**Women and Anti-Colonialism in Africa**

0.1 – Schedule at a Glance

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| **THEME** | **Readings before the class** | **Key Lessons** | **Assets** | **Assignments/Assessments** |
| **Before the module** |  | * Begin to reflect on existing ideas about decolonization in Africa, and who participated in it and how
 | * 0.0 – Module Lesson Plan
* 0.1 – Schedule at a Glance
* 0.2 – Module Prelude: Free Write
* 0.3 – Discussion Instructor Guide – Module Prelude: Free Write
 | * 0.2 – Module Prelude: Free Write
 |
| **Lesson 1: Introduction** | * 1.1 – Reading 1: Introduction
* 1.2a – Primary Sources: Image Pair A
* 1.2b – Primary Sources: Image Pair B
 | * Examine European settler-colonialism in Africa and how it was promoted by colonists
* Consider and compare colonial and Africa ideas about and sex and gender
 | * 1.0 – Presentation
* 1.1 – Reading 1: Introduction
* 1.2a – Primary Sources: Image Pair A
* 1.2b – Primary Source: Image Pair B
* 1.2c – Discussion – Images Context
* 1.2d – Discussion – Images Context
* 1.3 – Discussion Instructor Guide – Introduction
 | * 1.2c – Discussion – Images of Settler Colonialism
 |
| **Lesson 2: Algeria**  | * 2.1 – Reading 2: Algeria
* 2.2 – Primary Source: Drif’s Memoir
 | * Examine resistance to settler colonialism in French Algeria
* Consider the role of Zohra Drif in the resistance movement, and how she used European ideas of sex and gender in her work
* Compare her account of her participation to later portrayals in film
 | * 2.0 – Presentation
* 2.1 – Reading 2: Algeria
* 2.2 – Primary Source: Drif’s Memoir
* 2.2a – Discussion – Drif’s Memoir
* 2.2b – Discussion – Clips from *The Battle of Algiers*
* 2.3 – Discussion Instructor Guide – Algeria
 | * 2.2a – Discussion – Drif’s Memoir
* 2.2b – Discussion – Clips from *The Battle of Algiers*
 |
| **Lesson 3: Kenya** | * 3.1 – Reading 3: Kenya
* 3.2 – Primary Source: Otieno’s Memoir
 | * Examine resistance to settler colonialism in British Kenya
* Consider Wambui Otieno’s participation in the Mau Mau resistance, and how she used European ideas of sex and gender in her work
* Compare her account to British news about the Mau Mau resistance
 | * 3.0 – Presentation
* 3.1 – Reading 3: Kenya
* 3.2 – Primary Source: Otieno’s Memoir
* 3.2a – Discussion – Clips from *Pathé News*
* 3.2b – Discussion – Otieno’s Memoir
* 3.3 – Discussion Instructor Guide – Kenya
 | * 3.2a – Discussion – Clips from *Pathé News*
* 3.2b – Discussion – Otieno’s Memoir
 |
| **Lesson 4: South Africa** | * 4.1 – Reading 4: South Africa
* 4.2 – Primary Source: Makeba’s Memoir
 | * Examine resistance to Apartheid in South Africa
* Consider how race, sex, and gender shaped Miriam Makeba performances and her activism abroad
* Analyze her account of her life as well as her performances across time
 | * 4.0 – Presentation
* 4.1 – Reading 4: South Africa
* 4.2 – Primary Source: Makeba’s Memoir
* 4.2a – Discussion – Makeba’s Memoir
* 4.2b – Discussion – Clips of Miriam Makeba’s Performances
* 4.3 – Discussion Instructor Guide – South Africa
 | * 4.2a – Discussion – Makeba’s Memoir
* 4.2b – Discussion – Clips of Miriam Makeba’s Performances
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| **Lesson 5: Conclusion** | * 5.1 – Reading 5: Conclusion
 | * Review and compare the roles and strategies of Drif, Otieno, and Makeba
* Reflect on how these cases change our understanding of anti-colonial resistance in Africa
 | * 5.0 – Presentation
* 5.1 – Reading 5: Conclusion
* 5.2a – Discussion – Comparing Case-Studies
* 5.2b – Discussion – Revisiting Free Write
* 5.3 – Discussion Instructor Guide – Conclusion
* 5.4a – Final Assessment 1
* 5.4b – Final Assessment 2
 | * 5.2a – Discussion – Comparing Case-Studies
* 5.2b – Discussion – Revisiting Free Write
* 5.4a – Final Assessment 1
* 5.4b – Final Assessment 2
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