

Advanced Topics in Child Studies: The History of 'the African Child'

CHST 4003/AFRI 4003

Seminar Meeting Time: Thursdays, 8:35-11:25am

Location: Paterson Hall, Room 215

Professor: Monica Eileen Patterson, PhD

Office: Dunton Tower 1314

Office hours: Thursdays 11:30-12:30 or by appointment

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Prerequisite(s): fourth year standing

Course Description:

Why is the diverse continent of Africa so often represented through the singular figure of a (usually suffering) child? Where does this construction come from, what are the meanings embedded with it, and why does it perdure? Today, images of malnourished infants, dusty child laborers, AK-47-weilding child soldiers, and in some cases, smiling, playing children feature centrally in contemporary visual depictions and narrative accounts of Africa. These images appear in historical narratives, popular media, journalistic accounts, fundraising campaigns, development work, and human rights initiatives. What are the implications of what some have called the 'infantilization' of Africa and Africans? What is the history of this representation, and how does this association with children inform our understandings of Africa historically and today?

In this course students will develop the critical skills necessary to analyze the history of the figure of 'the African child' using a range of visual, primary, and secondary sources from colonial officials, anthropologists, historians, advertisers, charity and development workers, and African children themselves. Topics will include children's roles and representations in their communities, the project of colonialism, revolution, philanthropy, development work, human rights discourse, and memoir.

Weekly readings will be required (journal articles, book chapters, visual, and other materials). Students will be marked on participation, weekly response essays, an in-class presentation, a short writing assignment (5-6 pages), and a take-home final exam.

Learning Outcomes:

This advanced topics seminar will engage students in critical thinking and dialogue. At the end of this class, you should be able to:

1. Understand, analyze, and critique the meanings and histories of the figure of 'the African child' in various contexts

2. Disrupt overly simplistic notions of Africa and of children as coherent, static, or “natural” categories
3. Interrogate representations of ‘the African child’ through critical analysis and contextualization

Required Texts

Course readings have been selected to introduce you to various dimensions and variations of the figure of ‘the African child’ from multiple disciplinary and interdisciplinary perspectives. As this is an advanced topics seminar, this course is not oriented around lectures from the professor but rather active, critically engaged discussions led by student presenters and guest speakers. Discussions will focus on key concepts and themes associated with each week’s readings, building on earlier conversations, providing deeper context, and making connections with relevant examples from popular culture and contemporary discourse. The reading material is designed to be a shared foundation for these discussions, and as such **all readings are absolutely mandatory** for all students. Students must attend and **actively participate** in all classes to ensure their academic success in this course.

Course Website:

The course website is located on Brightspace at:

<https://brightspace.carleton.ca/d2l/home/135391>

On this site you will find the course outline, schedule, discussion forums, updates, course feedback tools, marking rubrics, and a variety of useful links. It is going to be a dynamic space with many opportunities for you to make a meaningful contribution to the course and connect with your peers. The discussion forums represent an excellent place in which to ask questions of your colleagues, share your thoughts on the material, post interesting and relevant links, arrange study groups, etc.

The site may also include PowerPoint presentation slides. While these slides are meant to assist your efforts in the course, they are only a starting point for what we talk about in class. Material will be covered in class that is not included on these slides. In other words, the slides cannot be regarded as a substitute for class attendance.

Course Requirements:

Participation: 10%

Attendance and active participation.
One absence allowed without penalty.

Biweekly Curatorial Contribution: 20%

Every other week, half of the class will submit a carefully selected image (photograph, cartoon, movie poster or still, meme, advertisement, work of art, etc.) or other medium (poem, song with lyrics, website, museum exhibition, etc.) that illustrates, challenges, and/or deepens our understandings of one of the tropes being discussed for that week. Create a brief entry with all bibliographic information in Chicago style that will serve as a label for your object. Write 250-500 words analyzing and interpreting your submission, making links to readings and themes of discussion as relevant. Due on Tuesday evening by 7pm via the Brightspace site.

Class Presentation: 20%

in-class 45–60 minute presentation in teams of 2-3 to contextualize and lead discussion on the readings, including a list of key concepts and a presentation on a popular news/pop culture item that centres African children’s voices and perspectives.

Assignment 1: 20%:

due February 17 via the Brightspace site

Final Assignment: 30%

due April 7 via the Brightspace site

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Readings:

Ultimately, this is your course. To maximize your ability to follow and synthesize the information you learn through presentations and discussions, you must be prepared to read all required texts. **ALL READINGS ARE MANDATORY.**

Required Texts:

The readings for this course will be available via the Brightspace site.

Course Policies

EMAIL. Please note that it is official Carleton policy that ALL email correspondence between teachers and students must take place between Carleton email accounts. This means that I cannot respond to emails sent from hotmail, gmail, yahoo, or other accounts. **Do not expect email responses in less than 48 hours, or on weekends.**

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgment;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Please note that it is not permitted to submit identical (or near identical) assignments for two or more courses.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Late Assignments:

Your assignments MUST be submitted by the deadline. If you think you will not be able to submit your assignment in time (because of illness or bereavement) you must contact me as soon as you are aware of this. Late assignments will only be accepted providing that you make contact with me within 24 hours of the due date and you provide proper documentation within that same time period. All assignments without documentation will be docked 10% per day or part of day that they are late (including weekends) until they are handed in or are worth 0%.

Please submit a paper copy of a late assignment in the Institute of Interdisciplinary Studies drop box outside 1315 Dunton Tower (13th Floor). All mail and assignments placed in the Institute's dropbox will be stamped with the current date of the day received. Please be sure to include your name, student number, course code and instructor's name.

Submitting Assignments: Do not email assignments for any reason (even to prove that you have completed the assignment on the due date but will be unable to submit in person until the following day). You are responsible for keeping a hard copy of your assignments until they have been graded. You are also responsible for keeping the graded copy for the duration of this course in the event that you are asked to produce it for a host of reasons such as my error in entering your grade!

Brightspace website: A website for this course has been constructed via Brightspace. Please refer to this site for a copy of the course outline and other pertinent documents for the course as they become available. This site will also contain the readings that are not from the course text. Finally, I will post your marks (except the final marks) on this site as you complete assignments.

ASSIGNMENTS

In accordance with the Carleton University Undergraduate Calendar (p 45), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, not Deferred) = Student could not pass the course even with 100% on final exam

CHST4001 Lecture Schedule Winter 2023

1. January 12: Introduction

2. January 19: Denaturing 'Africa' and 'childhood'

Lowe, Chris, with Tunde Brimah, Pearl-Alice Marsh, William Minter, and Monde Muyangwa, "Talking about 'Tribe': Moving from Stereotypes to Analysis," Africa Policy Information Center (APIC) [successor, Africa Action], 1997.

http://africanactivist.msu.edu/document_metadata.php?objectid=32-130-153D

Wainaina, Binyavanga, "How to Write about Africa," *Granta 92: The View from Africa*, January 15, 2006.

<http://www.granta.com/Magazine/92/How-to-Write-About-Africa>

<http://www.granta.com/New-Writing/Granta-Audio-Binyavanga-Wainaina>

Duff, S.E., "Introduction," *Children and Youth in African History*. Palgrave Macmillan, 2022, pp. 1-16.

Recommended:

"What is a seminar and how do I prepare?"

<http://www.ccis.edu/courses/psyc381a/Prepare%20for%20Seminar.htm>

"Childhood in a Global Context," Chapter 1 of *Childhood in a Global Perspective* by Karen Wells. Cambridge: Polity Press, 2009, pp. 1-25.

3. January 26: the African Child as Ethnographic Subject

Duff, S.E., "Age and Generation," *Children and Youth in African History*. Palgrave Macmillan, 2022, pp. 17-44.

Selections from *Savage Childhood*, by Dudley Kidd. London: Adam and Charles Black, 1906.

If your last name starts with A-G, please read the Introduction (no page numbers) and **Part 1: "The Valley Between: A Muluyia's Story" by Joseph A. Lijembe in:

East African Childhood: Three Versions, written by J. Lijembe, A. Apoko, and M. Nzioki and edited by L. K. Fox, pp. 1-41 (and photos).

If your last name starts with H-Z, please read the Introduction (no page numbers) and **Part 2: "At Home in the Village: Growing Up in Acholi," by Anna

Apoko in: *East African Childhood: Three Versions*, written by J. Lijembe, A. Apoko, and M. Nzioki and edited by L. K. Fox, pp. 45-75 (and photos).

Recommended:

Seroto, Johannes, "Indigenous Education During the Pre-Colonial Period in Southern Africa," *Indilinga: African Journal of Indigenous Knowledge Systems*, Vol. 10, No. 1 (2011), pp 77-88.

4. February 2: the African child through a Colonial Lens

Beinart, Jennifer, "Darkly through a Lens: Changing Perceptions of the African Child in Sickness and Health, 1900-1945," in *In the Name of the Child: Health and Welfare, 1880-1940*, ed. Roger Cooter, London: Routledge, 1992, pp. 220-36.

Diptee, Audra, and David Trotman, "Atlantic Childhood and Youth in Global Context: Reflections on the Global South," *Atlantic Studies* (2014) Vol. 11, No. 4, 437-448.

Duff, S.E., "Enslavement and Unfreedom," *Children and Youth in African History* Palgrave Macmillan, 2022, pp. 45-78.

Recommended:

Waller, Richard. "Rebellious Youth in Colonial Africa." *Journal of African History* 47 (2006): 77-92.

5. February 9: Early Philanthropy and Charity Work

Baughan, Emily. "'Every Citizen of Empire Implored to Save the Children!' Empire, Internationalism, and the Save the Children Fund in inter-war Britain," *Institute of Historical Research*, Vol. 86, No 231 (February 2013).pp. 116-137.

Duff, S.E., "Race and Childhood," *Children and Youth in African History*. Palgrave Macmillan, 2022, pp. 79-100.

Schubert, Michael, "The 'German nation' and the 'black Other': social Darwinism and the cultural mission in German colonial discourse," *Patterns of Prejudice* December 2011, 45(5), pp. 399-416.

Recommended:

Duff, S.E., "Saving the Child to Save the Nation: Poverty, Whiteness and Childhood in the Cape Colony, c. 1870-1895," *Journal of Southern African Studies*, June 2011, 37(2) pp. 229-245.

6. February 16: The Soweto Uprising

Duff, S.E., "Schooling and Education," *Children and Youth in African History*. Palgrave Macmillan, 2022, pp. 101-130.

Pohlandt-McCormick, Helena. "Chapter 2: The Narrative" [Sections 1-4: "A Winter Morning," "The Shooting," "Aftermath," "Conclusion"], *"I Saw a Nightmare..." Doing Violence to Memory: The Soweto Uprising, June 16, 1976*. New York: Columbia University Press, 2007. HEB 2010
Free e-book: <http://www.gutenberg-e.org/pohlandt-mccormick/index.html>
(illustrated HTML and PDF files at [gutenberg-e.org](http://www.gutenberg-e.org))

* Look at as many of the images and additional narrative fragments as you can. You may also wish to peruse the rest of the book/website.

Simbao, Ruth Kerkham, "The Thirtieth Anniversary of the Soweto Uprisings: Reading the Shadow in Sam Nzima's Iconic Photograph of Hector Pieterse," *African Arts*, (40)2. pp 52-69.

[READING WEEK]

7. March 2: Child Laborers

Duff, S.E., "Work and Play," *Children and Youth in African History*. Palgrave Macmillan, 2022, pp. 131-154.

Readings from Hindman, Hugh D., ed. *The World of Child Labor: An Historical and Regional Survey*. New York: M.E. Sharpe, Inc., 2009, pp. 169-184.

Choose one of the following:

Cleveland, Todd, "Minors in Name Only: Child Laborers on the Diamond Mines of the *Companhia de Diamantes de Angola* (Diamang), 1917-1975," *Journal of Family History* 35(1) 91-110, 2010.

Levine, Susan, "Bittersweet Harvest: Children, work and the global march against child labour in the post-apartheid state," *Critique of Anthropology*, Vol 19(2) 1999, pp. 139-155.

8. March 9: Child Soldiers

Duff, S.E., "Politics and Violence," *Children and Youth in African History*. Palgrave Macmillan, 2022, pp. 155-189.

Honwana, Alcinda, "Innocent & Guilty: Child-Soldiers as Interstitial & Tactical Agents," by Alcinda Honwana in *Makers and Breakers: Children & Youth in Postcolonial Africa*, Alcinda Honwana and Filip De Boeck, eds. Trenton, NJ: Africa World Press, 2005, pp. 31-52.

Reynolds, Pamela, "'Where Wings Take Dream': on Children in the Work of War and the War of Work," in *Children and Youth on the Front Line: Ethnography, Armed Conflict and Displacement*, Jo Boyden and Joanna de Berry, eds., New York: Berghahn Books, 2007, pp. 261-266.

Vautravers, Alexandre, "Why Child Soldiers are Such a Complex Issue," *Refugee Survey Quarterly*, December 2008, 27(4), pp. 96-107.

Recommended:

Honwana, Alcinda, "Chapter 4: Young Women," *Child Soldiers in Africa*. Philadelphia: University of Pennsylvania Press, 2006, pp 75-103

*Trigger Warning: This reading contains descriptions of sexual assault and violence which may be triggering

9. March 16: Children's Rights in Africa

The UN Convention on the Rights of the Child

The African Charter on the Rights and Welfare of the Child

Kaime, Thoko, "The Foundations of Rights in the African Charter on the Rights and Welfare of the Child: A Historical and Philosophical Account," *African Journal of Legal Studies*, Vol. 3 (2009) pp 120-136.

Olowu, 'Dejo. "Protecting Children's Rights in Africa: A Critique of the African Charter on the Rights and Welfare of the Child." *The International Journal of African Historical Studies*, 10 (2002): 127-136.

10. March 23: Children and AIDS

Fassin, Didier, "Massacre of the Innocents: Representing Childhood in the Age of AIDS," in *Humanitarian Reason: A Moral History of the Present*, University of California Press, 2012, pp. 161-180.

Mavise, Andrew, Child-headed households as contested spaces: Challenges and Opportunities in children's decision-making," *Vulnerable Children and Youth Studies* December 2011, 6(4), pp. 321-329.

van Dijk, Diana, and Francien van Driel. "Supporting Child-Headed Households in South Africa: Whose Best Interests?" *Journal of Southern African Studies* 35 (2009): 916-927.

11. March 30: Contemporary Philanthropy and Charity Work

Cole, Teju, "The White-Savior Industrial Complex, *the Atlantic*, March 21, 2012 Available at: <http://www.theatlantic.com/global/archive/2012/03/the-white-savior-industrial-complex/254843/>

Maasilta, Mari and Camilla Haavisto, "Listening to Distant Sufferers: The Kony 2012 Campaign in Uganda and the International Media. *Forum for Development Studies*, Vol. 41, No. 3, 2014, pp 455-476.

Wells, Karen, "Child Saving or Child Rights," *Journal of Children and Media* October 2008, 2(3) pp. 235-250.

12. April 6: African Children as Social Agents

Duff, S.E., "Conclusion," *Children and Youth in African History*. Palgrave Macmillan, 2022, pp. 191-195.

Biaya, Tshikala, "Youth and Street Culture in Urban Africa: Addis Ababa, Dakar, & Kinshasa," by in *Makers and Breakers: Children & Youth in Postcolonial Africa*, Alcinda Honwana and Filip De Boeck, eds. Trenton, NJ: Africa World Press, 2005, pp. 215-228.

Diouf, Mamadou, "Afterword," in *Makers and Breakers: Children & Youth in Postcolonial Africa*, Alcinda Honwana and Filip De Boeck, eds. Trenton, NJ: Africa World Press, 2005, pp. 229-234.