

# habari

News from the Center for African Studies • University of Illinois at Urbana-Champaign • 2002-2003

## From the Director

*Paul Tiyambe Zeleza*

Let me begin by thanking Professor Ezekiel Kalipeni for the wonderful job he did as Acting Director of the Center during the 2001-02 academic year when I was on sabbatical. I am thrilled to be back, ready to work with Center's staff and students, in our ongoing efforts to make our program among the most innovative in the nation.

As described elsewhere in this newsletter, the 2002-03 academic year promises to be a busy one, indeed. Besides our usual extra-curricular program of seminars, conferences, public lectures, and various outreach activities, there are several new projects and programs, including the seminar on "Examining African Studies" funded by the National Endowment for the Humanities, and the Humanities Institute on the theme of "Education and African Modernities" funded by the Rockefeller Foundation. These initiatives are designed to further our collective reflections and conversations on the processes, problems, and possibilities of scholarly knowledge production in and on Africa. Out of these projects, we can expect not only publications and other scholarly products, but also new courses and stronger linkages between the Center and institutions in Africa and elsewhere. In the meantime, the newly launched Media Workshop and Summer Teacher's Institute are intended to promote our outreach program to old and new constituencies.

You will notice several changes in the format and coverage of the newsletter. For budgetary reasons we have decided to publish one issue of the newsletter instead of two. But what we may have lost in frequency we have gained in depth and breadth of coverage. We have added several new columns to better highlight the activities of the

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## Conference on U.S. Media Coverage of Africa

*Romanus Ejiaga*

In spring 2002, a new annual conference on the media and Africa was inaugurated by the Center for African Studies in collaboration with the Department of Journalism, Illinois Initiative for Global Information and Communication Policy, Institute of Communications Research, and funded in part by the US Department of Education. The conference is designed to provide a forum for leading academics, editors, writers, journalists, media experts and policy makers to discuss and promote the educational aspects of news-gathering and dissemination as it relates to Africa's needs for capacity building. The theme for this first event was "Reporting Africa in the US Media."

This conference, divided into fourteen sessions, attracted more than 60 experts, media professionals, and scholars, including: Shaka

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## International Summer Institute for Teachers on Teaching World Religions

*Romanus Ejiaga*

During the summer, "Teaching World Religions," an international summer institute for US teachers, was hosted by the Center for African Studies in cooperation with International Programs and Studies, Center for East Asian and Pacific Studies, Center for Latin American and Caribbean Studies, Russian and East European Center, Drobny Program for the Study of Jewish Culture and Society, Program in South Asian and Middle Eastern Studies, and Program for the Study of Religion. The institute offered educators an opportunity to explore the values, world-views, history, and practices of six world religious traditions: Buddhism, Eastern Orthodoxy, Hinduism, Islam, Judaism, and Roman Catholicism. Scholars and experts in religious studies participated in the six-day workshop, and it provided teachers with resources to respond to the issues of September 11 as well as the techniques for integrating religion into social studies or world history curricula. Each day focused on one religious tradition. On the day dedicated to Islam, Prof. Valerie Hoffman (religious studies) introduced the teachers to Islamic history, beliefs and practices. She further explored the variety of explanations of the concept of Sufism with a focus on popular Islam and fundamentalism and the struggle to define 'correct' Islam today. In addition to the regional experts' presentations, the participants also had the opportunity to familiarize themselves with the library resources at the University of Illinois.

For 2003, the Illinois International High School Initiative is joining the area centers and other international studies programs in organizing the next institute. The theme is comparative politics, and scholars will address democracy, democratization, and globalization. Topics to be covered include: classical and 20th century models of democratization; regional and international organizations; and curriculum sessions on teaching world politics. Both the 2002 and 2003 institutes are funded in part by the US Department of Education.

## The Human Rights Law Clinic Focuses on Africa

*Patrick Keenan*

The Human Rights Law Clinic is an interdisciplinary project at the U of I's College of Law launched in January 2002. Using advocacy, training, and research, the Clinic promotes the respect for human rights, the creation of open and accountable legal systems, and legal and economic development. The Clinic's mission is to provide assistance to local and international human rights advocates working in the developing world by helping them expand the use of traditional human rights protections, develop innovative new approaches to the promotion of human rights, strengthen the legal systems of developing countries, and provide legal training for the next generation of international lawyers and human rights activists.

Students working in the Clinic are based at the College of Law and work in teams of two on specific human rights projects, usually in direct collaboration with international non-governmental organizations, human rights lawyers, or indigenous human rights groups. The Clinic uses an innovative approach to human rights education that combines classroom instruction in human rights law with practical legal work on human rights projects. Students have the opportunity to develop their skills in the development of case strategy; legal research, writing, and editing; written and oral advocacy; critical thinking; counseling; and cross-cultural lawyering. A principal goal of the Clinic is to help students develop the skills required for legal practice in an international context while promoting human rights and development.

The Clinic stresses public service, ethics and professionalism, and the development of legal skills. By working on complex international human rights issues, students are challenged to develop their ability to analyze complex factual problems, determine the client's goals and objectives, arrive at and assess different potential solutions to problems, and address ethical issues in the context of real cases. Students are held to the highest standard of practice, and learn not only substantive law, but also serve a vital public interest.

### Past Cases

- A team of students worked with a Ugandan lawyer and human rights activist to develop model HIV/AIDS legislation for East Africa. Students focused on the impact of HIV and AIDS on the workplace.
- Clinic students worked with a Gambian human rights organization on a case seeking compensation for a group of widows whose husbands lost their lives at the hands of a West African government.
- Students, working with a consortium of refugee organizations based in West Africa, developed advocacy materials for African refugee advocates.
- Students worked with a human rights organization to develop advocacy materials for human rights advocates litigating the right to health.

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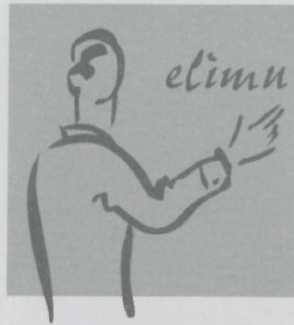
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## Rockefeller Foundation Supports Humanities Institute: Education and African Modernities

Evolving out of the symposium on African universities and the series on "Examining African Studies," a team of scholars initiated a three-year project on "Education and African Modernities." Funded by the Rockefeller Foundation as a Humanities Institute, the initiative provides six resident fellowships for post-doctoral scholars. As part of the review of the proposed institute, Lynn Szwaja, Deputy Director of Creativity and Culture at the Rockefeller Foundation, visited the U of I to evaluate and review our programs, facilities, and readiness to host the institute, and she explained that the foundation awards only nine humanities institutes annually to institutions in North and South America. Thus, we are pleased to be the recipient of this competitive grant program.

The institute, at its broadest level, seeks to bring into focus education as a locus of discourses and debates about African modernity and modernization, issues which have confronted African societies and leaders ever since the continent's encounter with modern Europe in the fifteenth century. The question of Africa's "regeneration" or "renaissance" has engaged African intellectuals at least since



the middle of the 19th century. The quest for and constructions of African modernity or modernities intensified during the 20th century, a period marked by colonialism, decolonization, and independence. At the center of this quest was education, seen as the tool for achieving enlightenment, social engineering, cultural production, economic development, and nation-building in Africa. Given this history, the trajectories and concerns, the institute will bring together scholars to explore and enhance understandings of African intellectual communities' development and traditions. The institute seeks to bring together scholars who might pursue the history and sociology of African institutions of higher learning as well as intellectuals, compare their development from across the continent, and interrogate their constructions and



conceptualizations of modernization and modernity.

Organizationally, the institute breaks down into three interrelated themes: the development of African universities (2003-04); globalization and higher education in Africa (2004-05); and the development of Africa studies as a field of scholarly inquiry (2005-06). Each year a pair of scholars will have a ten-month residence in Champaign-Urbana, during which they will pursue their research interests around these themes. The fellows arriving in 2003 will explore African universities, as the site of intellectuals' production and reproduction, knowledge production and dissemination, and subject to internal and external demands and constraints. The fellows will have ample time for their research since they will not have any teaching responsibilities. Also,



we expect the fellows to benefit from faculty and institutional strengths in the College of Education, African studies, and the University library.

In developing the proposal and program, Paul Tiyaambe Zeleza, as principle investigator, and Jamie McGowan, as coordinator of the proposal's development, worked with Mark Alleyne (communications research), Jean Allman (history), James Anderson (educational policy studies), Nicholas Burbules (educational policy studies), Romanus Ejiaga (African studies), Alma Gottlieb (anthropology), Ezekiel Kalipeni (geography), Kwaku Larbi Korang (English), Zine Magubane (sociology), Robert Nelson (human resources education), and Fazal Rizvi (educational policy studies).

### Conference on U.S. Media Coverage of Africa, continued from page 1

Ssali of Voice of America and Host, "Straight Talk Africa," and Akwe Amosu, Executive Editor/Producer, All Africa Global Media, allAfrica.com. The conference also focused on the coverage of HIV/AIDS in Africa. Prof. Louise Bourgault of Northern Michigan University presented on AIDS and the arts in Africa. Prof. Paula Treichler, Director of the U of I's Institute of Communications Research, examined the US media coverage of the 2000 Durban International AIDS Conference. Particularly lively and informative was the session on globalization and the media markets. Prof. Mark Alleyne, also in the Institute of Communications Research, addressed

the United States Information Policy on Africa. Prof. Robert McChesney, co-founder of the Illinois Initiative on Global Information and Communication Policy, examined the global media and the neo-liberal project in his presentation. The conference concluded with a roundtable discussion on how Africa can be better covered.

The media conference for 2003 is on "Islam in Africa and the Global Challenge" and will be organized by the Center with its U of I collaborators mentioned above as well as the Medill School of Journalism at Northwestern University and Time Inc. Chicago. The conference site is Chicago, and it will take place in late May.



## Examining African Studies: NEH Lecture Series

The Center for African Studies was the recipient of a National Endowment for the Humanities' Humanities Focus Grant. It was combined with support from the Ford Foundation and the US Department of Education to support the seminar series, "Examining African Studies," which was organized during the Fall 2002 semester. Jamie McGowan and Paul Tiyambe Zeleza wrote the NEH proposal seeking to explore the development of African studies within disciplinary, interdisciplinary and international contexts, especially in relation to the paradigms of international or transnational studies, cultural studies, and gender studies. In the short term, the project sought to cultivate an intellectual atmosphere where faculty could gather to discuss current research, pedagogical and curricular matters. Also, the discussions were intended to initiate the larger projects of developing new interdisciplinary courses, collaborative teaching models that incorporate internet technology, team-taught classes involving on and off-campus faculty, and coordinating and interlinking the U of I's African studies courses.

To provide faculty members with a weekly forum to meet and discuss emerging issues in the study of Africa, the Center hosted an impressive list of scholars, who sparked intellectual debate, kindled research interests, and fueled a rethinking of African studies and the curriculum. Graduate students also benefited from this series, as the visiting scholars participated in the graduate seminar "The Development of African Studies," which broadened the discussion to the next generation of African studies professors and professionals. The seminars were hosted by professors affiliated with the Center, who graciously opened up their homes to the visiting scholars and to the other participating U of I faculty. The invited scholars submitted



Adlai and Judy Murdoch with Lewis Gordon at faculty seminar.

essays and/or recommended texts that would contribute to understandings and discussions, and at each session, they highlighted new developments and various theoretical, methodological, and pedagogical challenges within their respective fields and locations. All in all, twenty external scholars from Africa, Asia, Europe and North America participated in the series. Shana Wills (African studies), who provided on-going coordination of the visitors' travel and local arrangements, and Kevin Etienne-Cummings (African studies), who spent many hours preparing the readings and assisting the invited scholars, were invaluable to making this series happen. The series' visitors and topics are as follows:

### The Development of African Studies in Asia and Europe

- Li Anshan, Professor, Institute of Afro-Asian Studies, School of International Studies, Beijing University, China
- John McCracken, Senior Research Fellow, University of Stirling, Scotland, United Kingdom.
- Ann Schlyter, Researcher, Assistant Professor, Nordica Africa Institute, Uppsala, Sweden
- Masao Yoshida, Director, Research Institute of International Studies, Chubu University, Kasugai, Japan; currently visiting Professor Makerere University, Kampala, Uganda

### African Studies and Anthropology

- Jean Comaroff, Bernard E. & Ellen C. Sunny Distinguished Service Professor of Anthropology and of Social Sciences, and in the Clinical Scholars Program, University of Chicago, Illinois
- Charles Piot, Associate Professor of Cultural Anthropology & of African and African American Studies, Duke University, North Carolina

### African Studies and History

- Keletso Atkins, Associate Professor, Department of Afro- and African-American Studies and Associate Member of the Department of History, University of Minnesota, Twin Cities

- Toyin Falola, Frances Higginbotham Nalle Centennial Professor of History, University of Texas, Austin

### African Studies and Literature

- Ato Quayson, Senior Lecturer, English, and Director, African Studies Center, Pembroke College, Cambridge University, United Kingdom.

### African Studies and Cultural Studies

- Lewis Gordon, Chairperson, Department of Africana Studies and Professor of Africana Studies, Religious and Philosophical Thought, Modern Culture and Media, and Latin-American Studies, Brown University, Rhode Island

### Africa Studies and Linguistics

- Linda Hunter, Professor and formerly Chair, Department of African Languages and Literature, University of Wisconsin, Madison

### Political Science and African Studies

- Mahmood Mamdani, Herbert Lehman Professor of Government and Anthropology, and Director, Institute of African Studies, Columbia University, New York; formerly, Director of the Center of African Studies, University of Cape Town, South Africa



### African Studies and Gender Studies

- Yassine Fall, Senior Economic Adviser, United Nations Development Programme, New York; formerly President Association for African Women on Research and Development, Dakar, Senegal
- Cheryl Johnson-Odim, Dean of the School of Liberal Arts and Sciences, Columbia College, Chicago

### African Perspectives on African Studies

- Khabele Matlosa, Assistant Director, Research & Policy Studies, Southern African Political and Economic Series Trust, Harare, Zimbabwe
- Macharia Munene, Professor of History, United States International University, Nairobi, Kenya; formerly Chair, Department of History, University of Nairobi, Kenya

### Transnational, Global, and International Studies

- Ron Kassimir, Program Director Africa; International Dissertation Field Research Fellowships; Youth and Globalization; Aid for Peace, Social Science Research Council, New York
- James Mittelman, Professor, School of International Service, American University, Washington, DC

### African Studies in the United States

- Pearl Robinson, Director International Relations Program and Associate Professor of Political Science, Tufts University, Boston, Massachusetts
- David Wiley, Professor of Sociology, Director, Center for African Studies, Michigan State University, East Lansing

## Rethinking Terrorism: Joint Area Center's Conference & Curriculum Workshop

*Romanus Ejiaga*

In October, the 7th Joint Area Centers' Symposium on "Rethinking Terrorism" brought together distinguished national and international experts to explore the nature of terrorism, origins and motivations, and the possibilities and implications of responses to terrorism. More than 70 people participated and over 15 sessions were held during the two-day conference. Topics ranged from terrorism as a global phenomenon to regional and country analyses of terrorism. Papers covered gender and technologies of terror, the political economy of terrorism, the balance between public protection and human rights, and global and national reactions to September 11.

The conference had a comprehensive program and attracted participants from various fields, including: Bruce Hoffman, Director of the Washington Office of the Rand Corp, who presented, "Rethinking Terrorism and Counter-terrorism after 9/11," Mary Jo White, former Attorney General for the southern district of Manhattan, who spoke about prosecuting terrorism in the criminal justice system, and Prof. Abdi Samatar, University of Minnesota, who examined the roots and nature of terrorism in the Horn of Africa.

The conference also featured a curriculum workshop on "Teaching About Terrorism." The aim was to provide pre-collegiate educators with more in-depth information on terrorism and assist them in developing lesson plans. Kelly Keogh of Normal Community High School addressed the issue of teaching about terrorism, and Prof. Fazal Rizvi (educational policy studies) discussed the concept of global education in the post 9/11 world. The workshop also featured discussion sessions on best methods on teaching terrorism. Twenty-five teachers took part in the curriculum workshop. The workshop and conference were organized in collaboration with the various area studies units, including the Center for East Asian and Pacific Studies; CIBER; Center for Latin and Caribbean Studies; International Programs and Studies; Program in South Asian and Middle Eastern Studies; Program in Arms Control, Disarmament, and International Security; Russian and East European Center; and Women and Gender in Global Perspectives. Support for the conference and workshop came, in part, from the US Department of Education.



## Symposium on African Universities in the 21st Century

The Center for African Studies' 28th Annual Spring Symposium, "African Universities in the Twenty-First Century," was co-organized with the University's College of Education and the Council for the Development of Social Science Research in Africa (CODESRIA), based in Dakar, Senegal and co-sponsored by the Association of African Universities. The conference took place in April.

An exciting aspect of this symposium was that it was held in both Urbana-Champaign and Dakar, and the two sites were linked through video conferencing technology and the internet. Having two conference sites made it possible for more presenters to attend, lowered conference travel costs, and opened up the discussions to a wider general audience in both Senegal and the US. The video conferencing enabled shared, cross-Atlantic panels, presentations and discussions. At the end of the conference, a joint brainstorming session to discuss future directions was also conducted via the video link. Panels that were not shared via the video conferencing were instead covered on a special conference internet site and e-mail discussion list. For this, conference *rapporteurs*, many of them graduate students in education with Africanist interests, captured presentation highlights and discussions. They posted their reports to the web- and email- based forum. All conference participants, whether in Dakar or Champaign-Urbana were able to respond to comments and questions. The forum still exists on the African studies website, and web-surfers can read the old postings or initiate new discussions.

The scale and scope of the symposium was impressive. Conference participants included 58 professors, librarians, social workers, vice chancellors, academic union representatives, graduate students, and professionals in non-governmental organizations, UN organizations, government ministries, and research groups. Participants came from seventeen countries in Africa, Europe and North America. The panels covered:

- Academic exchanges
- Impact of Globalization
- Privatization and Liberalization
- Production and Distribution of Knowledge
- Libraries and Scholarly Communication
- Knowledge Production, Practices and Discourses
- Higher Education's Articulation with Primary and Secondary Institutions
- University Governance: Planning, Management and Organizations
- Financing and Funding
- Academic Labor Market and Constraints
- Access and Equity Issues—Gender & Ethnicity
- Teaching and Learning
- Universities and the State: Politics and Capital

Organizing a Senegal- and US-based symposium presented a considerable amount of shared responsibilities and organizational tasks to make the program a success. At the U of I James Anderson and William Trent, both educational policy studies professors, and Paul Tiyaambe Zeleza, were central in charting the intellectual considerations and direction of the conference, and Sue Swisher and Sheila



Calhoun did much of the organizational and behind-the-scenes work. Organizing the conference in Dakar, CODESRIA's Dr. Adebayo Olukoshi, the Executive Secretary, Dr. Sheila Bunwaree, Head of Research and Development, and Mr. Abdou Ndao, Program Assistant, played central roles. Currently, the conference organizers are reviewing the papers presented, and they are working with CODESRIA and a North American publisher to publish accepted papers.

The symposium's success was also facilitated by the Association of African Universities, which helped organize and publicize the conference among its member institutions. The program was made possible through the financial support from the Carnegie Corporation of New York, Ford Foundation, the U.S. Department of Education, and the U of I's College of Liberal Arts and Sciences, International Programs and Studies, and the Department of French.



## Conference on Reclaiming the Congo and Its Potential for Africa

In October 2001, the Center for African Studies along with the Department of Linguistics and the Center for Research on the Congo hosted the conference: "Reclaiming the Congo and its Potential for Africa: The Role of the Congolese Intellectuals and Friends of DRC." Profs. Eyamba G. Bokamba, Chair (linguistics); André M. Kapanga, Associate Chair (linguistics, PhD '91), Annie Kinwa-Muzinga (agricultural economics, PhD '02), Laurent Ngamboko Muzinga (African studies, AM '94, agricultural economics) and Jamie McGowan (African studies) spearheaded the organization of the conference, and numerous units on and off campus co-sponsored the event. The primary objective was to provide a forum to engage in strategic deliberations about the reconstruction of the Democratic Republic of Congo. At the time of the conference and since 1998, the UN and NGOs estimated the toll in human lives between 2-3 million. Also, approximately 20 million people live at risk of the widespread violence and insecurity, and over 2.5 million people are internally displaced or have sought refuge outside the DRC, according to a July 2002 report of the UN Office for the Coordination of Humanitarian Affairs. The war has also brought on environmental destruction and pillaging of the country's mineral and forest resources. The scale of and historically rooted nature of the crises led conference organizers to envisage a program probing the underlying causes of the crises, analyze potential solutions, and propose concrete short-, mid-, and long-term plans for the reconstruction of the Congolese state.

The conference attracted 53 presenters from the DRC, Belgium, Nigeria, and the US, and an estimated 200 people attended the conference. There were six invited keynote and plenary session speakers. Adam Hochschild, author of *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*, gave the opening CAS/MillerComm lecture, which examined the brutality and plunder that took place under King Leopold II of Belgium and the emergence of a global human rights movement. The opening keynote address was given by Prof. Georges Ntalaja-Nzongola, a political scientist working with United Nations Development Program in Abuja, who historicized the DRC's crises by presenting "The Enduring Quest for Freedom in the Congo." Dr. Roger Mwamba, Provincial Medical Inspector, Mbandaka, DRC, delivered a keynote address on the consequences of the war on people's health.

Considerable discussion was generated by other plenary session presentations including, Prof. Ngwarsungu Chiwengo, Creighton



Prof. Georges Ntalaja-Nzongola and Associate Provost Kellogg



Presenters at the conference, including Ambassador Faïda Mitifu (center)

University, whose plenary speech addressed "The Congolese Intellectuals, Past and Present Political Crisis: Until When the Advent of Democracy." The Chancellor of the Université Protestante du Congo in Kinshasa, Rev. Dr. Boliya Ngoy, examined the evolution of the higher education system in the DRC in his paper, "Congolese University and Higher Education: History, Current and Future Prospects." The closing keynote was delivered by Ambassador Faïda Mitifu, DRC's Ambassador to the US, on "The Role of the Congolese Diaspora in the US and Friends of the DRC in the Reconstruction of the Congo." In addition, a plenary session included a panel discussing the first "UN Report on the Looting of the DRC Natural Resources." A workshop and concluding brainstorming session offered opportunities for conference participants and attendees to discuss their role in the reconstruction of the DRC.

A preliminary report of the conference resolutions and recommendations was sent to several government and international organizations, including the UN, the European Union Secretariat, US Department of State, USAID, the Embassies of Belgium, France, South Africa, and UK at the UN, DRC Government and the Congolese Rebel Movements. Profs. Eyamba G. Bokamba, André M. Kapanga, and Annie Kinwa-Muzinga are compiling and editing a volume of selected papers from the conference.

### From the Director, continued from page 1

Center staff, faculty and students. It is clear from the pages that follow that we boast of a dedicated and diligent staff, productive and creative faculty, and inspired and industrious students. Collectively, we share a dedication to promoting a better understanding of Africa,

of the numerous ties that bind this complex of places to the worlds beyond it, including our own in the global North, and a commitment that African peoples and societies realize their aspirations for development, self-determination, and democracy.



## African Cinema Studies Reading Group

A reading group on African cinema formed in Fall 2002, thanks to Nicole Anderson's initiative. Anderson, a PhD candidate in African history, is interested in filmmaking and African film, amongst other academic interests, and she organized a program for faculty and students to gather and discuss the history and directions in African cinema. She was the recipient of a seed grant from the Illinois Program for Research in the Humanities that supported the program and activities.

Participants in the group met monthly to discuss the readings and films, which include readings on and a viewing of the following: "Touki-Bouki: The Journey of the Hyena" (Djibril Diop Mambety, 1973); "Selbe: Et Tant d'Autre" (Safi Fayi, 1982); "Femmes Aux Yeux Ouverts" (Anne Laure-Folly, 1994); and "Issakaba" (Lancelot Imasuen, unk.). Additionally, the grant enabled Dr. Kenneth Harrow, Michigan State University, and Dr. John C. McCall, Southern Illinois University-Carbondale, to also visit the U of I campus and discuss their research in African cinema. The African cinema studies reading group dovetailed smoothly with other classroom-based and extra-curricular activities, providing a rewarding and enjoyable opportunity to combine intellectual and social interests.

## Post-WCAR: Reviving the Dialogue for Africans and African Descendants

*Shana Wills*

African studies' graduate students broke away from custom last year in an effort to broaden the scope of their annual conference. Traditionally, the graduate student conference is an exclusively academic affair. However, last February, the students organized and hosted an event wherein the voices of individuals and organizations from outside of academia could also be heard. This proved to expose invigorating and new perspectives on topics of importance to all members of our community at a time when many people were afraid to talk openly about them.

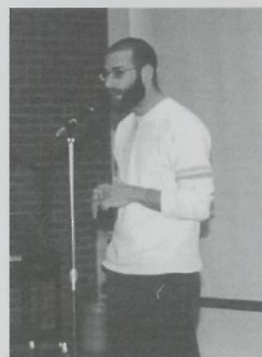
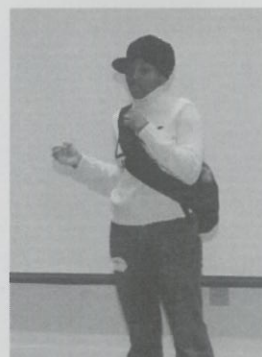
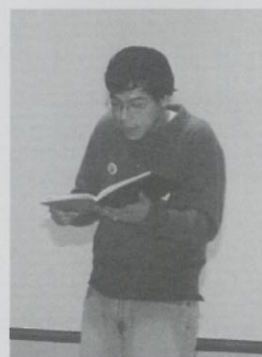
In September 2001, the UN hosted the World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance (WCAR) in Durban, South Africa. Unfortunately, important dialogues and actions generated by the WCAR were increasingly overshadowed by the feelings of fear and suspicion that surfaced after the 9/11 terrorist attacks. African studies' graduate students immediately recognized a fundamental obligation to continue the dialogue and plans of action to combat racism and discrimination. Therefore, they elected to organize around these issues through their fifth annual conference entitled "Post-WCAR: Reviving the Dialogue for Africans and African Descendants," which took place on February 23, 2002.

The goal was to hear from all members of our community, including high school students, community leaders, non-profit organizations, and university students and faculty, regarding the challenges they face with discrimination, racism and related intolerances. This was accomplished through a series of seminars, workshops, and performances.

A particular highlight of the conference involved a spoken word performance by the Guild Complex Youth Group from Chicago. Guided by their mentor, youth education coordinator Kevin Covall, this group of creative, young writers and poets defined and explored their personal experiences with racism and discrimination. The vibe in the room was so intense after these high school students presented that they were invited to give an encore performance later in the day.

Other interesting features of the conference included: a workshop hosted by community activist Imani Bazell, which inspired a heated discussion about organizing for racial justice in Champaign-Urbana; a slide presentation by Osei David of the African American Empowerment Program, which covered the recent experiences of a group of young Chicagoans at the WCAR; and an mbira performance by local musicians.

The conference culminated with two keynote addresses given by Ezekiel Pajibo and Prexy Nesbitt. Ezekiel Pajibo, Quaker International Affairs Representative of Southern Africa for the American Friends Service Committee (AFSC), discussed post-WCAR outcomes and responsibilities for grassroots organizations and the UN. Pajibo focused particularly on issues of racism and xenophobia affecting people in Zimbabwe and other parts of Africa. Prexy Nesbitt, Interim Director of the Africa Peacebuilding Unit of AFSC, spoke about new moments for organizing a pro-Africa constituency in the US. Nesbitt inspired conference participants to consider what they can do individually and collectively to act against racism and related intolerances both in the US and in Africa.



Performance by members of Chicago's Guild Complex Youth Group



# Mahmood Mamdani Visits UIUC

CAS/MillerComm Lecturer speaks on the Rwandan Genocide

*Deborah Hughes*

On November 1, the CAS/MillerComm Lecture Series welcomed Professor Mahmood Mamdani to the Levis Faculty Center at the University of Illinois, Urbana-Champaign. He delivered this public lecture, which attracted over 150 people from across campus and the community, in addition to participating in the Center's NEH-funded series "Examining African Studies." His MillerComm presentation was entitled, "Making Sense of Political Violence in Postcolonial Africa."

"The 20th century was possibly more violent than any other in recorded history," Mamdani stated at the outset of his lecture. The Rwandan genocide is a metaphor for this violence. However, making sense of it, he argues, requires the difficult task of understanding "the process by which victims and perpetrators became polarized as group identities" in that conflict. In order to do this, our guest showed, it is necessary to comprehend the role colonialism played in the formation of national identities and to explore how nationalism exacerbated the differences born out of these identities in the post-colonial era.

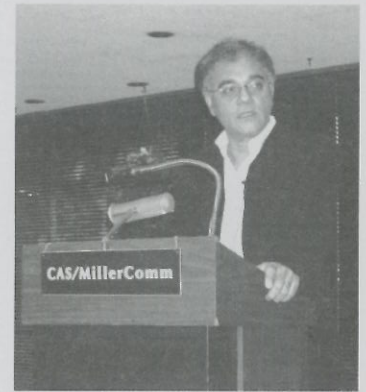
Much of the violence of the colonial system, as the Rwandan case demonstrates, was often quite subtle: It came in the form of the "law and order project." Mamdani argued that by identifying groups into either "races" or "ethnicities," colonial powers were able to establish political identities uniquely tied to the colonial order. Those who fell under the category of race were considered non-indigenous, and were protected under civil law. Those who were defined by ethnicity were understood to be indigenous, and thus subject to "traditional" or "customary" law. Upon this distinction would rest the structures of civil privilege and disenfranchisement under the colonial order.

"When the political authority and the law it enforces identify subjects ethnically and discriminate between them," said Mamdani, "then ethnicity turns into a legal and political identity." These legal and political identities survived the colonial era and as Mamdani eloquently showed, must be recognized in order to understand the terror of the genocide in Rwanda.

Turning to the postcolonial era, Mamdani asked, "What happens when yesteryear's victims act out of a determina-

tion that they must never again be victimized, never again?" This pressing question led the rest of his lecture as Mamdani attempted to "understand the humanity of the perpetrator...not to excuse...but to make [the genocide] thinkable." Tracing the series of events that led to the massacre of thousands of Rwandans in the early 1990s, Mamdani cites the "Hutu Revolution" of 1959 as the moment when Tutsi and Hutu identity "became names identifying political adversaries." It is from this point on, he argued, that the Tutsis became racialized, and the codes established in the colonial era were renewed to make "neighbors outsiders, and friends from enemies."

Having established the history of ethnic conflict in Rwanda, Mamdani was quick to assert that colonialism may have been the genesis of racial conflict, but post-colonial nationalism reproduced the troubles that led to the genocide of the 1990s. Despite efforts to "right the wrongs" of the colonial era, nationalists may have "turned the world upside down, but still failed to change it." As a result, those who had once been victims were now the perpetrators of violence. This situation defies



any neat assessment of the genocide and makes it impossible to establish who the victim is after all.

Mamdani concluded by suggesting that the Rwandan genocide needs to be understood as the convergence of three related moments: "the global imperial moment defined by Belgian colonialism and its racialization of the state; the national moment that was the 1959 Revolution and that reinforced racialized identities in the name of justice; and the postcolonial regional moment born of a link between the citizenship crisis in post-Revolutionary Rwanda and its neighbors." The lessons of Rwanda, Mamdani challenged his audience, should be lessons for us all.

By all accounts, Mamdani's lecture was well received and the question and answer period provided a welcomed opportunity for the audience to explore his ideas further.



## Thelma Awori asks, "In Whose Aid is Aid?"

Anita Keller

In January 2002, Thelma Awori delivered the fifth annual W.E.B. DuBois lecture on "In Whose Aid is Aid? International Cooperation for African Development." The Afro-American Studies and Research Program, the Center for African Studies, as well as a variety of other departments and units sponsored this lecture. It was also part of the CAS/MillerComm 2002 lecture series.

Ms. Awori has had a productive career both as an individual and as a representative for the needs of Africa and African women. She has received degrees from Harvard and UC-Berkeley and is currently working on her PhD at Columbia University. She has served several posts at the United Nations, including Assistant Secretary General and Director of the Regional Program for Africa and Deputy Director of the UN Development Fund for Women.

While in Champaign-Urbana, Ms. Awori started with a radio interview on WILL's Focus 580, allowing her an opportunity to speak to the community at large. Afterwards, she attended a luncheon with students. Lunch provided a more casual atmosphere for students to talk to our guest about her work. In particular, students wanted to

know how to avoid some of the pitfalls of international development organizations. Ms. Awori made efforts to get to know what issues students were concerned about and offered encouragement for their future studies and careers.

She spent the afternoon delivering her lecture entitled "In Whose Aid is Aid? International Cooperation for African Development." She began by telling the audience that she had just returned from her home in Uganda. While there, she could not help but notice the malnourished children, the need for clean water and decent educational facilities and the stories of women who had died in childbirth because there was no well-equipped medical clinic nearby. Seeing all of these atrocities and knowing about all of the money that goes into aid for Africa, she could not help but wonder, what has gone wrong? She recognized that we all participate in aid to Africa either by direct donations or by giving our government permission to contribute to international aid. It is therefore important for us to understand how our money is being used. She suggested that with this understanding we will be able to affect how aid is given and used in the future.



Thelma Awori presents 5th Annual DuBois Lecture

Ms. Awori outlined the low amounts of money that the US provides to Africa in comparison to other donor nations. Further she wanted the audience to understand that most of the money that is "given" to Africa in the form of aid, is not actually given, but loaned and that African countries eventually have to pay it back with interest. These loans are generally given only under certain conditions, often requiring that the borrowing African countries hire experts from Western countries, build infrastructures using Western companies or open their own countries to Western investors. Such conditions put a lot of the borrowed money right back into the hands of the Western lenders. She also noted the dangers of conditions such as structural

adjustment programs, which require African countries to devalue their currencies, take money out of social sectors like healthcare and education, and instead put it into the economy. Based on points like these, Ms. Awori asked us to consider that the money given in aid is frequently given more because of the lender's interests than the borrower's interests.

Ms. Awori concluded by encouraging the audience to be courageous and take action that will change the way aid is donated, used and distributed. She asked the audience to come up with ways that might improve the current "aid to Africa" situation and to find ways to become more involved in our nation's decisions for distributing aid.

## Advancing Partnerships with Africa: Business Workshop

Romanus Ejiaga

Over 70 participants including senior business executives, academics and government officials from the US and Africa attended the conference and workshop "Advancing Partnerships with Africa" held March 12th at the U of I Chicago campus. This annual business workshop was inaugurated in 1997 by the Center

for African Studies to provide business information and promote bilateral trade and investment between Africa and the US. This one-day workshop provided small to medium-sized enterprises with information on trade financing and the USAID Global Technology Network Trade Lead Service. The conference featured presentations



## Urban & Regional Planning Organizes Program in South Africa

Nicole Lamers

During the summer of 2002, six masters-level students traveled to Cape Town, South Africa for a course designed and organized by Dr. Faranak Miraftab and her department, Urban and Regional Planning. The course, "Neoliberalism, Cities, and Privatization of Basic Services: Case Studies from South Africa," examined the global trend of privatization in cities. The case studies involved were designed to foster an abstract understanding of global neo-liberalism using concrete examples of the privatization of public spaces, transportation, waste and housing.

Each student pursued their research interests while in South Africa, and in mid November, they presented their studies in a forum organized by Dr. Miraftab. Lucas Cruse (urban planning) focused on "Privatization and Public Transportation." Transportation systems were an important component of apartheid-era segregation. Cruse illustrated the ways in which these systems have and have not improved under new conditions. Laurie Scott and Vishal Bhargava, both in urban planning, examined the ways in which apartheid-era segregation continues to be perpetuated through private entities called City Improvement Districts. In



Lucas Cruse, Shana Wills, Vishal Bhargava, and Hemel Vasavada at Cape Point

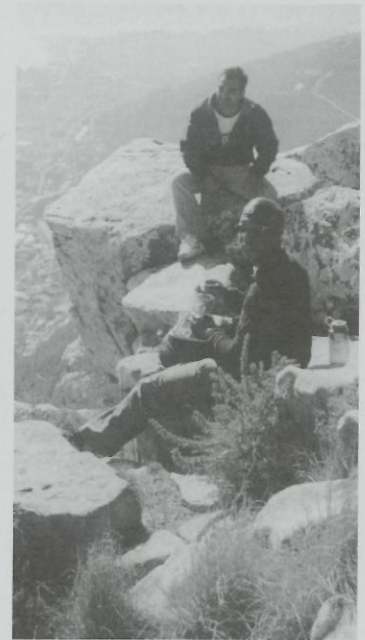
brief, these entities involve situations where people in wealthier areas join together to establish rules and regulations that limit the citizens' ability to actively participate in certain business districts.

Nicole Lamers (African studies) looked at the rhetoric of 'gender empowerment,' especially in waste management schemes. She found that in Khayelitsha, a Cape Town township, low-income women are heavily recruited into waste management initiatives on the premise that waste management offers business opportunities. Instead, women report these small businesses are unsustainable and their volunteer labor is often sought. Shana Wills (African studies) focused on a social movement called the 'Anti-Eviction Campaign' to show

some of the ways that residents are resisting unjust policies, which aim to privatize the distribution of services and housing delivery.

Each of these projects was carefully chosen to demonstrate a specific trend of what is happening not only in Cape Town but in most cities around the world, including the US, where neo-liberal policies are pushing for more extensive privatization efforts. When combined, these brief glimpses into various policy changes give an overview of how these different systems of privatization affect and support one another.

Beyond the focus on cities, Hemal Vasavada (advertising) and Nicole Lamers (African studies) worked together on a project with Prof. Ken Salo (natural resources and environ-



Laurie Scott and Vishal Bhargava on Lion's Head overlooking Cape Town

mental sciences) to examine the effects of changes in fishing policies, induced by global trends of resource privatization, on local fishing communities as well as on larger company culture.

None of these projects would have been possible without the generous support and guidance of John Pape and others at the International Labour Resource and Information Group in Cape Town. We are also indebted to Leanne Fredericks of the Homeless People's Federation, who served as our tireless guide and friend throughout our stay.

on eco-tourism, agribusiness and food processing, telecommunications and information technology, biodiversity and infrastructure development. The UNDP representative in Malawi, Dr. Kodjo Asiedu, delivered the keynote address focusing on the benefits of NEPAD and AGOA. Funds from the US Department of Education brought two academics to the workshop and enabled graduate students from Champaign-Urbana to attend the workshop. The academics included: Dr. Emmanuel Nnadozie, Professor of Economics at Truman State University, who presented on the economic potentials and business climate in Africa, and Dr. Peter Dieke,

Strathelyde Business School at University of Strathelyde, who spoke about eco-tourism in Africa.

The next business conference is already being planned. The Center is collaborating with U of I units (CIBER, International Trade Center) and with Chicago State University, Support a Child International, and the UI Chicago. It will be held on April 28-29th at the U of I Chicago campus, and US Representative Danny Davis will deliver the keynote address. The subjects for plenary and breakout sessions will include: finance, industry, IT, health, and agro-processing.



## African Studies Takes Teachers to Ghana

With the goal of expanding the K-12 curriculum to include more on Africa, Jamie McGowan (African studies) and Kwaku Larbi Korang (English) organized an educational program in Ghana for 12 teachers and advanced education students. The month-long program was supported by the U.S. Department of Education's Fulbright-Hays Group Projects Abroad (GPA), and the University of Cape Coast collaborated with the Center to make the program a success.

The participants included teachers mostly from area schools and the Midwest but also from as far away as California and North Carolina. There was considerable breadth in the teachers' subject-areas, too. They teach agriculture, art, economics, environmental sciences, government, geography, history, literature, psychology, reading, sociology, social studies, technology, and

world cultures. This range of subject areas worked well with the program's design and the focus on area studies.

Before departing for Ghana, the Center and the International High School Program supported a pre-departure workshop and the development of reading materials and resources for the participants. The workshop dealt with curriculum development, design and topics; library resources; and cultural and social issues in Ghana. A roundtable discussion with African studies faculty, Ghanaian graduate students, and a student who had recently studied abroad in Ghana was one of the most rewarding aspects of this workshop, and the discussions sparked a palpable excitement amongst the group about the upcoming program.

In Ghana, Dr. Kwadwo Opoku-Agyemang and Ms. Catherine Boison with the Office of International Programmes at



**Prof. Ablade Glover, Artist Alliance, lectures on African art to visiting U.S. teachers**

the University of Cape Coast provided invaluable support for the program. They provided direction and feedback on the GPA proposal's development, and during the teachers' stay, they arranged with 15 of Cape Coast's faculty members to provide the group with daily language training in Fante and lectures about topics such as the slave trade, Pan Africanism, gender issues, kente and other textile arts forms, Ghanaian music and its connections to the music in the African diaspora, and so on. While in Accra and Kumasi, the teachers had lectures and programs provided by professors with the University of Ghana and University of Science and Technology. Beyond the universities, the group benefited from lectures and tours led by scholars, professionals, and area experts at the Artist's Alliance, the Aburi Botanical Gardens, the Akosombo Dam and Buie Port, W.E.B. DuBois Center, Bolgatanga Cultural Center, the Third World Network, Gender Studies and Human Rights

Documentation Centre, and the Federation of Women Lawyers. In traveling to northern Ghana, the group met up with Jean Allman (history). Jean arranged for the teachers to spend the day in a rural community, visit a religious shrine, participate in music and dancing, and get a better sense of farmers' lifestyles and their communities. This day was certainly a highlight of the program.

Now back in the US, the teachers are integrating what they learned into new curriculum units. The lectures, field trips, and opportunity to purchase unique texts and items from Ghana has enabled each of them to create new and innovative approaches to teaching African studies in their classrooms. In the coming year, we expect to collect and refine all the new units and make them widely available to other teachers.



**The Ghana GPA group visited Aburi Gardens, where Albert Mensah lectured on the garden's history and medicinal plants**



# The Center for African Studies warmly welcomes new faculty, staff and students

## NEW FACULTY AND STAFF



**Jonathan Allen** was appointed in 2001 as Assistant Professor in the Department of Political Science, having

completed his M.A. and Ph.D. at Princeton University, as well as having received master's degrees at both McGill University and Rand Afrikaans University. His research merges his interests in political science and philosophy, in which he holds a masters; his work explores theories of social criticism; liberalism and its critics, and justice, moral values, and unity in democratic transition.

His research on Africa has focused largely on South Africa. His work in the early 90's explores liberalism and the relevance of U.S. debates in the re-conceiving of liberalism in South Africa. Later, he studied the independent churches in South Africa, as a form of 'homegrown democracy,' and their role in the 1994 elections. Currently, he is working on a book on the Truth and Reconciliation Commissions in South Africa, in which he examines the compromise between unity and justice.



**Liora Bresler**, Professor in the Department of Curriculum and Instruction, joined the University of Illinois in 1987.

She did her graduate training in education at Stanford University, and she also completed a master's and her undergraduate studies at Tel Aviv University, Israel. Her work has focused both on the arts in education and qualitative research methodologies, and she weaves an international dimension into her research and teaching.

Her interest in Africa developed in part through her interactions with graduate students as well as colleagues from Africa. She notes that the study of Africa has been glaringly absent from much of the work being done in international education, and she has made a point of becoming a learner, especially regarding arts education policy in Africa. She has recently guest edited a volume of *Arts Education Policy Review* which published articles from a Symposium on Arts Education Policy in Africa. She has also been involved with initiatives at the Center for African Studies, including a workshop for teachers traveling to Ghana on the Fulbright-Hays Group Projects Abroad (see p.12).



**Michael W. Conner** is the new Curator of Collections at the Krannert Museum of

Art. His academic expertise is the art of Africa, Oceania, and Pre-Columbian South America. He was raised and educated in Africa and Europe. He studied psychology, religion and art history at Wichita State, and then ceramics

and Nigerian art at the University of Ile-Ife. He completed his advanced degrees under the supervision of the late Roy Sieber in Bloomington, Indiana. His Fulbright dissertation research was conducted on the Zulu of South Africa and the Ngoni of Malawi.

He has taught at Ohio University and has helped install several prominent collections of African art, including the Eiteljorg Collection at the Indianapolis Museum of Art. He is particularly interested in digital media and created the first interactive CD-ROMs and websites in his field. Dr. Conner is an editor of the H-Museum Listserv. He is both founder (1995-) and moderator of H-AfrArts, co-sponsored by ACASA and H-Net. Most recently, Michael pioneered (as Curator, Associate Professor, and assistant Director) a new graduate program in Museum Studies at Southern University, New Orleans.



**Patrick Keenan** joined the College of Law in 2001 as a Visiting Assistant Professor, having com-

pleted his J.D. at Yale University, where he was an editor of the *Yale Journal of International Law*. After law school, he served as a clerk to Judge Myron H. Thompson in Alabama, and for five years, he worked with the Southern Center for Human Rights in Atlanta, litigating death penalty cases in Georgia and Alabama.

He became interested in Africa as a child and his interests were fortified by his studies with Dr. Pearl Robinson, while an undergraduate at Tufts University. He worked in the Democratic Republic of Congo as a Peace Corps Volunteer, and after

traveling to Togo, Benin and Ghana in 2000, his interest in Africa was rekindled. He came to the U of I to create the International Human Rights Law Clinic, the focus of which has been on projects in and affecting Africa (see p.2).



**Daria Roithmayr** received her B.S. degree from University of California, Los Angeles, and she received

her J.D. *magna cum laude* in 1990 from Georgetown University. After graduation she clerked for Judge Marvin J. Garbis, on the US District Court for the District of Maryland. She twice served as special counsel for Senator Edward Kennedy on the Senate Judiciary Committee, advising him on the nominations of Justice David Souter and Justice Clarence Thomas.

In 2000, Professor Roithmayr published her article, "Barriers to Entry: A Market Lock-In Model of Discrimination" in the *Virginia Law Review*. In 2001, she published an essay entitled "Left(over) Rights" in the *Cardozo Law Review*, and a longer version of the essay was published in a volume of *Law, Text and Culture* (A. Sarat and P. Pether, editors). In addition, Roithmayr's essay, "Direct Measures: An Alternative Form of Law School Affirmative Action," was published by the *Michigan Journal of Race and Law* in 2001. In 2001-02, Roithmayr spent the academic year as a visitor at the University of Pretoria, South Africa, teaching Critical Race Theory and completing a research project on racial inequalities in public school funding.

**Dana Rush**, Assistant Professor of Art History, arrived at the U of I this fall - having been a



postdoctoral fellow and visiting assistant professor at the University of Michigan, Ann Arbor. She completed her graduate studies at the University of Iowa in 1997.

She has conducted research in Benin and Togo that will culminate in a manuscript (in process) tentatively titled: *Eternal Vodun: Strategic Creativity in Transatlantic Art and Thought*. She has been awarded numerous fellowships and grants including Fulbright, SSRC, and a J. Paul Getty Postdoctoral Fellowship. She has published articles on topics ranging from contemporary Vodun art to Afro-Hinduism in Vodun art and thought. Rush also has an interest in comparative work in Haiti and Brazil and will be going to Cuba in the spring.



**Fanon Che Wilkins** is an Assistant Professor of History and Afro-American Studies and Research

Center. He completed a Ph.D. at New York University in 2001 where his major field of study was the African diaspora. Wilkins' research interests concern the transnational and transcontinental dimensions of black radicalism during the post-World War II period, specifically the long 1960s. Currently he is completing a manuscript tentatively entitled: *Freedom Was In The Air: Black Radicals, Africa, and the Global Search for Black Power, 1957-1976*.



**Assata Zerai** is an Associate Professor of Sociology and Afro-American Studies and Research. She

was formerly Associate Professor at Syracuse University. Her scholarship focuses on the ways that race, class and gender as interlocking spheres of domination and resistance are reflected in maternal and child health as well as women's health activism. Assata's current research addresses how antidrug laws and policy limit choices for women who have a cocaine-involved past and adaptive strategies of such women and their families, including grandparenting. Her recent publications include "Making a Way Outta No Way":

Grandparenting Cocaine Exposed Grandchildren" in *Care Work: Gender, Labor and the Welfare State* (M. Harrington Meyer, ed. 2000); "Agents of Knowledge and Action: Selected Africana Scholars and their Contributions to the Understanding of Race, Class and Gender Intersectionality" in *Cultural Dynamics* (2000); and "Maternal Cocaine Use and Barriers to Prenatal Care: How the Intersection of Race, Class and Gender Creates Hostile Environments for African American Women" in *Race, Gender and Class: An Interdisciplinary and Multicultural Journal* (1999). Assata coauthored *Dehumanizing Discourse, Policy and Anti-Drug Law in America: A "Crack Mother's" Nightmare* with Rae Banks; it was released by Ashgate Publishing in 2002. Her current work is on grandparenting cocaine exposed grandchildren, sexual politics of HIV-avoidance in Nigeria, social stigma and health seeking behavior related to HIV in Nigeria, women and anti-war/peace work, and race/class/gender/sexuality intersectional research and global Africana feminisms.

## WELCOME TO NEW STUDENTS

We are pleased to welcome two new students into the MA program in African studies this year. **Adrienne Pickett** graduated from University of Illinois at Chicago with a BA in Art History. She is a FLAS recipient and serves on the African Studies Advisory Board. **Eliza Johannes** completed undergraduate work at Evergreen State College with a BA in African/Culture Studies. She holds a FLAS fellowship and is a TA for the African studies course, "Economics Systems in Africa." We are excited about the strengths that these students bring to the program and together with our dedicated faculty and returning students we look forward to another productive and exciting year.

## Awards and Fellowships Granted by the Center for African Studies

We extend our congratulations to all the recipients of the 2002/2003 Foreign Language and Area Studies fellowships:

Name	Department	Language of Study
Aimee Alnet	Linguistics	Kiswahili
Fatima Belghiti	Comparative literature	Arabic
Tage Biswal	African studies	Arabic
Kevin Etienne-Cummings	African studies	Kiswahili
Deborah Hughes	History	Arabic
Eliza (Mary) Johannes	African studies	Zulu
Rakhmatou Kane	Educational Policy Studies	Arabic
Anita Keller	African studies	Kiswahili
Nicole Lamers	African studies	Bamana
Heidi Lorimor	Linguistics	Arabic
April Loving	African studies	Kiswahili
Adrienne Pickett	African studies	Wolof
Jason Ritchie	Anthropology	Kiswahili
Shana Wills	African studies	Kiswahili



## Teachers Ranked as Excellent by their Students, Fall 2001-Summer 2002

An asterisk designates instructors ranked as outstanding by their students.

Evelyn Accad	FR 210
Gifty Ako-Adounvo	EOL 199
Jean Allman*	HIST 296, 325
Tom Bassett	GEOG 495
Abbas Benmamoun	LING 401
Jeffrey Bosworth	POL S 241
Merle Bowen	POL S 345
Liora Bresler*	C&I 407, 409, 490
John Cheeseman	PLBIO 341
Patricia Clark	HIST 177
Fatou Coulibaly	AFRST 202, LING 201
Don Crummey*	HIST 298, 386
Rob Daniels	GEOG 102
Leon Dash	JOURN 380
Ollie Watts Davis*	MUSIC 261
Vivian Dzokoto	EO 199
Jennifer Ely	GEOG 101
Hadi Esfahani	ECON 427, 452; MBA 403
Stacy Fifer*	FR 210
Alain Fresco	FR 379
Kellie Glasscock	ANTH 102
Alma Gottlieb	ANTH 450
Adam Hall	GEOG 101
Tholani Hlongwa*	LING 351
Ben Juday	GEOG 101, 110
Ibulaimu Kakoma	VP 369
Michael Klotzsky*	ENGL 285
Kwaku Korang	AFRST 210
Wembo Lombela*	AFRST 314
Ania Loomba	ENGL 298
Zine Magubane	SOC 400
Mustafa Mughazy*	LING 210, 211
H. Adlai Murdoch	AFRO 300, FR 134
Ngamboko Muzinga*	LING 313
Jan Pieterse-Nederveen	SOC 296, 482
Fallou Ngom*	FR 106, LING 241
Margaret Njeru	LING 231, 232
Cynthia Oliver*	DANCE 100, 264, 360, 451
Elizabeth Radziszewski	POL S 241
Peter Rudloff	POL S 241
Ahmed Salem	ARAB 303
Mouna Sari*	LING 201, 202, 225
Mahir Saul	ANTH 398
Angela Shand	ANTH 103
Sarina Singhi	LING 303, 304
Zohreh Sullivan	ENGL 274
Abderrahmane Zouhir*	LING 201, 202

## Dissertations and Theses on Africa, 2001-2002

The following list represents many of the theses and dissertations written on Africa by U of I students in the past year. Congratulations to everyone!

### Boatema Boateng, Communications, PhD

African Culture in the Global Marketplace: The Case of Folklore and Intellectual Property in Ghana

### Martine Boumtje, French, PhD

L'illusion dans le Cinéma de L'Afrique Noire Francophone; une Lecture de la Vie est Belle, le Franc, Saaraba et Touki-Bouki

### Patricia Clark, History, PhD

The Politics of Information: Libraries and Librarianship in the Western Cape, South Africa, 1930s-1960s

### Vivian Dzokoto, Psychology, AM

Happiness and Health in Ghanaian Adult Workers

### Stephen Hill, Music, PhD

Machini Kubwa!: Group Dancing, Politics, and Modernity in Umatengo, Tanzania

### Michelle Johnson, Anthropology, PhD

Being Mandinga, Being Muslim: Transnational Debates on Personhood and Religious Identity in Guinea-Bissau and Portugal

### Flora L. Kessy, Agricultural and Consumer Economics, PhD

The Role of Quality of Care in the Demand for Family Planning Services in Tanzania

### Maxim Matusevich, History, PhD

No Easy Row for the Russian Hoe: Ideology and Pragmatism in Nigerian-Soviet relations, 1960-1991

### Fallou Ngom, French, PhD

Lexical Borrowings as Sociolinguistic Variables in Saint-Louis, Senegal

### Moses Oketch, Educational Policy Studies, PhD

Human Resource Development and Africa's Economic Growth: Perspectives for Policy Planning in Kenya

### Nicolas R. Pederson, Nuclear Engineering, MS

The French Desire for Uranium and its effects on French Foreign policy in Africa

### Amber Stott, African Studies, AM

Smiling on Postcards, Wielding Spears in Brochures: Gendered Zulu Images in Tourism and the Media

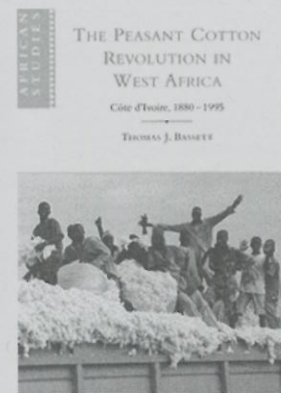
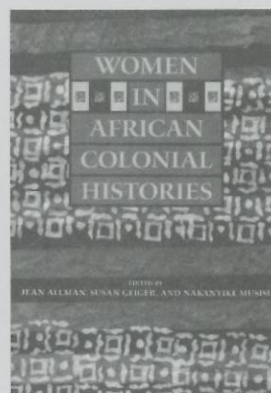
### Ibrahima Wade, French, PhD

Les Formes Du Dualisme Littéraire et Socio-Culturel en Afrique



# From the Bookshelf

African studies proudly boasts of the caliber and productivity of its core and affiliate faculty, students and alumni. The following publications certainly demonstrate these strengths.



## The Wounded Breast: Intimate Journeys Through Cancer

By Evelynne Accad  
(Spinifex Press, 2001)

This is a rare multicultural perspective on disease, particularly cancer, in which the author takes on a journey through the medical establishments, cultural taboos, gender-tagged attitudes and personal stories of different civilizations. It could also be defined as a quest on how human logic relates to illness. The writing itself blends the diary, personal letters, poems and songs with excerpts from some of the foremost authorities in cancer research, producing an effect upon the reader akin to that which she experienced herself, as she moved back and forth between the emotional and physical shock of the cancer experience and the objective scientific data she uncovered.

She begins to find cancer everywhere in her physical environment: friends, relatives and people she has never met—some die. She finds a depth of friendship and support that she had never expected including

that of her close companion. While writing her book she sent sections of it to friends, who commented on the text. These honest responses to her story add a further dimension.

The structure and content of the book are informed by her deep commitment to women, men, ecology, and peace issues. As part of the journey she reads many books on the environment and cancer. Although she lives in the USA and France, the book takes the reader on physical journeys to many other cities including Paris, Tunis and Beirut.

Evelynne Accad learns that even in remission you have to live with cancer every day.

## Women in African Colonial Histories

Edited by Jean Allman (history), S. Geiger, and N. Musisi  
Indiana University Press, 2002.

This text explores the lives of African women, both black and white, in their diverse encounters with colonialism. How did African women negotiate the complex political, economic, and social forces of colonialism in their daily lives? How did they make meaningful lives for

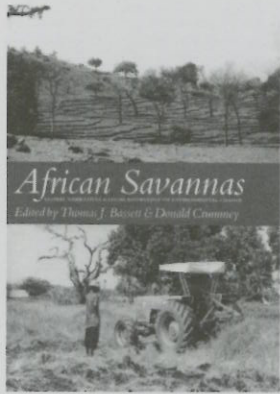
themselves in a world that challenged fundamental notions of work, sexuality, marriage, motherhood, and family? By considering the lives of ordinary African women—farmers, queen mothers, midwives, urban dwellers, migrants, and political leaders—in the context of particular colonial conditions at specific places and times, *Women in African Colonial Histories* challenges the notion of a homogeneous "African women's experience." While recognizing the inherent violence and brutality of the colonial encounter, the essays in this lively volume show that African women were not simply the hapless victims of European political rule. Innovative use of primary sources, including life histories, oral narratives, court cases, newspapers, colonial archives, and physical evidence, attests that African women's experiences defy static representation. Readers at all levels will find this an important contribution to ongoing debates in African women's history and African colonial history.

## The Peasant Cotton Revolution in West Africa: Côte d'Ivoire, 1880-1995

By Thomas J. Bassett (geography)  
Cambridge University Press, 2001

The literature on Africa is dominated by accounts of crisis, doom and gloom, but the book presents one of the few long-running success stories. Bassett tells an unusual story of the growth of the cotton economy of West Africa, where change was brought about by tens of thousands of small-scale peasant farmers. While the introduction of new strains of cotton in French West Africa was in part a result of agronomic research by French scientists, supported by an unusually efficient marketing structure, this is not a case of triumphant top-down 'planification'. Employing the case of Côte d'Ivoire, Bassett shows agricultural intensification to result from the cumulative effect of decades of incremental changes in farming techniques and social organization. A significant contribution to the literature, the book demonstrates the need to consider the local and temporal dimensions of agricultural innovations. It brings into question many key assumptions that have influenced development policies during the twentieth century



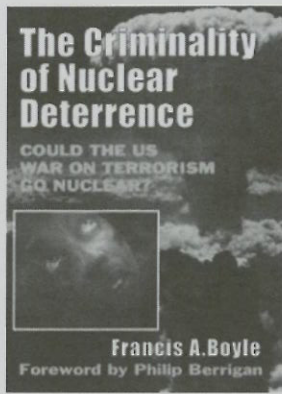


### African Savannas: Global Narratives and Local Knowledge of Environmental Change

Edited by Thomas J. Bassett (geography) and Donald Crummey (history)  
James Currey and Heinemann, 2003

African farmers and herders modify landscapes in far more subtle and unexpected ways than commonly depicted in environment and development debates. The contributors to this book give a high value to their knowledge, experience and innovative practices. They assert that knowledge of Africa's savanna environments can be established and measured, particularly when based on the knowledge of Africa's land users. The contributors collectively argue that policy must be more critical of received ideas and global narratives. Policy must be more open to local knowledge and to the political ecological dynamics of environmental change.

This volume is timely in light of the extraordinary amount of environmental planning taking place in Africa today. Many of the chapters point to striking continuities between colonial-era and contemporary conservative policies. The collection affirms the value of scholarship organized around environmental

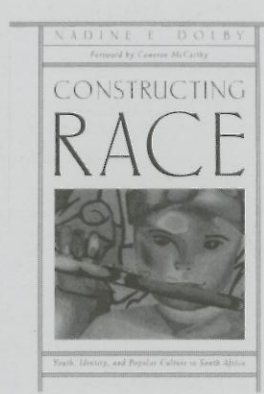


issues and demonstrates the value of collaborative research across the biophysical and social sciences. The authors utilize a wide range of methodologies to measure landscape change, to demonstrate the importance of the past, and to illuminate contemporary political ecological dynamics.

### The Criminality of Nuclear Deterrence

By Francis A. Boyle (law)  
Clarity Press, 2002

As the U.S. War on Terrorism hurtles into uncharted waters, challenging accepted norms of international law and setting a pattern for peremptory state behavior, could a nuclear strike against a non-nuclear "rogue state" become an American option? Could conflicts between other nuclear states such as India and Pakistan go nuclear? Francis A. Boyle's book *The Criminality of Nuclear Deterrence* provides a succinct and detailed guide to understanding the arms race from Hiroshima/ Nagasaki through the SALT I, SALT II, ABM and START efforts at arms control, to Star Wars/National Missile Defense, U.S. unilateral abrogation of the ABM Treaty, and events in Afghanistan and beyond. It clarifies the relevant international law, from the Hague Conventions through the Nuremberg Principles to the recent World Court Advisory



Opinion, as well as tracing contradictions in and contraventions of domestic guidelines established in the U.S. Army Field Manual of 1956 on *The Law of Land Warfare*, which remains the official primer for U.S. military personnel concerning the laws of war to which they must regard themselves as subject.

### Research in International Education: Experience, Theory, and Practice Series

Edited by Liora Bresler (curriculum and instruction) and A. Ardichvili  
Peter Lang Publishing, 2002

The international dimension of research in education signals a paradigm shift in thinking about educational research in general. This collection of essays by a group of prominent scholars in several fields, including human resource education, early childhood, educational evaluation, interpretive research, arts education, anthropology, and philosophy of education, is a cutting-edge publication that defines new theoretical and methodological directions in international education research. *Research in International Educa-*

*tion* consists of both conceptual chapters and chapters based on empirical work that together address methodological/ theoretical issues involved in international education research, contexts of research, and research in informal and formal settings.

### Constructing Race: Youth, Identity, and Popular Culture in South Africa

By Nadine E. Dolby (curriculum & instruction, PhD '98)  
SUNY Press, 2001

For modern urban South African youth, the concept of "race" persists and falters. As apartheid crumbled in South Africa, racial identity was thrown into question. Based on a year-long ethnographic study of a multiracial high school in Durban, this book explores how youth make meaning of the still powerful, yet changing, idea of race. In a world saturated with media images and global commodities, fashion and music become charged, polarized racial identifiers. As youth engage with this world, race simultaneously persists and falters, providing us with a glimpse into the future of race both within South Africa and throughout urban youth cultures worldwide.



## From the Bookshelf, continued

### RETHINKING HUMAN RIGHTS FOR THE NEW MILLENNIUM



A. BELDEN FIELDS

#### Rethinking Human Rights For the New Millennium

By A. Belden Fields (political  
science)

Palgrave Macmillan, 2002

A. Belden Fields invites people to think more deeply about human rights in this book in an attempt to overcome many of the traditional arguments in the human rights literature. He argues that human rights should be reconceptualized in a holistic way to combine philosophical, historical, and empirical-practical dimensions. Human rights are viewed not as a set of universal abstractions but rather as a set of past and ongoing social practices rooted in the claims and struggles of peoples against what they consider to be political, economic, or social domination. By aptly showing how a people's fight for recognition is often closely tied to rights claims, Fields argues that these connections to identity can help bridge the gulf between universalistic and cultural relativistic arguments in the human rights debate.

#### African Art from Four Regions: Masks, Sculpture, and Ceremonial Objects from the Western Sudan, the Guinea Coast, Equatorial Africa, and the Congo Basin

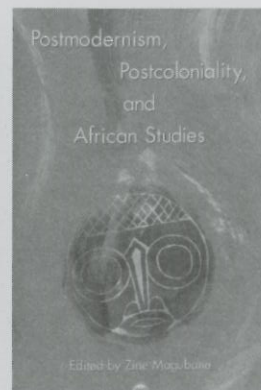
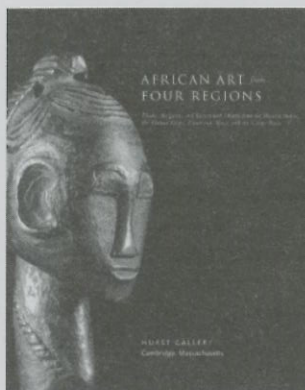
By Nicole A. Hawkes (African  
studies, A.M. '00)

Hurst Gallery, 2002

The visual arts of Africa are characterized by enormous diversity, reflecting the variety of cultures, people, languages, and environments that comprise this giant continent. Striving to make organizational sense of a group of objects that includes the creative works of many unnamed artists, the cultural expressions of geographically distinct peoples, as well as the artistic visions of several different collectors, is a challenging task.

The desire to represent and celebrate the artistic diversity of Africa by illustrating works from every region was difficult to suppress, but would have been even more difficult to fulfill. Rather than searching for objects that would, at the most superficial level, constitute a continental survey of the richness of African artistry, the focus instead became the illumination of the cultural contexts, stylistic features and symbolic power of the seemingly disparate works that Hurst Gallery was fortunate to have.

What emerged is *African Art from Four Regions*, a selection of objects that originate from the



Atlantic coast in Liberia to the eastern forests of the Democratic Republic of the Congo. The catalogue takes a geographic approach, grouping the objects by style regions. These regions, though not defined by political boundaries, are conceptually useful in understanding how art is created and employed in various ritual, social, and political contexts. The style regions are generalizations that acknowledge, and in fact encourage exceptions to their definitions. These exceptions invite discussion and comparison, and further our understanding of how art is created and used among various African peoples.

#### Postmodernism, Postcoloniality, and the Study of Africa

Edited by Zine Magubane  
(sociology)

Africa World Press, 2002

When Kwame Appiah asked the question whether "post" in "postcolonial" was the "post" in "postmodern," he challenged the theoretical tenets of both postmodernism and postcolonial studies and opened up a space for a dialogue, which, unfortunately, only a handful of scholars have continued. This volume represents an attempt by Africanist scholars to intervene and change the course of current debates, which are being carried

out with little or no thought to their applicability or relevance to African studies.

The purpose of this study is not merely to present an "African" version of postcolonial studies or postmodernism or to "Africanize" the content and theory. Rather it aims to re-situate these concepts and debates, which are at risk of being colonized by American and European academic provincialism.

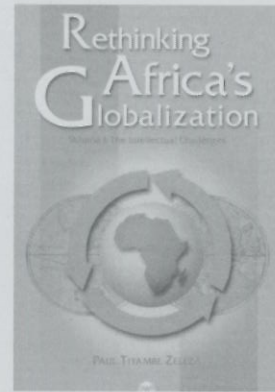
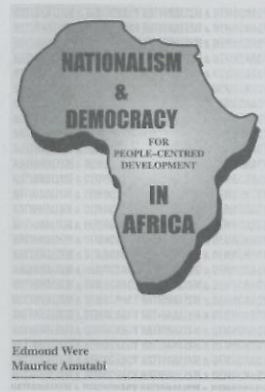
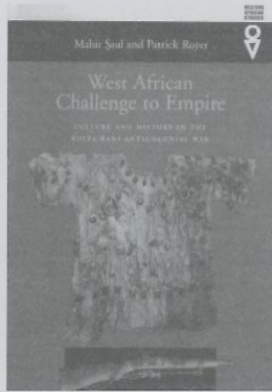
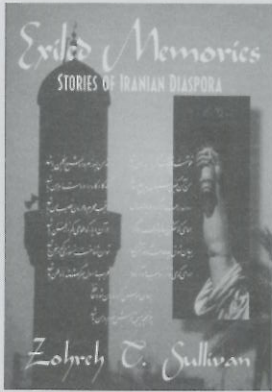
This collection considers perspectives from West, South, and East Africa as well as the Caribbean. It approaches current debates from the disciplinary perspectives of anthropology, history, linguistics, literature, philosophy, and sociology – while dealing with a diverse range of issues including gender, race, ethnicity and identity.

#### Gender, Identity, and Performance: Understanding Swahili Cultural Realities Through Song

By Mwenda Ntarangwi (anthro-  
pology PhD '98)  
Africa World Press, 2002

This book analyzes the intersection between gender and identity within popular performance of the Swahili people of Mombasa. Juxtaposing cultural norms with everyday practices, Ntarangwi explores how gender and identity are practiced, constructed,





mobilized, and contested through popular musical expressions known as *taarah*.

By carefully examining the revelation and reconstitution of masculinities and femininities within these expressions, Ntarangwi raises questions of critical importance to the study of gender and identity and convincingly argues that while gender may be an important means of forming social identities, it can also be used to analyze various social-cultural realities and practices of a people. It can also reshape conceptual categories and intellectual theories of everyday experiences.

Weaving a creative tapestry of contemporary life in an African urban community, this book brings together theoretical trends in anthropology, ethnomusicology, performance studies, and gender studies.

### Exiled Memories: Stories of Iranian Diaspora

By Zohreh T. Sullivan (English)  
Temple University Press, 2001

This book offers a collection of powerful testimonies and narratives by Iranians displaced by revolutionary turmoil in their homeland. Iranians of all ages and backgrounds scattered through the United States remember their Iranian pasts and the struggle to reconcile those pasts with their American presents. Using fragments of her

own story of migration as frame for her collected stories, Zohreh Sullivan describes this book as "a work of memory and history" that remembers what she and others have forgotten. The people in these stories include the granddaughter of the only theologian to be executed in the Constitutional Revolution; a Jewish journalist who was "cleansed" out of her job; Kurds and Azaris, filmmakers, journalists, academicians, and many women who returned to fight for a revolution that many thought was "hijacked" by the hard right. The stories form a tapestry in which threads of memory interlace with the knots of a new culture.

### West African Challenge to Empire: Culture and History in the Volta-Bani Anticolonial War

By Mahir Saul (anthropology) and Patrick Royer (anthropology, PhD '96)  
James Currey and Ohio University Press, 2001

This book examines the anticolonial war in the Volta and Bani region in 1915-16. It was the largest challenge that the French ever faced in their West African colonial empire, and one of the largest armed oppositions to colonialism anywhere in Africa. How such a movement could be organized in the face of European technological superiority

despite the fact that this region is generally described as having consisted of rival villages and descent groups is a puzzle. In this jointly written book the two authors provide a detailed political and military history of this event based on archival research and ethnographic fieldwork. Using cultural and sociological analysis, it probes the origins of the movement, its internal organization, its strategy, and the reasons for its initial success and why it spread.

### Nationalism & Democracy for People-Centred Development in Africa

By E. Were and Maurice Amutabi (history)  
Moi University Press, 2000

This book has evolved out of a complex process embracing academic discourses in university lecture and seminar rooms. In seven chapters, the book covers development issues and their relationship to democratization, especially in Africa. The authors have defined succinctly the concepts of nationalism, patriotism and national development and examined the origins of nationalism and direct democracy in the Greek city-states. It is recommended to students undertaking undergraduate courses in development studies. It is also handy for scholars undertaking introductory courses in the humanities and those who seek knowledge

about the concept and application of nationalism in a people-centred development context.

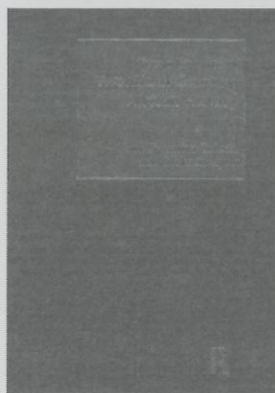
### Rethinking Africa's Globalization. Volume 1: The Intellectual Challenges

By Paul Tiyaambe Zeleza (African studies, history)  
Africa World Press, 2003

This book provides a powerful and probing critique of the myths, meanings, promises, and perils of globalization, postcoloniality, and other currently popular discourses by interrogating their implications for Africa and African studies. It challenges misrepresentations and misappropriations of Africa in academic texts and in the popular media and reaffirms the importance of progressive nationalism, Pan-Africanism, and internationalism for Africa's reconstruction, a project in which universities and African intellectuals—including those in the North—have a critical role to play in promoting productive trans-national literacy and conversations across the Atlantic.

Erudite, interdisciplinary, and compelling, this book offers incisive reflections on the enduring questions of African development, democracy, and self-determination, and it emphasizes the importance of education and radical scholarship in meeting the daunting challenges of the new century.

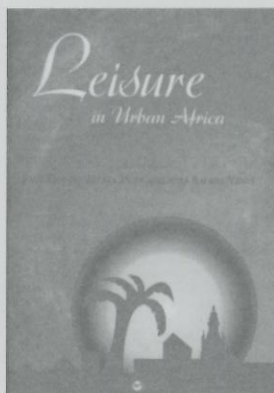




### Encyclopedia of Twentieth-Century African History

Edited by Paul Tiyambe Zeleza (African studies, history) and D. Eyoh  
Routledge, 2003

The first reference work to present a comprehensive overview of twentieth century African history, this authoritative resource explores the events of the past century and shows how the African polities, states, societies, economies, environments, cultures, and arts were transformed during this tumultuous period. Overseen by a diverse and distinguished international team of consultant editors, the encyclopedia combines essential factual description with expert evaluation and analysis, tracing patterns across the continent as a whole, as well as within particular regions and countries. It sheds light not only on events themselves, but also the forces behind the changes that have shaped Africa's history over the past 100 years and the resulting impact on the peoples of Africa. With full indexes, a thematic entry list, this new volume is an invaluable resource for students and specialists alike.



### Leisure in Urban Africa

Edited by Paul Tiyambe Zeleza (African studies, history) and Cassandra R. Veney  
Africa World Press, 2003

In this fascinating study, an interdisciplinary team of scholars reflect on the complex conceptions, creation, and consumption of leisure in African cities from the nineteenth century to the present. Collectively, they bring together often unconnected modes of analysis, research, and debate on leisure in African studies and draw intriguing comparisons with leisure studies in Western Europe and North America.

Combining sophisticated theoretical critiques, masterly historiographical surveys, and rich empirical analyses, the various chapters poignantly capture the meanings, styles and symbols of leisure, as it is molded and marked by the spatial, temporal, and social particularities of place, time and society, of geography, history, and social structure, including the inscriptions of class, status, gender, and other social markers. Leisure is both about the ordinariness and extraordinariness of daily life, poetry and prose to the pleasures and pressures, pain and pathos, promises and possibilities of effective and affective living. Covering leisure activities from

## Kudos to . . .

The 2002 Amaury Talbot Prize of the Royal Anthropological Institute was awarded to **Mahir Saul** (anthropology) and **Patrick Royer** (anthropology, PhD 1996) for their book *West African Challenge to Empire: Culture and History in the Volta-Bani Anticolonial War* (James Currey Books and Ohio University Press, 2001). The prize is awarded to the most valuable contribution to African anthropology.

Their book was listed as one of *Choice's Outstanding Academic Titles*. This list selects a subset from the thousands of books reviewed in the journal during the preceding year. The list was published in the January 2003 issue; the review of the book was published in the September 2002 issue. See p. 19 for more on their book.

The 2002 Conover-Porter Award was awarded to co-winners affiliated with the University of Illinois. The Africana Librarians Council of the African Studies Association gives the award based on excellence in Africana bibliography or reference work. **Tom Bassett** (geography) and **Yvette Scheven** (University library, emerita) received the Conover-Porter Award for their book, *Maps of Africa to 1900: A Checklist of Maps in Atlases and Geographical Journals in the Collections of the University of Illinois, Urbana-Champaign* (Board of Trustees of the University of Illinois, 2000). **David Bade** (library & information science, MLS 1992) won this prize for his *Books in African Languages in the Melville J. Herskovits Library of African Studies, Northwestern University: A Catalog* (Program of African Studies, Northwestern University, 2000).

The Council for the Anthropology of Reproduction of the American Anthropological Association awarded **Alma Gottlieb** (anthropology) and T. Buckley the prize of "Most Enduring and Influential Edited Collection" for their volume, *Blood Magic: The Anthropology of Menstruation* (University of California Press, 1998). The prize, the first such award to be offered by the Council, was awarded at the 2002 annual meeting of the American Anthropological Association.

The 2001 Phénix Prize for literature was awarded to **Evelyn Accad** for her book, *Voyages en Cancer* (L'Harmattan, Paris, Tunis, Beirut, 2000), a book that is now available in English (see p. 16 under *The Wounded Breast*). The award is for Franco-Lebanese literature and sponsored by the AUDI Bank of Lebanon.

football to music and dance, to making and watching films, videos and television in cities from Cairo to Cape Town, Dakar to Nairobi, and the traffic of cosmopolitan and transnational

leisure from abroad, including from the African diaspora, the book opens a new chapter in African social and cultural studies.



## FACULTY NEWS

**Evelyn Accad** (French) recently published "The Phallus of September Eleven," in *September 11, 2001: Feminist Perspectives* (eds. S. Hawthorne and B. Winters, Spinifex) and "Writing One's Life: Arab Francophone Women," in *Contemporary French Civilization* (Winter/Spring 2002). She also presented 12 papers at conferences and forums, which included giving the keynote address, "Words, Wars, Worlds: The Polemics of Narration," at an international conference in Cyprus, and talks and readings from *Wounding Words: A Woman's Journal in Tunisia* and *The Excised*, and "Individual Rebellion and the Context of Culture: Arab Women Writers" at a conference held in Stockholm.

While in Beirut on a Fulbright last semester, she taught a course on "Feminisms and the Post-Modern World," at the Lebanese American University while conducting research on women and giving several talks at various Universities in Lebanon.

She also participated in the Chicago Humanities Festival XIII, "Brains & Beauty," where she used a combination of original compositions for voice and guitar to explore issues related to being an Arab woman who has left her home in Lebanon, the subsequent war and exile in the United States. The show was later aired on television's Artbeat Channel 11. At Gilda's Club in Chicago, she participated in Breast Cancer Awareness month and gave a talk entitled, "Multi-Disciplinary Approaches to Cancer."

**Mark D. Alleyne** (communications research) has become a regular writer for *West Africa* magazine, published in London, and he will also be on the board of a new journal, *African Issues*.

With support from the Research Board, **Jean Allman** (history) spent the summer in Ghana, studying labor migration and changing religious beliefs in West Africa. She co-edited and introduced (with S. Geiger and N. Musisi), *Women in*

*African Colonial Histories* (Indiana University Press) and contributed an article on marriage and marrying in early colonial Asante to that same volume. She also published, "England Swings Like a Pendulum Do?": Africanist Reflections on Cannadine's Retro-Empire" in the *Journal of Colonialism and Colonial History*, edited by T. Ballantyne. Allman gave invited lectures at Rice and Northwestern Universities on "Nation, Gender and the Politics of Clothing in Nkrumah's Ghana" and served as a discussant at both the Berkshire Women's History Conference and the African Studies Association meeting. She also served on the ASA panel's committee for the 2002 meeting. Allman was appointed an Associate of the Center for Advanced Study for 2002-2003 and is using her semester away from teaching to complete a book manuscript on rituals, resistance and transmigration in West Africa. She continues to serve as co-editor of Heinemann's Social History of Africa series.

In 2002, **Eyamba G. Bokamba** (linguistics) published *African Language Program Development and Administration: A History and Guidelines for Future Programs* under the National African Languages Resource Center's series. He spent three months at the University of Wisconsin-Madison to team-teach in the NALRC's Summer 2002 Institute on "Professional development in African languages" and to write a Lingala first year textbook for college students. The book, *Tosolola Na Lingala* (Let us Speak Lingala), was commissioned by NALRC, and is currently undergoing review for publication. Bokamba is on sabbatical leave this academic year to complete one of his long-term projects in linguistics: a book entitled, *Multilingualism in Africa*.

**Alma Gottlieb** (anthropology) presented "Babies' Baths, Babies' Remembrances: A Beng Theory of Development, History and Memory," at the American Anthropological Association annual meeting. She also presented, "Birth or Rebirth? Religion, Labor, and

Postpartum Practices among the Beng of Côte d'Ivoire" in a seminar on Childbirth Practices in Context at the Institute of Social and Cultural Anthropology, Oxford University (UK).

**Valerie Hoffman** (religious studies) gave a paper entitled "Articulations of Ibadi Identity in Modern Oman and Zanzibar" at the meeting of the American Academy of Religion in Toronto, and the journal *Muslim World* has asked to publish this paper. She delivered "In His (Arab) Majesty's Service: A Somali Scholar in Nineteenth-Century Zanzibar," at the African Studies Association conference. She wrote: "Festivals and Commemorative Days," "Hospitality and Courtesy" and "Intercession" published in the second volume of the *Encyclopaedia of the Qur'an*. (E.J. Brill). She participated in "The Global Worlds of the Swahili: Intercultural Dialogue on the Indian Ocean" Conference, being held in Zanzibar, giving a paper about 'Abd al-'Aziz al-Amawi (1838-96).

**Alfred Kagan's** (University library) article, "The Growing Gap between the Information Rich and the Information Poor, Both Within Countries and Between Countries: A Composite Policy Paper" was published in *Libraries in the Information Society*, (ed. T.V. Ershova and Y. Hohlov; Munchen: K. G. Saur). He co-edited with C. Darch the Spring 2002 issue of the *ACAS Bulletin*, "The African Information Crisis." He also published, "Living in the Real World: A Decade of Progressive Librarianship in the USA and in International Library Organizations" in *Innovation: A Journal for Appropriate Librarianship and Information Work in Southern Africa*. He was elected Chair of Africana Librarians Council and appointed to International Relations Committee of the American Library Association.



Valerie Hoffman shaking hands with His Excellency, Amani Abeid Amani Karume, President of Zanzibar



Presenting at The Global Worlds of the Swahili Conference in Zanzibar

**Kwaku Larbi Korang** (English) and **Gifty Ako-Adounvo** (International Student Affairs) welcomed a new son into their family. Victor K. Larbi-Korang was born on Nov. 26.

On Nov. 24, **Zine Magubane** (sociology) and **Patrick McCabe** (MBA, 2000) became new parents to a son, Kieran Zazi McCabe.

A selection of Magubane's recent publications include her edited volume, described on p. 18, and the following chapters and articles: "Globalization and Social Policy in Post-Apartheid South Africa," in *Globalization and African Social Policy* (T. Aina ed., CODESRIA); "Call Me America: The Construction of Race, Identity, and History in Henry Louis Gates' Wonders of the African World," *Cultural Studies and Critical Methodologies*; "The Impact of African American Cultural



Practices on South Africa," In *Leisure in Urban Africa* (P.T. Zeleza and C.R. Veney, eds.; Africa World Press); "Mines, Minstrels, and Masculinity: Race, Class, Gender, and the Formation of the South African Working Class, 1870-1900," *Journal of Men's Studies*; and "Black Skin, White Masks: Black Masculinity in the Postmodern Age," *Men and Masculinities*.

**Adlai Murdoch** (French) published, "Postcolonial Peripheries Revisited: Chamoiseau's Rewriting of Francophone Culture" in *French Prose in 2000*, (M. Bishop and C. Elson, eds; Rodopi.). He also published book reviews of *An Introduction to Caribbean Francophone Writing*, of *Caribbeana: An Anthology of English Literature of the West Indies 1657-1777*; and of *L'esclave fugitif dans la littérature antillaise* in issues of *Research in African Literatures*. He reviewed: *Countermodernism and Francophone Literary Culture: The Game of Slipknot in L'Esprit Créateur* and *Caliban's Reason: Introducing Afro-Caribbean Philosophy in SubStance*. He presented, "(Re)Turning to the Metropole: Identity and Performance in the Caribbean Diaspora" at the African Literature Association's annual meeting. Murdoch was elected to the Advisory Committee, Unit for Criticism and Theory.

For 2002, **Jan Nederveen Pieterse's** (sociology) publications include 23 articles and chapters; among them are: "Globalization at War: War on Terrorism," *International Journal of Peace Studies*; "Global Inequality: Bringing Politics Back In," *Third World Quarterly*; "Globalization, Kitsch and Conflict: Technologies of Work, War and Politics," *Review of International Political Economy*; "Social Capital and Migration: Beyond Ethnic Economies," *Ethnicities*; "Islam Under the Shadow of the World Trade Centre: An Alternative Globalism" in A. Karam (ed.), *Transnational Political Islam* (Pluto); "The Case of Multiculturalism: Kaleidoscopic and Long-Term Views," in P. Ahluwalia and A. Zegeye (eds) *Race, Europe and Its Others* in D.T. Goldberg

and J. Solomos (eds), *Blackwell Companion to Racial and Ethnic Studies* (Blackwell); "Many Doors to Multiculturalism" in B. Saunders and D. Haljan (eds) *Whither Multiculturalism?* (Rodopi); and "Ethnicities and Multiculturalisms: Drawing Boundaries" in S May et. al. (eds) *Ethnicity, Nationalism and Minority Rights*. (Cambridge University Press).

He participated in 20 seminars and conferences beyond those held at the U of I; some of these include: delivering the keynote address, "Global Inequality," at the Partners in Development? Association of Development Researchers Conference in Denmark; "9/11 and Globalization from Below" International Center for Advanced Studies, New York University; "Globalization as Reworking Border: hierarchical integration" at the International Studies Association Annual Convention; "The Case of Multiculturalism" at the National University of Ireland, Maynooth; "Globalization or Empire" at Binghamton University. Among the PhD defenses that he was on, he served as the external examiner for a dissertation defense on the Rwandan genocide at Queens University, Belfast.

**Mahir Saul** (anthropology) published "The Wild Vegetation Cover of Western Burkina Faso: Colonial Policy and Post-Colonial Development." (with J.M. Ouadba and O. Bongnounou) in *African Savannas: Global Narratives and Local Knowledge of Environmental Change*, **Thomas Bassett** (geography) and **Donald Crummey** (history), ed. (James Currey and Heinemann). See p. 17.

**Zohreh Sullivan's** (English) new book, *Exiled Memories: Stories of Iranian Diaspora* (Temple University Press) was published in 2001, and she has given three lectures on her new book and been a respondent to a panel on this book at the Center for Iranian Research Conference. She also edited Rudyard Kipling's *Kim*, a Norton Critical Edition (W.W. Norton, 2002). Sullivan gave "Iranian Cinema: Past, Present, Future," at the Center for Iranian

Research and Analysis Conference and "Iranian Cinema and Modern Iranian Culture," at the The Making of Iranian Cinema: Two Decades and a Century Conference. She delivered the keynote address at the The Thirteenth Annual Literature Conference for Teachers on Achebe, Conrad, and the Literatures of Africa and led a workshop on "Teaching *Heart of Darkness*" at Eastern Illinois University.

**Alex Winter-Nelson** (agriculture economics) and **Anna Temu** (agricultural economics, PhD '99) published "Institutional Adjustment and Transaction Costs: Product and Inputs Markets in the Tanzanian Coffee System" in *World Development*.

In 2002 **Paul Tiyambe Zeleza** (African studies, history) published three books: *Rethinking Africa's 'Globalization' Volume 1. The Intellectual Challenges* (Africa World Press); with C.R. Veney, *Leisure in African Cities* (Africa World Press); and with D. Eyoh, *Encyclopedia of Twentieth Century African History* (Routledge), and has three other books coming this spring from the University of Pennsylvania Press, Codesria Book Series, and Africa World Press. He guest edited a special issue of *African Issues* on "The African Brain Drain to the North: Pitfalls and Possibilities." He published six journal articles in *African Issues*; *Feminist Africa* [also available at [www.feministafrica.org](http://www.feministafrica.org)]; *CODESRIA Bulletin*; *Black Renaissance*; *Journal of Southern African Studies*; and *Chemchemi*. In addition, Zeleza published five book chapters in *Ghana in Africa and the World: Essays in Honor of Adu Boahen*, (T. Falola, ed; Africa World Press); *Leisure in African Cities* (P.T. Zeleza and C.R. Veney, eds; Africa World Press); *The Essays of Bethwell Allan Ogot: The Challenges of History and Leadership in Africa*. (T. Falola and A. Odhiambo, eds; Africa World Press); *Issues in African Studies* (G. Bond and N. Gibson, eds; Westview Press); and *Interrogating The "Posts" From African and Diaspora Studies* (**Zine Magubane**, ed., Africa World

Press). He also published 14 encyclopedia articles and surveys.

During 2002, Zeleza presented: "Contemporary African Migrations in a Global Context: Trends and Theories" at the Council for the Development of Social Science Research in Africa 10<sup>th</sup> General Assembly and a keynote address, "Rethinking Africa's Globalization and Gender Dynamics," at the Women's Worlds Congress, The 8th International Interdisciplinary Congress on Women. He gave seven public lectures at Cairo University, and American University in Cairo, Roosevelt University, Kenyatta University, Illinois State University, and the University of Dar es Salaam. He was nominated to the editorial boards of three new journals, *Africa Review of Books*, *Feminist Africa*, and *Journal of African Higher Education*, and three other journals *African Review of Foreign Policy*, *Mawazo*, and *Comparative Studies of South Asia, Africa, and the Middle East*. He was also appointed Associated Editor of *The Dictionary of the History of Ideas* (6 Volumes) to be published by Scribner's of New York, 2004.

## STUDENT NEWS

**Maurice Nyamanga Amutabi** (history) published: "Crisis and Student Protest in Universities in Kenya: Examining the Role of Students in National Leadership and Democratization Process," *African Studies Review*; "Experimenting in Distance Education: African Virtual University (AVU) and the Controversies of the World Bank in Africa" with **Moses Oketch** (educational policy studies PhD '02), *International Journal of Educational Development*; "Political Interference in the Running of Education on Kenya: A Critical Retrospection," *International Journal of Educational Development*; "The role of Traditional Music in the writing of Cultural History: The Case of the Abaluyia of Western Kenya" in *Africanizing Knowledge: African Studies Across the Disciplines* (T. Falola and C. Jennings, eds., Transaction Publishers)



Amutabi received research grants from CODESRIA, the Rockefeller Foundation, the SSRC (with K. Simala), and an award from UNESCO's Education Institute in 2002. He was commissioned to write one of the volumes of UNESCO's African Indigenous Education Textbook Series. His conference presentations include: "The History of American Private Voluntary Organizations in Kenya's Socio-Economic Development: The Case of the Rockefeller Foundation" at the Post-WCAR: Reviving the Dialogue for Africans and African Descendants; "The Role of American NGOs in socio-Political and Economic Dynamics of Post-Independent Kenya," at the 7th Annual Midwest Graduate Student Conference in African Studies; "Interrogating Trans-Indian Ocean Culinary Diffusion in Africa: The Case of Chapati and Pilau in Kenya and their Indian and Arab Origins" at the International Conference on Cultural Exchange and Transformation in the Indian Ocean World, and with Moses Oketch, "Privatization of Higher Education in Kenya: Problems and Prospects," at the African Universities in the 21st Century Symposium; "A Critical Assessment of the Power and Influence of African Translators and Clerks at Khwisero Court in Colonial Kenya, 1946-1956," at the 8th Stanford-Berkeley and Colonialism Symposium; "Insecurity and the Legacy of the Italian Presence in the Ilemi Triangle of Eastern Africa: Sixty Years Later" at The Sixtieth Anniversary of World War II Conference, "Market Women in International Trade in Kenya: The Case of Eastleigh and Gikomba Open Air Markets in Nairobi," at the Globalization, Liberalization and the Role of Women in Africa's Development Conference; and "New Questions on the History of Urbanization in Kenya: The Case of Isiolo Town" at the African Studies Association Annual Meeting.

**Maimoun Barro** (curriculum & instruction, African studies, AM '97) completed her fieldwork in Senegal, where she was evaluating a women's NGO that coordinates an adult

literacy program on issues such as human rights, women's rights, women's health, micro-credit, democracy and so on. She conducted interviews with individual and focus groups to explore the ways in which literacy for women has an impact on their agency and well-being.

**Wudu Kassu** (history) successfully finished his preliminary exams and presented his proposal last spring. Currently he is in Ethiopia conducting his dissertation research with the support of a Department of History fellowship.

**Anita Keller** (African studies) recently accepted a position in Angola with the Vietnam Veterans of America Foundation. This organization aids victims of war worldwide through advocacy and humanitarian assistance. She will be the Project Manager for the *Sports for Life* program, implementing on-going sports, recreation, and advocacy activities and working with VVAF rehabilitation staff.

**Adrienne Pickett** (African studies) presented "De-Primitivizing African Art in the Modern Context," at the Art and Design's Modern Art Colloquium. She also presented this study at the conference "Cultures in Motion: The African Connection" held at the University of Tennessee.

**Zakia Salime** (sociology) published, "The Limits of Micro-Credit. Transnational Feminism and USAID Activities in the United States and Morocco," with W. Poster in *Women's Activism and Globalization. Linking Local Struggles and Transnational Politics* (N.A. Naples and M. Desai, Routledge) and, "Women and Politics a difficult Alliance: Youth's Words," in *Women and democracy, the big question* (*Femmes et Democratie. La Grande Question*), (A. Belarbi ed., Le Fennec Press) and entries on Morocco in *The Encyclopedia of Twentieth Century History of Africa*, P.T. Zeleza and E. Dickson, eds. She also wrote, "Re-framing Religion and Politics: The Women's movement and Family law in Morocco" in the soon to be released, *Women's Movement and*

*Gender Debates in the Middle East and North Africa*, H. Hoodfar, ed., Indiana Press University.

Salime participated in the 8th International Interdisciplinary Congress on Women, Makerere University, where she delivered with W. Poster, "The Limits of Micro-Credit and Transnational Feminism" and was a guest speaker at the Modern language Learning Center, Bentley College. In 2002, she was awarded WGPP's Rita And Arnold Goodman Fellowship, a Graduate College Dissertation Travel Grant, The Department of Sociology's Summer Scholarship, and a Women's Studies Feminist Scholarship Award.

**Bjorn Westgard** (anthropology) is in Fatick, Senegal pursuing his dissertation research with the help of his affiliations with the Institute for Health and Development, the Leopold Sedar Senghor Foundation, and the Institut Fondamental d'Afrique Noire.

## ALUMNI NEWS

**Denise Roth Allen** (anthropology, PhD '96) is working in the Division of Reproductive Health at the Centers for Disease Control and Prevention in Atlanta. In December, she co-authored an article in CDC's Morbidity and Mortality Weekly Report entitled "State-Specific Trends in U.S. Live Births Among Women Born Outside the 50 States and Washington, D.C." Her book *Managing Motherhood, Managing Risk: Fertility and Danger in West Central Tanzania* was published by the University of Michigan Press in 2002.

**JoAnn D'Alisera** (anthropology, PhD '97) is on leave from the University of Arkansas this year, while she received a Rockefeller Residential Fellowship from Bryn Mawr College to complete her forthcoming book. She is affiliated with the Center for Ethnicities, Communities and Social Policy. She also received a Russell Sage Foundation Grant to continue her work with Sierra Leonean Muslims in the Washington, DC metropolitan area.

**Lamissa Bangali** (anthropology, PhD '02) is in Burkina Faso, teaching at the National School for Administration.

**Boatema Boateng** (communications, PhD '02) successfully defended her dissertation and has accepted a position with the Department of Communication, University of California, San Diego.

**Nadine Dolby** (curriculum & instruction, PhD '98) delivered a keynote address, "Race, Identity, and Change: Reflections on a year at Fernwood High School" at the annual meeting of the Southern African Comparative and Historical Education Society in October in Pretoria. See p. 17 for information on her book.

**Laura J. Downing's** (linguistics, PhD '90) book, *Prosodic Morphology: The phonology and morphology of morphological form*, will be published by Mouton in 2003. She has begun a research on the prosodic expression of focus in southern Bantu languages. Her article, "Bukusu reduplication" appears in *Trends in African Linguistics 5*, edited by C. Githiora et. al. (Africa World Press, 2003). She gave the following presentations: "Morphological Conditions on Prosodic Minimality" at the Symposium on Bantu Phonology and Morphology: Facts, Findings, and Explanations, 2002; "The Emergence of the Marked: Tone in Some African Reduplicative Systems" at the Graz Reduplication Conference, 2002; and "On (Re)-adding the Focal Phrase to the Prosodic Hierarchy" at the 10th Manchester Phonology Meeting.

**Laurie Goering** (journalism/African studies, AM '86) is the *Chicago Tribune's* Africa correspondent, and is based in Johannesburg. For the past eight years, she worked for the paper in Brazil, Cuba and Mexico. Now in Africa, she has covered the chaos in Zimbabwe, Angola's peace deal, the gacaca trials in Rwanda, the coup attempt in Côte d'Ivoire, the nabbing of the Swaziland king's wife, AIDS in South Africa, the displacement of the San in Botswana, the



Kenyan elections, and a variety of other stories since arriving.

**Peter Hartmann** (agricultural economics, PhD '79) was recently named the Director General of the International Institute of Tropical Agriculture in Nigeria. He had been the Director of International Programs at the University of Florida, Gainesville and Private Sector Advisor to USAID in Tanzania.

In 2002 **Nicole Hawkes** (African studies, AM '00) received her MS in Arts Administration from Boston University. She now works as the Assistant to the Director of "The History Makers," a national non-profit in Chicago. It is an African American video and oral history archival project. The website is [www.thehistorymakers.com](http://www.thehistorymakers.com).

**Bertin Kouadio** (African studies, AM '00) transferred to the PhD program in International Relations, Florida International University in fall 2002. He received a fellowship from the Florida/West Africa Linkage Institute. From his department, he received a teaching assistantship, and he will be teaching his own course this spring, "International Relations of Sub-Saharan Africa." Kouadio also was awarded a West African Research Center's Travel Grant to conduct his pre-dissertation research. He also contributed two entries on Niger and Namibia to P.T. Zeleza and D. Eyoh's *Encyclopedia of Twentieth Century African History*.

In 2003, **Maxim Matushevich's** (history, PhD '01; African studies, AM '95) book, *No Easy Row for a Russian Hoe: Ideology and Pragmatism in Nigerian-Soviet Relations, 1960-1991*, is expected to be out (Africa World Press). He published, "Crying Wolf: Early Nigerian Reactions to the Soviet Union," in *Nigeria in the Twentieth Century* (T. Falola, ed., Carolina Academic Press). He presented, "Soviet Dilemma in Biafra" at the African Studies Conference at Africa Institute in Moscow, Russia and the paper was published in the conference proceedings. At Drury University, he collaborated with Dr. Sergie Khrushchev, son of the former Soviet leader, to organize the commemorative events for the anniversary of the Cuban Missile Crisis. He also received a university award for excellence in undergraduate teaching.

**Ed Miner** (library and information science, MLS '00, linguistics PhD '01) accepted a position as an International Studies Bibliographer at the University of Iowa, covering African and South Asian Studies.

**Fallou Ngom** (French, PhD '02) now an Assistant Professor in the Department of Modern & Classical Languages at the Western Washington University. His recent publications include: "Linguistic Resistance in the Murid Community in Senegal," *Journal of Multilingual and Multicultural Development*; "Linguistic Borrowing as Evidence of the Social History of the Senegalese Speech Community," *International*

*Journal of the Sociology of Language*, and "Lexical Borrowings as Pathways to Senegal's Past and Present" in *Africanizing Knowledge: African Studies Across the Disciplines* (T. Falola and C. Jennings, eds. Transaction Press, University of Rutgers).

He and **Stephanie Ngom** (English as an International Language, AM '01; African studies, AM '02) have welcomed a new member to their family, Mame Diarra. Their daughter was born October 24 in Bellingham.

**Mwenda Ntarangwi's** (anthropology PhD '98) book, *Gender Identity and Performance: Understanding Swahili Cultural Realities Through Song* was recently released by Africa World Press. See p. 18.

Based in Sacramento, **Amber K. Stott** (Women's Studies and African Studies '01) is a Development Associate for a statewide nonprofit, Capital Unity Council, where she raises funds, plans events and assists in programming. The organization strives to create an inclusive environment of understanding, acceptance, respect and celebration of difference. She is also an Instructor, teaching a contemporary social issues literature class called "Perspectives of Language and Culture" at Heald College.

In July 2003, Stott will marry Brendan R. Belby, an alumnus of the University of Illinois.

**Cheryl Toman** (French, PhD '96) translated Thérèse Kuoh-Moukoury's *Rencontres essentielles (Essential Encounters)*. Her translation and introduction have been published by the MLA Texts and Translations Series 2002.

**Mattito Watson's** (African studies, AM; community health, MS '01) project through Save the Children in Guinea has received funding for a second year. He is a Program Manager and works with former child soldiers and other refugee youth at risk. He is managing this project at three sites, Dabola, Kissidougou and N'Zerekore. Through this project, they offer youth programming, child protection support and skills training to a wide range of vulnerable Liberian and Sierra Leonean youth in Guinea.

Recently **Stephen Wooten** (anthropology, PhD '97) returned to his long-term field site in Mali to continue his studies of agrarian change and expressive culture. His trip included a stop in Côte d'Ivoire to explore possibilities for future research in and around Tai National Park. Stephen presented a paper and chaired a panel on money ("wari") at the International Conference on Mande Studies held in Leiden. He also presented a paper entitled: "Headdresses and Hoes: 'Traditional' African Elements of an African Modernity" at the American Anthropological Association conference.



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