Unexcused absences will adversely affect the participation grade.

Required Texts:

I Saw the Sky Catch Fire, T. Obinkaram Echewa (Penguin Group, 1993)  
The Slave Girl: A Novel by Buchi Emcheta (George Braziller, 1977)  
The River Between, Ngugi wa Thion'go (Heinemann, 1965)  
King Leopold's Ghost, Adam Hochschild (Mariner, 1999 edition)  
Trafficking in Slavery's Wake, eds. Lawrance and Roberts (Ohio University Press, 2012)

Online Discussions: Participation in online discussions is mandatory. We will use the Sakai platform and the discussions will be saved. Students are required to respond to the questions that I or other students pose throughout the session. The quality and frequency of the responses will be graded.
**Mini-quizzes:** Quizzes are given to make sure that the student understands the reading materials. On the dates listed, I will email the class a set of questions during the regularly scheduled class time (when class is held ‘online’.) The class will have 45-60 minutes to respond to the questions and email the answers directly to me.

**Mid-term Essay:** The mid-term essay will address the material covered in the first half of the semester. The themes addressed in the mini-quizzes should serve as a guide. More details will be provided in class. There is a 5 page requirement for this assignment.

**Final Paper:** The final paper should address a major theme, such as the social, cultural, economic and political histories of colonial Africa and how those conditions affected children. You can limit your paper to one country and cover several themes or compare a one theme across several countries. Readings in the class should be used and I strongly urge you use primary material when available. We will discuss this further in class. There is a 10-12 page requirement for this assignment.

**Grade Breakdown**
- Attendance 10%
- Online Participation 20%
- Mini-Quizzes 15%
- Mid-term 20%
- Paper Proposal 5%
- Final 30%

**January 22nd: First Day of Class**

Introduction to the course and reading list.

*Readings on Sakai*

*Peter Stearns, Growing Up: The History of Childhood in a Global Context (2005) (Sakai)*

**January 29th: Online discussion** of the meaning of childhood

*Readings on Sakai*

*Philippe Ariès, “The Sentimental Revolution”*

*Llyod deMause “Evolution of Childhood”*
February 5\textsuperscript{th}: In Class discussion about the history of the “Rights” of the child


*Eckhardt Fuchs, “Children’s Rights and Global Civil Society”

February 12\textsuperscript{th}: Online mini-quiz and discussion


February 19\textsuperscript{th}: In Class


February 26\textsuperscript{th}: Online mini-quiz and discussion


March 5\textsuperscript{th}: In Class – We will review the mid-term requirements.


March 12\textsuperscript{th}: Mid-term Essay Due

SPRING BREAK MARCH 15\textsuperscript{TH}-23\textsuperscript{RD}

March 26\textsuperscript{th}: Family Strategies- Online mini-quiz and discussion


April 2\textsuperscript{nd}: In Class-Midterms will be returned
Buchi Emechta, *The Slave Girl: A Novel*

**April 9th:** Online discussion & Final paper proposal (1 page)

T. Obinkaram Echewa, *I Saw the Sky Catch Fire*

**April 16th:** In Class- Review of reading & primary source discussion

Ngugi wa Thiong'o, *The River Between*

**April 23rd:** Online Activity
Turn in Final Paper Outline


**April 30th:** In Class


**May 7th:** Final Class- Final Paper Due

May 8th - May 14th: FINAL EXAM PERIOD
Code
Regular attendance of class and active participation in class discussion is required. Students are expected to come to class on time, having prepared the assignments due that day; to respect the protocols of classroom conduct (e.g., arriving promptly, turning off cell phones, not eating during class, avoiding distracting chatter); to check their email regularly for class announcements (e.g., changes in schedule or assignments); and to turn in written work on the dates due. Excuses for absences will not be accepted after the final assignment for the course is due.

Integrity in the Classroom:
All work a student submits must be his/her own independent effort. Students must cite properly all outside sources consulted in preparing written assignments. Students should review the university policy on Academic Integrity: http://academicintegrity.rutgers.edu/integrity.shtml. Violations include cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. Failure to comply with this policy can result in failure of the course.

Students with Disabilities: Please send an email that will be kept in full confidence to the instructor and see http://disabilityservices.rutgers.edu/request.html.