

Children and Adversity in Africa History 485, Spring 2008

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Meeting Time: M 1:30-3:50
Meeting Place: Dunning Hall 311

This upper-level undergraduate history seminar explores the theme of children and adversity in Africa. No prior knowledge of Africa is required, though it would certainly be helpful. The course is *not* an introduction to African history. The primary purpose of the course is to explore the ways in which both contemporary and historical scholarship has considered children and adversity in sub-Saharan Africa. Challenges such as refugees, catastrophic disease, child soldiers, or ecological disasters are often seen by policy makers, practitioners, and uninformed publics as recent, or at least postcolonial, developments in Africa. In fact African children—as children elsewhere—have long struggled to cope with the effects of forced migration, illness, armed conflict, and adverse environments. Young soldiers, for example, are nearly as old as human conflict. In this class we will ask what the differences between historical and contemporary studies of children and adversity in Africa are. Are these differences due to changing circumstances or to research orientations? What can scholarship on the African present teach us about the African past? How do historical studies complicate and challenge contemporary thinking about children and adversity in Africa?

The approach this course adopts is to set contemporary and historical studies of children and adversity in Africa side by side. We will weave back and forth between them throughout the course, which is organized thematically. We will repeatedly ask how and why historical and contemporary scholarly perspectives on children and adversity differ and how they can be brought to bear on each other.

As the title indicates, this is a course about children and adversity, not a comprehensive study of children and childhood in Africa, which would need to explore childrearing, child psychology, education, play, work, and a number of other themes. The term “children” as conceptualized in this course refers very broadly to both the very young and to those groups of persons that scholars frequently characterize as “adolescents,” “youth,” and “younger generations.” Because much historical work on children is framed as a study of “generations” and “generational tensions” rather than of youth *per se*, these categories will appear frequently in the readings. The word “adversity” is also employed very broadly in the course to denote disaster, calamity, hardship, conflict, social tensions, and challenges of various sorts—difficult circumstances in which children

find themselves and in which they become both victims and actors. Poverty lies behind many of these difficult circumstances, though poverty itself is not one of our separate themes.

Students should bear in mind that the themes explored in this class are far from exhaustive of adversity (much more time, for example, could be devoted to famine, disease, refugees, and education). There are also many connections among them, and much overlap: for example, child soldiers, street children, and urban gangs could all be seen as manifestations of youth in politics. At the same time, youthful soldiers, refugee movements, child labor, generational tensions, disease, and civil violence are often intertwined and overlapping. There are perhaps as many connections among our themes as differences between them.

Any course of this focused sort runs the risk of suggesting that African children face nothing but adversity and that the history of children on the continent is largely the history of difficulties and disasters. This, of course, is far from the case, as anyone with experience in Africa or knowledge of African history will know. A course on the recent hurricane disaster in New Orleans, for example, does not substitute for a history of the United States or suggest that US history is merely a litany of disaster and mayhem. Please keep things in perspective. Students should be ever mindful that the particular subject of this course is but a *subset* of children's experiences in Africa and African history. The study of children and adversity in Africa, however, has much to tell us about these themes more generally, and this is the professor's purpose in creating and teaching the course: the experiences of African children explored here are in many ways universal to all children in adverse circumstances.

Required Texts (available at the JHU Bookstore)

- Kenda Mutongi, *Worries of the Heart: Widows, Family, and Community in Kenya* (Chicago: University of Chicago Press, 2007).
- Alcinda Honwana, *Child Soldiers in Africa* (Philadelphia: University of Pennsylvania Press, 2006).

Most of the assigned readings for this course consist of articles and book chapters. They are available on electronic reserve in MSEL. Password = LAR485.

Required Coursework

1. Attendance, preparation, asking questions, and participation in class discussions, or, in other words, being responsible and engaged. I expect this from every class participant. Absences—particularly unexplained ones—will adversely affect your grade in the final calculation. You must inform the professor before class if you will not be present.

2. Informal weekly reaction/thought papers. These are informal (grammar, spelling, and organization are not checked) but must be typed, not handwritten. One page, single spaced, is adequate. These papers must be turned in to the professor at the end of

class; they will *not* be uploaded to Turnitin. The paper should record your informal reaction to the week's assigned reading. Strive to answer questions such as: What was the argument of the readings? What did you find interesting about them? New? Provocative? Questionable? Each paper should also raise three or more questions or issues for the class to deliberate, and you should raise these verbally during discussion. The questions should be thought-provoking ones for your fellow students to consider, not simple informational questions for the professor to answer. Ten points will be subtracted from your final grade for each reaction paper not turned in *on time*. You must turn in *your own* reaction paper and it is a violation of academic honesty to have another person turn it in for you or for that person to turn your paper in for you.

3. Review of a novel or biography listed under "Additional Readings" for one of the weeks (these books are indicated with an asterisk): 5 full pages, typed, double spaced, Times New Roman 12 pt, one inch margins. Due in class on March 3 and electronically to Turnitin before class. This book review should first describe the plot of the novel and how the work is relevant to the study of children and adversity. Then you should analyze the novel and its plot, discussing how the author treats the issue of children and adversity, and your assessment of that treatment.

4. A short paper based on selected "Additional Readings" for a particular topic: 6-7 pages, typed, double spaced, Times New Roman 12 pt, one inch margins. Due in class and to Turnitin before class on the Monday following the relevant week. Each student must discuss and clear his-her reading list with the professor (you may suggest additional or different readings than those appearing in the syllabus). The paper should further discuss and analyze the subject of the relevant week through the additional readings.

5. A take-home final examination of 10-12 pages, typed, double spaced, Times New Roman 12 pt, one inch margins. Due in the professor's mailbox (313 Gilman Hall) and electronically at Turnitin by 5 pm, May 8 (the designated final exam time for this course). You may turn the paper in at any time before this deadline. You will receive questions for the take-home exam after class on April 28 and will be expected to write an essay or essays of 10-12 pages, total. This will be a broad exam designed to allow you to show the professor what you have learned relevant to the goals and intent of this course (as set out in the first two pages of the syllabus and in class discussions).

Schedule

January 28: Introduction & Discussion of World Disasters Report Data

February 4: Kin, Community, and Social Change: Key Variables in Adversity

- Kenda Mutongi, *Worries of the Heart: Widows, Family, and Community in Kenya* (Chicago: University of Chicago Press, 2007), pp. 1-159 (you are encouraged to finish reading the book if you have the time).

Additional Reading

- Thomas V. McClendon, *Genders and Generations Apart: Labor Tenants and Customary Law in Segregation-Era South Africa, 1920s to 1940s* (Portsmouth, N.H.: Heinemann, 2003).
- Richard Roberts, *Litigants and Households: African Disputes and Colonial Courts in the French Soudan, 1895-1912* (Portsmouth, N.H.: Heinemann, 2005).
- Landeg White, *Magomero: Portrait of an African Village* (Cambridge: Cambridge University Press, 1987).

February 11: Theorizing Children, Youth, and Rights

- Allison James, Chris Jenks, and Alan Prout, *Theorizing Childhood* (Cambridge, Eng.: Polity Press, 1998), pp. 37-80.
- David Archard, *Children: Rights and Childhood* (London: Routledge, 2004), pp. 19-97.
- Ann Oakley, "Women and Children First and Last: Parallels and Differences between Children's and Women's Studies," in *Children's Childhoods: Observed and Experienced*, edited by Berry Mayall (London: The Falmer Press, 1994), pp. 13-32.
- Deborah Durham, "Youth and the Social Imagination in Africa: Introduction to Parts 1 and 2," *Anthropological Quarterly* 73,3 (July 2000), 113-120.

Additional Reading

- B. Rwezaura, "Competing Images of Childhood in the Social and Legal Systems of Contemporary Sub-Saharan Africa," *International Journal of Law, Policy and the Family* 12,26 (1998), 253-278.
- Samantha Brennan, "Children's Choices or Children's Interests: Which do their Rights Protect?" in *The Moral and Political Status of Children*, edited by David Archard and Colin M. Macleod (New York: Oxford University Press, 2002), pp. 53-69.
- David Archard, *Children, Family and the State* (Aldershot, Eng.: Ashgate, 2003), esp. pp. 1-63.
- A. Bane Nsamenang, "Adolescence in Sub-Saharan Africa: An Image Constructed from Africa's Triple Inheritance," in *The World's Youth: Adolescence in Eight Regions of the Globe*, edited by B. Bradford Brown, Reed W. Larson and T. S. Saraswathi (Cambridge, Eng.: Cambridge University Press, 2002), pp. 61-104.
- "Do Babies Have Culture?" in Alma Gottlieb, *The Afterlife is Where We Come From: The Culture of Infancy in West Africa* (Chicago: University of Chicago Press, 2004), pp. 38-61.
- Alex de Waal, "Realising Child Rights in Africa: Children, Young People and Leadership," in *Young Africa: Realising the Rights of Children and Youth*, edited by Alex de Waal and Nicholas Argenti (Trenton, N.J.: Africa World Press, 2002), pp. 1-28.
- Kombe Temba and Alex de Waal, "Implementing the Convention on the Rights of the Child in Africa," in *Young Africa: Realising the Rights of Children and Youth*, edited by Alex de Waal and Nicholas Argenti (Trenton, N.J.: Africa World Press, 2002), pp. 207-232.

- Penn, Helen. "Children in the Majority World: Is Outer Mongolia Really so Far Away?" In *Critical Issues in Social Research: Power and Prejudice*, edited by Suzanne Hood, Berry Mayall and Sandy Oliver, 25-39. Philadelphia: Open University Press, 1999.

February 18: Enslavement

- Paul E. Lovejoy and Toyin Falola, "Pawnship in Historical Perspective," in Paul E. Lovejoy and Toyin Falola eds., *Pawnship, Slavery, and Colonialism in Africa* (Trenton, N.J.: Africa World Press, 2003), entire article, which is the introduction to the book.
- Pier M. Larson, "Horrid Journeying: Narratives of Enslavement and the Global African Diaspora," *Journal of World History* (2008): in press.
- Enslavement Narrative of: Joseph Wright
- Enslavement Narrative of: Chisi-Ndjurisiye-Sichayunga
- Enslavement Narrative of: Petro Chilekwa
- Enslavement Narrative of: Aaron Kuku

Additional Reading

- *Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano (1789)*. Kidnapped in what is now southeastern Nigeria as a boy; the author's tale of his coming of age in the Atlantic world.
- *Abdulrazak Gurnah, *Paradise (1994)*, a novel. The life of a young indentured laborer along the Swahili Coast of East Africa during the first world war.
- *Buchi Emecheta, *The Slave Girl (1977)*, a novel. The life of a slave girl in southern Nigeria during the early colonial period.
- *Abubaker Tafawa Balewa, *Shaihu Umar (1955)*, a novel. A kidnapped and enslaved child in turn-of-the-century northern Nigeria.

February 25: Refugees

- Claudena Skran and Carla N. Daughtry, "The Study of Refugees before 'Refugee Studies,'" *Refugee Survey Quarterly* 26,3 (2007), pp. 15-35.
- Shirley Bryant and Frederick L. Ahearn, "Refugee Children in Africa: Psychological Consequences of Displacement," *Social Thought: Journal of Religion in the Social Services* 19,1 (1999), pp. 77-89.
- Laura Hammond, "How Will the Children Come Home? Emplacement and the Creation of the Social Body in an Ethiopian Returnee Settlement," in *Children's Places: Cross-Cultural Perspectives*, edited by Karen Fog Olwig and Eva Gulløv (London: Routledge, 2003), pp. 77-96.
- Tefferi, Hirut, "Reconstructing Adolescence after Displacement: Experience from Eastern Africa," *Children & Society* 21,4 (July 2007), pp. 297-308.

Additional Reading

- Megan Vaughan, *The Story of an African Famine: Gender and Famine in Twentieth-century Malawi* (Cambridge, Eng.: Cambridge University Press, 1987).

- *Mia Couto, *Sleepwalking Land* (1992), a novel. A tale of refugees and Mozambique's postcolonial wars.

March 3: Soldiers & Armed Conflict, Past

- John Lamphear, "Brothers in Arms: Military Aspects of East African Age-Class Systems in Historical Perspective," in *Conflict, Age & Power in North East Africa: Age Systems in Transition*, edited by Eisei Kurimoto and Simon Simonse (Oxford, Eng.: James Currey, 1998), pp. 79-97.
- Joseph C. Miller, *Kings and Kinsmen: Early Mbundu States in Angola* (Oxford, Eng.: Clarendon Press, 1976), pp. 161-167, 224-264 & 300-302.
- Andrew Battell, *The Strange Adventures of Andrew Battell of Leigh, in Angola and the Adjoining Regions*, reprinted from "Purchas His Pilgrimes," Edited by E. G. Ravenstein (London: Printed for the Hakluyt Society, 1901), 19-35 & 83-87.
- Richard Reid, *War in Pre-Colonial Eastern Africa* (Oxford, Eng.: James Currey, 2007), pp. 61-66 ("In much of lacustrine"), 131-160 ("The economics of empire") & 170-172 ("Depopulation & Refugees").
- Wambui Waiyaki Otieno, *Mau Mau's Daughter: A Life History*, edited by Cora Ann Presley (Boulder, Colo.: Lynne Rienner, 1998), pp. 25-75.

Additional Reading

- Aylward Shorter, "Nyungu-Ya-Mawe and the 'Empire of the Ruga-Rugas,'" *Journal of African History* 9,2 (1968): pp. 235-259. [Abstract at the end of the article, and then pp. 235-241 & 249-50].
- *Charity Waciama, *Daughter of Mumbi* (Nairobi: East African Publishing House, 1969), autobiography, reactions of a girl to colonial life and the Mau Mau war.
- *Ngugi wa Thiong'o, *Weep Not, Child* (1964), a novel. The effects of the Mau Mau war (Kenya, 1950s) on the lives of children.
- *Chimamanda Ngozi Adichie, *Half of a Yellow Sun* (2006), a novel. The Biafra war (southeast Nigeria, 1967).
- *Ngugi wa Thiong'o, *A Grain of Wheat* (1967), a novel. A tale of the secrets of the Mau Mau struggle in Kenya on the eve of independence, involving youth.

March 10: Soldiers & Armed Conflict, Present

- Alcinda Honwana, *Child Soldiers in Africa* (Philadelphia: University of Pennsylvania Press, 2006).
- View the film entitled *Ezra on reserve* at MSEL.

Additional Reading

- Julia Maxted, "Children and Armed Conflict in Africa," *Social Identities* 9,1 (2003): 51-72.
- David Birmingham, "Youth and War in Angola," in *Les jeunes en Afrique: évolution et rôle (XIX^e-XX^e siècles)*, edited by Hélène d'Almeida-Topor, Odile Goerg, Catherine Coquery-Vidrovitch and Françoise Guitart (Paris: Éditions L'Harmattan, 1992), Vol. 1, pp. 259-266.

- *Pepetela, *Mayombe* (1980), a novel. Soldiers of the MPLA (Angola) and their war against Portuguese colonialism.
- Harry G. West, "Girls with Guns: Narrating the Experience of War of Frelimo's 'Female Detachment,'" *Anthropological Quarterly* 73,4 (2000): 180-194.
- K. Peters and P. Richards, "'Why we Fight': Voices of Youth Combatants in Sierra Leone," *Africa* 68,2 (1998): 183-210.
- Jok Madut Jok, "War, Changing Ethics and the Position of Youth in South Sudan," in *Vanguard or Vandals: Youth, Politics, and Conflict in Africa*, edited by Jon Abbink and Ineke van Kessel (Leiden: Brill, 2005), pp. 143-160.
- Angela McIntyre, "Children as Conflict Stakeholders: Towards a New Discourse on Young Combatants," in *Vanguard or Vandals: Youth, Politics, and Conflict in Africa*, edited by Jon Abbink and Ineke van Kessel (Leiden: Brill, 2005), pp. 228-242.
- Krijn Peters, "Reintegrating Young Ex-Combatants in Sierra Leone: Accommodating Indigenous and Wartime Value Systems," in *Vanguard or Vandals: Youth, Politics, and Conflict in Africa*, edited by Jon Abbink and Ineke van Kessel (Leiden: Brill, 2005), pp. 267-296.
- *Ishmael Beah, *A Long Way Gone: Memoirs of a Boy Soldier* (New York: Farrar, Straus and Giroux, 2007).
- *Dave Eggers, *What is the What: The Autobiography of Valentino Achak Deng, A Novel*. Reprint edn. (New York: Vintage, 2007).

March 24: Labor, Past and Present

- Beverly Carolease Grier, "Child Labor and Africanist Scholarship: A Critical Overview," *African Studies Review* 47,2 (September 2004): 1-25.
- Beverly Carolease Grier, "Invisible Hands: The Political Economy of Child Labor in Colonial Zimbabwe, 1890-1930," *Journal of Southern African Studies* 20,1 (1994): 27-52.
- Karen Tranberg Hansen, "Labor Migration and Urban Child Labor during the Colonial Period in Zambia," in *Demography from Scanty Evidence: Central Africa in the Colonial Era*, edited by Bruce Fetter (Boulder, Colo.: Lynne Rienner, 1990), pp. 219-234.
- Eric V. Edmonds, and Nina Pavcnik, "Child Labor in the Global Economy," *The Journal of Economic Perspectives* 19,1 (Winter 2005): 199-220.

Additional Reading

- Anne Kielland and Maurizia Tovo, *Children at Work: Child Labor Practices in Africa* (Boulder, Colo.: Lynne Rienner Publishers, 2006).
- Hugh Cunningham and Shelton Stromquist, "Child Labor and the Rights of Children: Historical Patterns of Decline and Persistence," in *Child Labor and Human Rights: Making Children Matter*, edited by Burns H. Weston (Boulder, Colo.: Lynne Rienner Publishers, 2005), pp. 55-83.
- Victor P. Karunan, "Working Children as Change Makers: Perspectives from the South," in *Child Labor and Human Rights: Making Children Matter*, edited by Burns H. Weston (Boulder, Colo.: Lynne Rienner Publishers, 2005), pp. 293-317.

- Beverly Carolease Grier, *Invisible Hands: Child Labor and the State in Colonial Zimbabwe* (Portsmouth, N.H.: Heinemann, 2006).
- Issa G. Shivji, "Law and Conditions of Child Labour in Colonial Tanganyika, 1920-1940," *International Journal of Sociology of Law* 13 (1985): 221-235.
- William Beinart, "Transkeian Migrant Workers and Youth Labour on the Natal Sugar Estates, 1918-1948," *Journal of African History* 32 (1991): 41-63.
- *Cheikh Hamidou Kane, *Ambiguous Adventure* (1962), a novel. The dilemmas of education for a Muslim family in colonial Senegal.
- *Ferdinand Oyono, *Houseboy* (1956), a novel. Depicts honestly but with humour the often brutal life of a houseboy in the service of a French commandant.

March 31: Sex & Sexuality

- Lynn M. Thomas, *Politics of the Womb: Women, Reproduction, and the State in Kenya* (Berkeley: University of California Press, 2003), 21-51 & 79-102.
- T. Dunbar Moodie, *Going for Gold: Men, Mines, and Migration* (Berkeley: University of California Press, 1994), 119-158.
- Abayie B. Boaten, "The *Trokosi* System in Ghana: Discrimination Against Women and Children," in *African Women and Children: Crisis and Response*, edited by Apollo Rwomire (Westport, Conn.: Praeger, 2001), pp. 91-103.
- Jennifer Cole, "The Jaombilo of Tamatave (Madagascar), 1992-2004: Reflections on Youth and Globalization," *Journal of Social History* 38,4 (Summer 2005), pp. 891-914.

Additional Reading

- R. Charli Carpenter, ed., *Born of War: Protecting Children of Sexual Violence Survivors in Conflict Zones* (Bloomfield, Conn.: Kumarian Press, 2007).
- Clive Glaser, "Managing the Sexuality of Urban Youth: Johannesburg, 1920s-1960s," *International Journal of African Historical Studies* 38 (2005): 301-327.
- Mary Ntukula, "The Initiation Rite," in *Chelewa, Chelewa: The Dilemma of Teenage Girls*, edited by Zubeida Tumbo-Masabo and Rita Liljeström (Stockholm: Nordiska Afrikainstitutet, 1994), pp. 96-119.
- *Ngugi wa Thiong'o, *The River Between* (1965), a novel. The 1929 "female circumcision crisis" in Central Kenya.
- *Nuruddin Farrah, *From a Crooked Rib* (1970), a novel. The story of a nomad girl who flees from an arranged marriage to a much older man, Somalia.
- *Peter Abrahams, *Mine Boy* (1946), a novel. A young man copes with mine labor and life in Johannesburg in 1940s South Africa.
- *Sindiwe Magona, *To My Children's Children* (1990), a novel. A young woman comes of age in Apartheid South Africa.
- Janice Boddy, *Wombs and Alien Spirits: Women, Men and the Zar Cult in Northern Sudan* (Madison, Wisc.: University of Wisconsin Press, 1989).

April 7: On the Street

- Catherine Panter-Brick, "Street Children, Human Rights, and Public Health: A Critique and Future Directions," *Annual Review of Anthropology* 31 (2002), pp. 147-171.
- Virginia Bamurange, "Relationships for Survival: Young Mothers and Street Youths," in *Haraka, Haraka...Look Before You Leap: Youth at the Crossroad of Custom and Modernity*, edited by Magdalena Rwebangira and Rita Liljeström (Stockholm: Nordiska Afrikainstitutet, 1998), pp. 221-246.
- Arnon Bar-On, "Street Children: A New Liberation Movement?" in *African Women and Children: Crisis and Response*, edited by Apollo Rwomire (Westport, Conn.: Praeger, 2001), pp. 185-203.
- Yves Marguerat, "From Generational Conflict to Renewed Dialogue: Winning the Trust of Street Children in Lomé, Togo," in *Vanguard or Vandals: Youth, Politics, and Conflict in Africa*, edited by Jon Abbink and Ineke van Kessel (Leiden: Brill, 2005), pp. 207-227.

Additional Reading

- Philip Kilbride, Collette Suda, and Enos Njeru, *Street Children in Kenya: Voices of Children in Search of a Childhood* (Westport, Conn.: Bergin & Garvey, 2000).
- Joe Lugalla and Colleta G. Kibassa, *Poverty, AIDS, and Street Children in East Africa* (Lewiston, N.Y.: Edwin Mellen Press, 2002).
- *Meja Mwangi, *Kill Me Quick* (1973), a novel. Educated street youth in Nairobi, Kenya.

April 14: Youth Gangs & Civil Violence

- Richard Waller, "Rebellious Youth in Colonial Africa," *Journal of African History* 47,1 (2006), pp. 77-92.
- Andrew Burton, "Urchins, Loafers, and the Cult of the Cowboy: Urbanization and Delinquency in Dar es Salaam, 1919-1961," *Journal of African History* 42 (2001), pp. 199-216.
- Gary Kynoch, "Marashea on the Mines: Economic, Social and Criminal Networks on the South African Gold Fields, 1947-1999," *Journal of Southern African Studies* 26,1 (2000), pp. 79-103.
- Daniel Jordan Smith, "Violent Vigilantism and the State in Nigeria: The Case of the Bakassi Boys," in *States of Violence: Politics, Youth, and Memory in Contemporary Africa*, edited by Edna G. Bay and Donald Donham (Charlottesville, Va.: University of Virginia Press, 2006), pp. 127-147.

Additional Reading

- David Pratten, "The 'Rugged Life': Youth and Violence in Southern Nigeria," in *Violence and Non-Violence in Africa*, edited by Pal Ahluwalia, Louise Bethlehem and Ruth Ginio (London: Routledge, 2007), pp. 84-104.
- Laurent Fourchard, "Lagos and the Invention of Juvenile Delinquency in Nigeria, 1920-60," *Journal of African History* 47,1 (2006), pp. 115-137.
- Philip Bonner, "The Russians on the Reef, 1947-57: Urbanisation, Gang Warfare, and Ethnic Mobilisation," in *Apartheid's Genesis, 1935-1962*, edited by Philip

- Bonner, Peter Delius and Deborah Posel (Johannesburg: Witwatersrand University Press, 1993).
- La Hausse, Paul. “The Cows of Nongoloza’: Youth, Crime and Amalaita Gangs in Durban, 1900-1936,” *Journal of Southern African Studies* 16,1 (March 1990): 79-111.
 - Simon Heap, “Jaguda Boys: Pickpocketing in Ibadan, 1930-1960,” *Urban History* 24 (1997), pp. 324-343.
 - Vanessa Barolsky, “Childhood in the Shadow of Violence: Kathorus, South Africa,” in *Violence and Non-Violence in Africa*, edited by Pal Ahluwalia, Louise Bethlehem and Ruth Ginio (London: Routledge, 2007), 175-189.
 - Ibrahima Thioub, “Juvenile Marginality and Incarceration During the Colonial Period: The First Penitentiary Schools in Senegal, 1888-1927,” in *A History of Prison and Confinement in Africa*, edited by Florence Bernault (Portsmouth, N.H.: Heinemann, 2002), pp. 79-95.
 - Elaine Salo, “Mans is ma soe: Ganging Practices in Manenberg, South Africa, and the Ideologies of Masculinity, Gender, and Generational Relations.” In *States of Violence: Politics, Youth, and Memory in Contemporary Africa*, edited by Edna G. Bay and Donald Donham (Charlottesville, Va.: University of Virginia Press, 2006), pp. 148-175.
 - Clive Glaser, *Bo-Tsotsi: The Youth Gangs of Soweto, 1935-1976* (Portsmouth, N.H.: Heinemann, 2000).
 - Gary Kynoch, *We are Fighting the World: A History of the Marashea Gangs in South Africa, 1947-1999* (Athens, Oh.: Ohio University Press, 2005).

April 21: Youth, Political Movements & Development

- Robert Coles, *The Political Life of Children* (New York: Atlantic Monthly Press, 1986), esp. pp. 180-224.
- Murray Last, “The Power of Youth, Youth of Power: Notes on the Religions of the Young in Northern Nigeria,” in *Les jeunes en Afrique: évolution et rôle (XIX^e-XX^e siècles)*, edited by Hélène d’Almeida-Topor, Odile Goerg, Catherine Coquery-Vidrovitch and Françoise Guitart (Paris: Éditions L’Harmattan, 1992), Vol. 2, pp. 375-399.
- Pamela Reynolds, “Youth and the Politics of Culture in South Africa,” in *Children and the Politics of Culture*, edited by Sharon Stephens (Princeton, N.J.: Princeton University Press, 1995), pp. 218-240.
- Kristen E. Cheney, *Pillars of the Nation: Child Citizens and Ugandan National Development* (Chicago: University of Chicago Press, 2007), pp. 42-72, 167-218.

Additional Reading

- Karin Chubb and Lutz Van Dijk, *Between Anger and Hope: South Africa’s Youth and the Truth and Reconciliation Commission* (Johannesburg: Witwatersrand University Press, 2001), esp. 21-116.
- Thomas Burgess, “Cinema, Bell Bottoms, and Miniskirts: Struggles over Youth and Citizenship in Revolutionary Zanzibar,” *International Journal of African Historical Studies* 35 (2002): 287-313.

- Vanessa Barolsky, “Childhood in the Shadow of Violence: Kathorus, South Africa,” in *Violence and Non-Violence in Africa*, edited by Pal Ahluwalia, Louise Bethlehem and Ruth Ginio (London: Routledge, 2007), pp. 175-189.
- *Titsi Dangaremba, *Nervous Conditions* (1988), a novel. Coming of age novel about a girl set in white ruled colonial Rhodesia during the 1960s.
- *Dalene Matthee, *Fie!s Child* (1985), a novel. The realities and absurdities of race and identity in late nineteenth century South Africa.
- *Sony Labou Tansi, *The Antipeople* (1983), a novel. Two young women vie for the attention of a married school principle; a story of postcolonial central Africa in upheaval.

April 28: Malaria & HIV-AIDS

- **The assigned readings will be determined later in the semester.**

Additional Reading on HIV-AIDS

- UNAIDS, *AIDS Epidemic Update: December 2007*. (Geneva: UNAIDS and WHO, 2007). This publication is available as a PDF at the UNAIDS web site. [Look for statistics concerning or affecting children].
- Anne Willoughby, “Mother-to-Child Transmission of HIV,” in *AIDS in Africa*, edited by Max Essex, Souleymane Mboup, Phyllis J. Kanki, Richard G. Marlink and Sheila D. Tlou (New York: Kluwer Academic - Plenum Publishers, 2002), pp. 251-263.
- Foster, Geoff, and Stefan Germann. “The Orphan Crisis.” In *AIDS in Africa*, edited by Max Essex, Souleymane Mboup, Phyllis J. Kanki, Richard G. Marlink and Sheila D. Tlou, 664-675 & 294. New York: Kluwer Academic - Plenum Publishers, 2002.
- Geoff Foster, Carol Levine, and John Williamson, eds., *A Generation at Risk: The Global Impact of HIV/AIDS on Orphans and Vulnerable Children* (Cambridge, Eng.: Cambridge University Press, 2007).
- Helen Epstein, *The Invisible Cure: Africa, the West, and the Fight against AIDS* (New York: Farrar, Straus and Giroux, 2007), esp. chapters 3, 13 & 15.
- Peter Piot and Michael Bartos, “The Epidemiology of HIV and AIDS,” in *AIDS in Africa*, edited by Max Essex, Souleymane Mboup, Phyllis J. Kanki, Richard G. Marlink and Sheila D. Tlou (New York: Kluwer Academic - Plenum Publishers, 2002), pp. 200-217.
- Van Niekerk, A. A., and Loretta M. Kopelman, eds. *Ethics & AIDS in Africa: The Challenge to our Thinking*. Walnut Creek, Calif.: Left Coast Press, 2005.
- Howard, W. Stephen, and Arvind Singhal. *The Children of Africa Confront AIDS: From Vulnerability to Possibility*. Athens, Oh.: Ohio University Press, 2004.
- Joe Lugalla and Colleta G. Kibassa. *Poverty, AIDS, and Street Children in East Africa*. Lewiston, N.Y.: Edwin Mellen Press, 2002.
- Toyin Falola and Matthew M. Heaton, eds., *Endangered Bodies: Women, Children, and Health in Africa* (Trenton, N.J.: Africa World Press, 2006).

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Academic dishonesty is a major problem at Johns Hopkins and I have zero tolerance for breaches of academic integrity, including plagiarism. Students have failed my classes because of academic dishonesty, most frequently for plagiarism. You are responsible for learning what the forms of academic dishonesty are and avoiding them. Ignorance of academic dishonesty is no excuse. Please consult the following two websites for complete information on plagiarism and specific policies at Johns Hopkins.

- http://www.turnitin.com/research_site/e_home.html [all about plagiarism]
- <http://www.jhu.edu/~ethics/constitution.html> [JHU ethics board]

All written assignments for this class must be turned in in two formats: hard copy to the professor and electronically to Turnitin.com. Turnitin is a service that helps to identify and prevent plagiarism – unauthorized, unattributed, and unidentified (i.e. missing quotation marks) text that others have written. Johns Hopkins holds an institutional subscription to this service and encourages professors to make use of it. Turnitin compares submitted papers to a large database of previously submitted papers in this and similar classes, to web content, and to much print material in electronic format to determine which, if any, portions of papers contain the same text. Final determinations about whether copied text constitute plagiarism are left to the judgment of the professor.

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