



SCRAPBOOK: EXPLORING
TRANSNATIONAL BLACK
NARRATIVES

REBECCA LONG &
CARSON CROCHET

Note from the authors

Dear Readers,

We, Rebecca Long and Carson Crochet, are thrilled to welcome you to our collaborative Scrapbook: Exploring Transnational Black Narratives. We decided to create this hands-on and usable resource after taking the course titled *Race, Gender, and Migration; German 351* at [Davidson College](#). The course was taught in a mix of German and English, which will be mirrored in this scrapbook. The course also required us to keep up journals to reflect on emerging topics and discussions. We wanted to invite any reader to also incorporate journaling and self-reflection into the discussion of transnational and Black identity.

It is important to discuss our perspective and relationship to the topic. As students of the German language and culture, we have spent years learning about migration and German identity. We identify as white, cis-gendered female Americans. Simply put we are white American girls. The voices that we highlight in this scrapbook come from a variety of backgrounds and identities, different from our own. We are privileged to have been able to hear and learn from these individuals and their stories. Their vulnerability is much appreciated and important for us to highlight, as too many Black individuals go unheard.

In the following interactive scrapbook, we chose reoccurring themes and specific speakers throughout our class time this semester. We selected these individuals, because they highlighted and exemplified the few recurring themes we saw throughout our course - Heritage, Identity, History and Community. You can watch any of our discussions on the [BGHRA's Youtube channel](#).

Thanks to Davidson College's German Department, especially Dr. Emily Frazier-Rath as well as Rosemarie Pena from the [BGHRA](#). We hope all readers enjoy the reflections and activities in this scrapbook journal.



- Carson Crochet & Rebecca Long



DAVIDSON

Heritage

Highlighted Speaker

Michelle Moyd, African-American Researcher

Heritage

According to Merriam-Webster, heritage is “something possessed as a result of one’s natural situation or birth : Birthright”
Laut google definition, ist Erbe "etwas nicht Materielles; geistiges, kulturelles Vermächtnis

Cultural Heritage

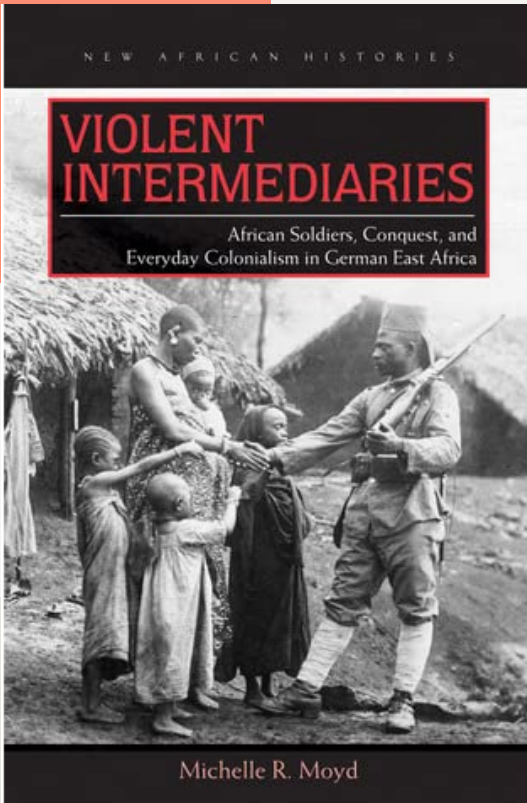
Many define cultural heritage as “an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values” (What is Cultural Heritage).
Laut google definition, ist Kulturerbe "überliefertes Kulturgut einer Gemeinschaft.

Bio



Michelle Moyd is an American historian of eastern Africa. She fosters a special interest in the eastern Africa's history of soldering and warfare. Her first book, *Violent Intermediaries: African Soldiers, Conquest, and Everyday Colonialism in German East Africa* discusses both the social and cultural history of the askari (African soldiers for the colonial German East African army). Moyd is currently working on other research projects and books that will analyze African experiences in World War I and colonial militaries and labor patterns over various imperial experiences. She is especially interested in bringing the background of nineteenth-century African-American soldiers into the conversation. Dr. Moyd offers us a different perspective compared to John Kantara and our other scholars because she is not Black German, rather American. She offers a more academic lense when discussing Black German history.

Heritage



Book Overview:

Throughout her book, Dr. Moyd focuses on answering the question: who are askari? We quickly learn in the preface of *Violent Intermediaries* that the formal definition of askari is "African men who fought for the German colonial army during the East African campaign of World War I" (XI Moyd). Moyd makes a point throughout her book, however, to emphasize the humanistic characteristics of askari men rather than simply labeling them as soldiers who fought for the German regime. Moyd offers a truly empathetic view of African soldiers, askari.

Hyperlink to book:
[Violent Intermediaries](#)

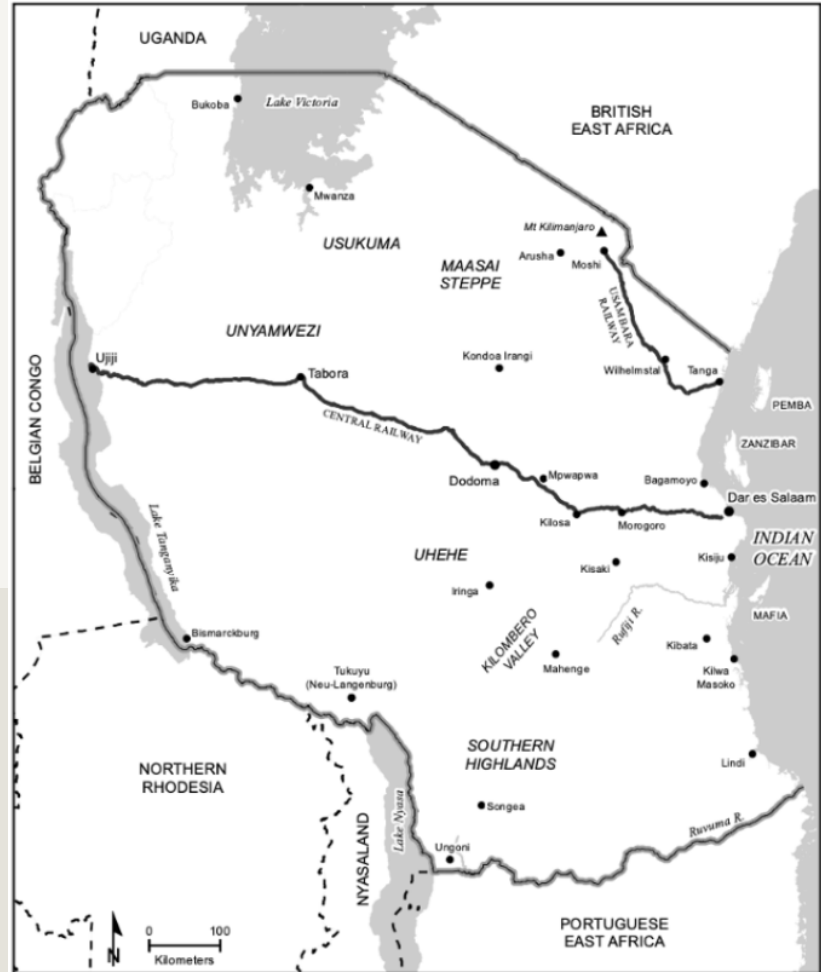
The picture shown to the left is the cover page of *Violent Intermediaries*. While it is clear that this photo depicts an askari man leaving his family to go to war, upon further consideration, "the image reflects German priorities in representing their colonial soldiers. At the same time, however, it reveals askari priorities in representing themselves" (XI Moyd). Notice how the askari holds himself. His rifle is perfectly poised and posture straight and stiff, indicative of the German stereotype - organized, strict and put together. Since we see aspects of German culture reflected in this cover picture, we could assume what we previously stated above, with German rule comes a loss of cultural heritage. Further, the askari man presents himself as a family man while he says goodbye to his wife and children, but also as a respectable and dignified man. This becomes clearer after studying the background in this cover picture. The thatched homes and "objects suggestive of domestic labor and leisure activities - a chair, clothing, and cooking accessories" indicate that his motivations mostly include his wife and children. Therefore, while we see aspects of German culture appear in the cover picture, we also see aspects of East African culture preserved.

Who are the askari?

The askari are soldiers that served under the European Colonial powers.

Heritage

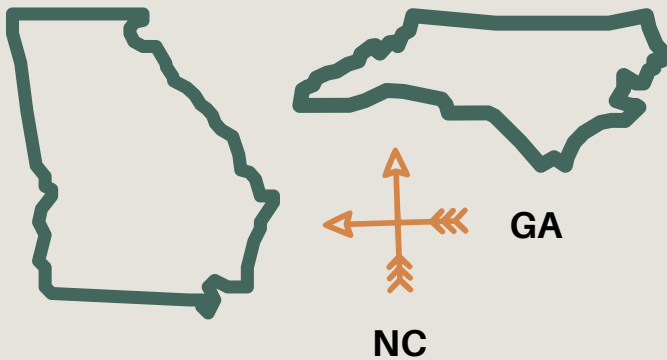
German East Africa was a colony located in the Great Lakes region including Burundi, Rwanda, the Tanzania mainland, and the Kionga Triangle (German East Africa). The colony was organized in the early 1880's and ended with Germany's defeat in World War I. Eventually, the German East Africa colony was "reorganized as a mandate of the League of Nations" (German East Africa). To us, this map demonstrates the loss of cultural heritage. Stated above, cultural heritage is defined as "the ways of living developed by a community and passed down from generation to generation" (What is Cultural Heritage). It is therefore possible that German culture infiltrated East African culture.



MAP 1. German East Africa Overview. Map by Brian Edward Balsley, GISP

Author's Reflection:

The definition of *heritage* is based on location. This is something we find fascinating given how extremely mobile the world is today. Think about it! On Facebook, Instagram, and even Yelp, we are tracking and posting our locations. These locations are defining our experiences and identities as we choose to see fit. When we place ourselves elsewhere, does it affect our heritage. Both Rebecca and I were raised in the same homes from birth. Yet, we met at college in a new town. If we move elsewhere and start our own families, how does that affect our family's heritage? The study of Dr. Moyd highlights how colonization and affected the heritage of many askari individuals. The movement of askari individuals to Germany resulted in.



Resources:

"Michelle R. Moyd." Department of History, https://history.indiana.edu/faculty_staff/faculty/moyd_michelle.html.

"What Is Cultural Heritage." Culture in Development, http://www.cultureindevelopment.nl/Cultural_Heritage/What_is_Cultural_Heritage.

"German East Africa." Wikipedia, Wikimedia Foundation, 23 Apr. 2022, https://en.wikipedia.org/wiki/German_East_Africa.

Identity



John Kantara, Black German Journalist, Documentary Producer & Professor

John Kantara is a documentary producer, journalist, and university professor. Kantara was born in Bonn, Germany. Kantara joined the Navy and later moved to Berlin for his studies. Kantara currently resides in Berlin, Germany and teaches courses at Freie Universität. Check out his website [here!](#)

*Baby Photo from Kantara's Website



Identity oder Identität

According to the Cambridge Dictionary, identity is the fact of being, or feeling that you are, a particular type of person, organization, etc..

Laut Duden.de sei Identität als „Selbst“ erlebte innere Einheit der Person.

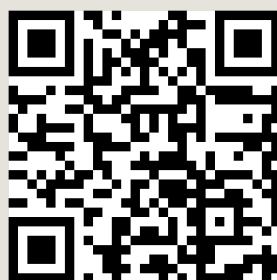
Film Productions

Kantara has been involved with a variety of filmography projects. You can find his full collection of productions [here](#). Below, we want to spotlight the few we watched this semester. Check them out!

Scan Me



The Power of Prejudice



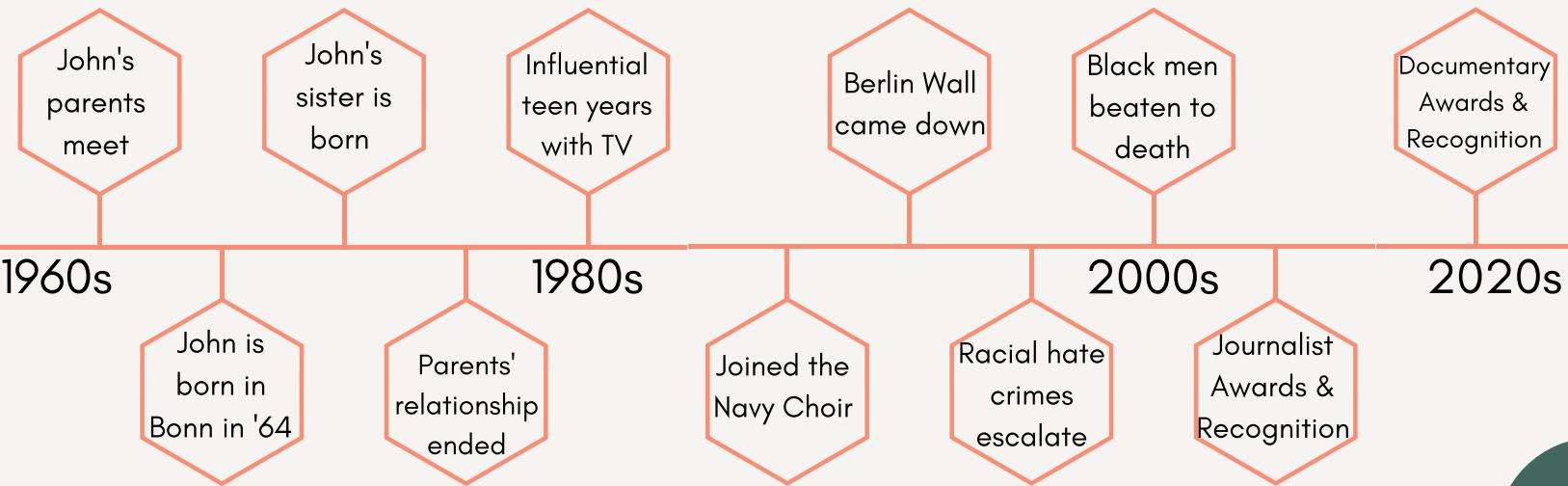
Afro.talk



Unter Druck

Identity

Timeline



Why important?

In conversation with BGHRA, Kantara spoke of growing up as the only black boy in school and only having white relatives. During his teen years, access to American media was very important in his search for black identity. He recalled that as a teen, he and his sister "were glued to the television" to see people who looked like them and were "somebody because all of these stars were somebody". Through that, they learned of jazz, soul music, films with black stars, and performers like the Jackson Five who would come to Germany. Kantara reflects that "only when we [him and his sister] became older, we realized we were not alone {...} on the other side of the road, there was somebody who looked like us". Media production from the West was important to Kantara's identity and finding others who identified the same. "You try to find your own identity, your own true self. And that is difficult if you don't have somebody who looks like you," says Kantara, "I was looking to the West".

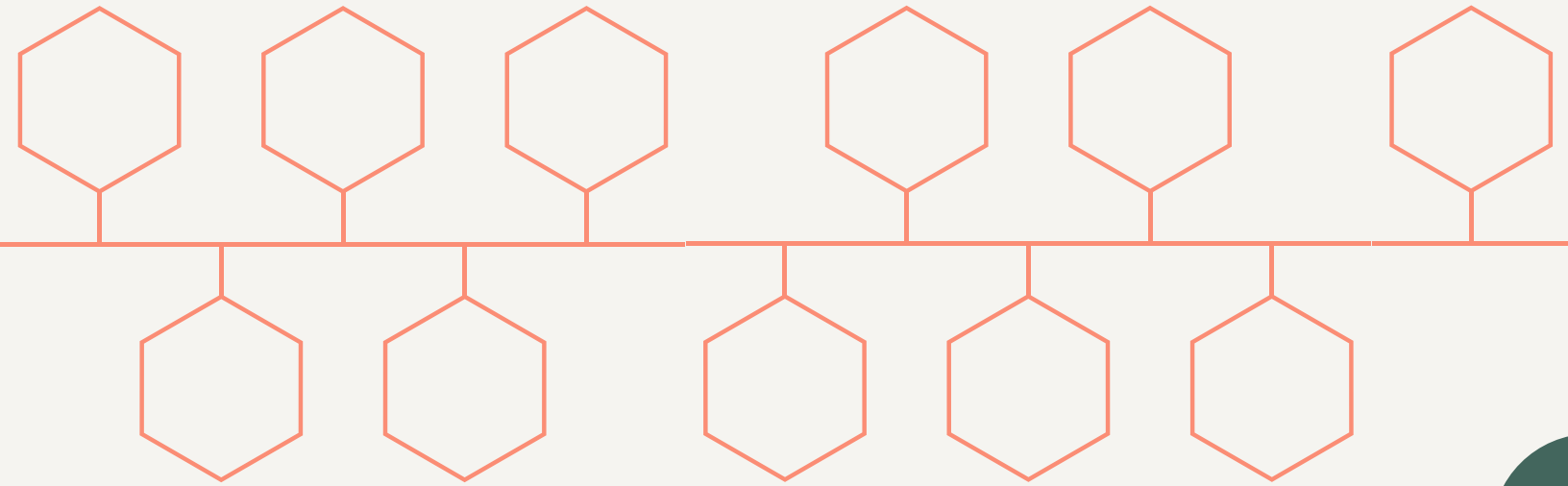
Author Reflection

John's story is very compelling and insightful for us as two white women who currently attend an institution that is majority white. We never felt the need to have to look outside our neighborhoods to be faced with the question of our identity. John reflected on a influential point in his life which has influence his career with docufilms.



Identity

Your Timeline



Draw a timeline of key events above, that you believe are a part of your identity

Why are these experiences important to you?

How has your identity developed? Why?

History

Jeanette Footman and Jeannine Kantara



History

Typically, history is defined as the study of past events, especially pertaining to human interaction.

Auf Deutsch, Weltgeschichte ist "das Weltgeschehen umfassende Geschichte" (Google Definitions)

Jeannine and Jeanette met for the first time in 1978 at a mutual family friend's wedding in East Berlin. Both of their fathers met previously, however, when they were sent to the GDR as students from Cameroon and Guinea. Jeanette currently resides in Indianapolis and is a mother of three. Jeannine, however, remains in Berlin with her husband and two children.

Bio



The 2 as kids



An important part of Germany's history was the division between East and West Germany that arose in 1949 after the end of WWII. This map depicts said division before reunification in 1990. Furthermore, Berlin was divided into East and West as well. West Germany was controlled by German forces, while East Germany was controlled by Russian forces. This division created a stark clash between communism and socialism in Germany. There are lasting effects today.

History

Life at Home

Both Jeannine and Jeannette were born to East German families. Jeannine and Jeannette both had fathers who were from Guinea and Cameroon respectively. Their fathers came to the GDR for study abroad programs. It was in the GDR where they met their future wives. They were eventually sent back to Africa / West Germany due to political reasons. Therefore, Jeannine and Jeannette lived without a father figure for the first part of their formative years in the GDR. Further, both Jeannine and Jeannette were born into mixed race families. Both describe their home life as accepting and loving among their mothers side of the family.

Life at School

Jeannine and Jeannette have differing views on the acceptance of Afro-Germans in the school setting. Jeannettes views are as follows.

- She never felt as if she had a disadvantage because of her skin color in school.
- She felt as if she was kept active and engaged in the school setting. There were always activities both in and outside of school for her to participate in.
- She was eventually able to move to West Berlin later in life where she ended up having more freedom compared to that of East Berlin.

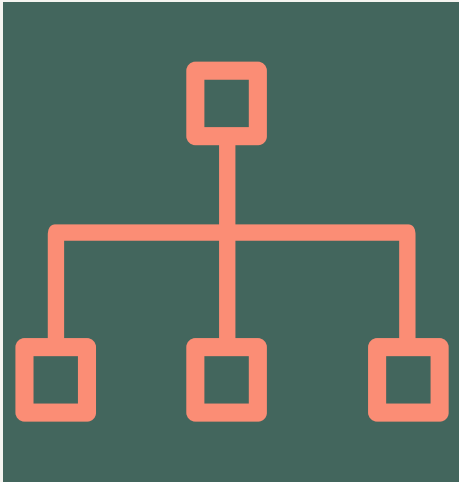
Jeannine's differing views of the school setting are outlined below as well.

- She had a poor experience in the school setting.
- Jeannine sites one example stating, "one teacher who disliked me kept telling me how lucky I was to live in Germany because my relatives in Africa were poor and had nothing to eat."
- Not only does she give examples of her teachers dislike for her, she also states how other children were cruel and only wanted to touch her hair.



History

Author's Reflection

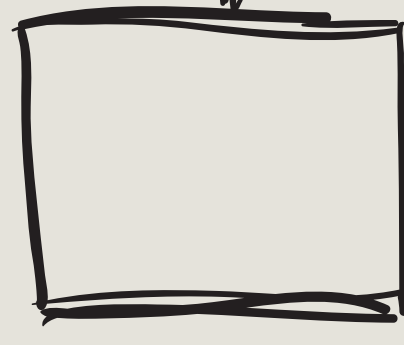
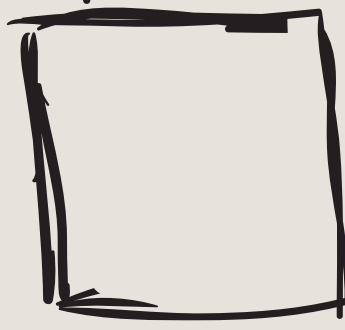


In the moment it can be hard to see that you are making history. Whether it be a large effect such as enacting political or social change or something else such as being a first generation student. We, therefore, must take time to reflect on our past, present and future. As we reflect on these topics, the paths we are paving for future generations become clearer. It is also important to not only reflect, but to talk about your past like Jeannine and Jeannette. They are one of the many examples of people who educate other generations of their history. This allows stories to carry on for generations to come.

What are the ties that create your history? What stories helped create it?



How do you think your background fits in to history?





Community

Community



According to the Cambridge Dictionary, community is “all the people who live in a particular area, or a group of people who are considered as a unit because of their shared interests or background”.

Laut Duden.de sei Gesellschaft „Gesamtheit der Menschen, die zusammen unter bestimmten politischen, wirtschaftlichen und sozialen Verhältnissen leben“.

Dr. Cassandra Ellerbe, Love Newkirk, & Trina E. Roach



Love Newkirk Bio

Love is a singer, actress, mother of four kids, edutainer originally from Harrisburg, Pennsylvania. A previous Broadway show brought her to Europe and since has stayed being casted in non-traditional theatre; filling roles that were not traditionally thought to fill that role. Love currently resides in her hometown.

Dr. Ellerbe Bio

Dr. Ellerbe grew up in New York and has not left Germany since visiting in college. Dr. Ellerbe is a professionally trained dancer and professor at Bard in Berlin. She has her PhD in Comparative Cultural Studies in Anthropology and involved in D&I work for social justice.

Trina Roach Bio

Trina Roach was born in New Jersey and learner German through family and high school trips. Trina studied at the University of Göttingen and works in Germany today with a coaching certification, which allows her to meet people all across Europe.

Community

BGHRA Discussion

In a recent BGHRA Davidson interview, a student asked about the experiences of being a black woman in the United States vs. Germany. Read their responses and mentions of community:

BLACK LIVES MATTER

There is a strong transnational connection. Black Lives Matter divisions in almost all German cities.

"You cannot compare [the diaspora] with the U.S.. You cannot look at Europe through an American-influenced lens. [...] Having no black parent with you could identify or people of color could really wreak havoc on one's sense of identity. When I came here, I had the grace to be together with Audre Lorde. [...] And I was able to have my first interactions with the "established community" [...]"

"I feel like America is more like *Hi Everybody! How ya doing?!* And then when you turn your back, they may not have your back. But in Germany, if they don't have your back or your front, you know that." "At least I knew where I stood." - Love Newkirk



Audre Lorde - feminist, activist, artist



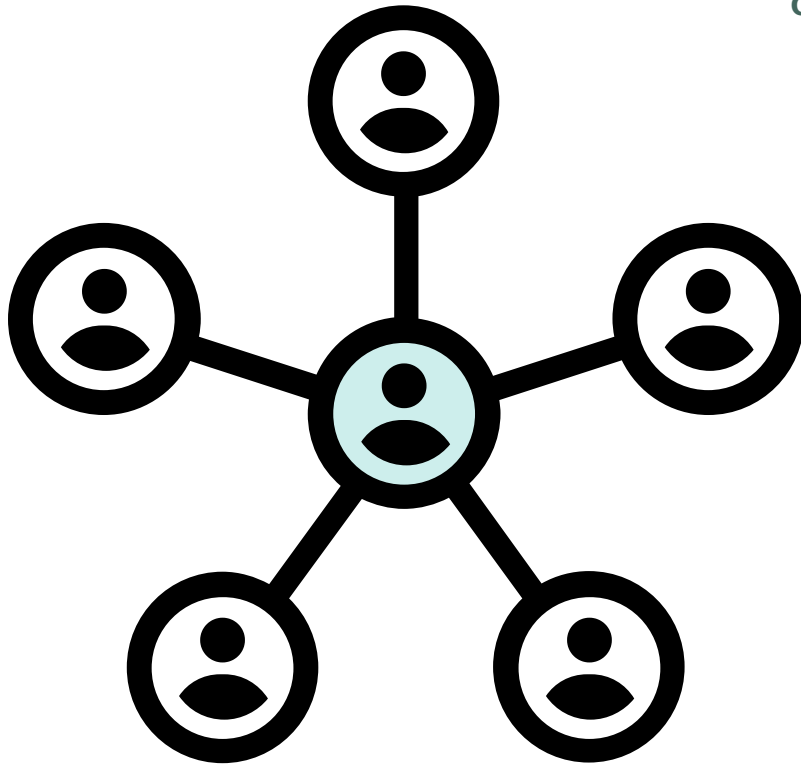
Audre Lorde was an important part of Dr. Ellerbe's connection to the black community in Germany. Many of our speakers have mentioned Lorde's incredible work in their own experiences of being black in Germany and with combatting racism, sexism, homophobia and classism.

"Many of us have the blessing of having grown up in a black community, black church, etc. [...] I have met Afro-Germans [...] who had never met another black person until they were in their 20s. [...] Being able to easily connect to the black institutions, black churches, black social groups, etc. isn't as given. [...] Being able to interconnect if you want to wasn't always a given in Germany.

[Read More About the Audre Lorde Project](#)

Community

What does your community look like?
Draw the important people or
organizations into the web on the left.



Enter Author Reflection:

As noted above, a community does not have to be based off of where one lives. A community can come in all different sizes and is based off of many factors. For example, we, being students of Davidson College, have found an extensive community among the students and staff at Davidson. It is worth noting as well that no matter what, your community is there to provide support and comfort in stressful or hard times. This is exactly what Dr. Cassandra Ellerbe, Love Newkirk and Trina Roach found in their various communities that they have built both in and outside of Europe over the years.

Thank You

Making this scrapbook would not be possible without the help of Dr. Frazier-Rath and Dr. Pena. Without them, we would not have had the opportunity to conduct these in-depth and thought provoking conversations with our guests.

Further, we would like to thank all of our speakers and individuals who met us via Zoom this past semester. While we were only able to choose a select few individuals, all of our speakers were a valued and appreciated this semester. Each and every speaker was able to offer a different perspective on the topics under Race, Gender and Migration.

We would also like to thank our fellow students and classmates for their appreciated contribution in these videos that we reference throughout this scrapbook. Without our classmates, we would not have been able to carry on these detailed conversations.

- Carson Crochet (pictured on the left) & Rebecca Long (pictured on the right)



