

Campus Honors Program Service Learning at University of Natal, Pietermaritzburg, KwaZulu Natal, South Africa

Matt Tittle

From 14 May to 10 June 2001, ten Chancellors Scholars accompanied by Campus Honors Program Assistant Director, Matt Tittle, studied and participated in service learning at the University of Natal, Pietermaritzburg, KwaZulu Natal, South Africa. The student participants were Julie Babush, Chris Chen, Katie Eaton, Chandra Linton, Ray Liu, Aparna Puppala, Peter Roose, Phillipa Soskin, Nick Wisseman, and Laura Zimmermann. Their study focused on South-African post-apartheid policy and democracy building within the context of

community development. In addition to the academic program, the group participated in a variety of cultural excursions, including visits to hospitals and other health/community service agencies, provisional government offices, local townships, and informal settlements. Other activities included excursions to the Hluhluwe Game Reserve, the St. Lucia and Southern Drakensburg Mountains World Heritage sites, and trips to the country of Lesotho, and the South African coastal city of Durban.

The highlight and primary success of the trip was the community service component.



Ray Liu working with students at Enzamweni High School near

The students formed two groups and were assigned to work with two different NGOs. Through work with a local environmental agency and an abandoned children's advocacy agency, the group implemented community development proj-

ects and created a community-led development model that will allow organizations both in South Africa and the U.S. to implement and sustain their own development projects. Six students worked with the Keep Pietermaritzburg Clean Association and the KwaZulu Natal Nature Conservancy in implementing an environmental awareness and action program at a local high school. The U of I students worked with student leaders from the high school to identify needs and to organize a self-supporting infrastructure to accomplish the necessary tasks. The other four students worked with the Thandanani Association, an abandoned children's advocacy organization. Their primary assignment was to conduct research on South African child welfare policy and advocacy from a community development approach and to develop a staff training manual for Thandanani. Several of the students consider this the most influential experience in their lives and a few are planning return trips to South Africa!



Transnationalism and Globalization: Zimbabwean Arts

Kapila Sankaran

Last summer, ten students from our university had the fortune of spending one month in Zimbabwe, under the guidance of their mentor, Tom Turino. We were three undergraduate dance students, five graduate students from music, and two graduate students from African studies. Our trip to Zimbabwe marked the culmination of the Ford Foundation sponsored program on "Transnationalism and Globalization."

We had prepared for this trip by taking a seminar course in the fall of 2000, and a seminar/practicum course in the spring of 2001. It was for this spring practicum that Tom had brought visiting artists Irene Chigamba and Chris Mhlanga to teach some Zimbabwean dancing, drumming, and mbira. We rejoined these artists upon our arrival in Harare, Zimbabwe. There, we continued our mbira, dancing and drumming lessons, and some of us began to learn to play the marimba and the

guitar from other artists we met there. Tom also organized lectures for us with various people, including those working in the music industry such as the famous Zimbabwean singer/guitarist, Oliver Mtshudzi, and individuals in community theatre, dance and music groups. In addition, each of us worked on independent projects all concerning dance, music, or theatre in Zimbabwe.

It was an action-packed one month! Towards the end of our trip, we took a break from our lessons and visited Victoria Falls, one of the many highlights of our time together. I'm sure I can speak on behalf of my classmates when I say that we had a marvelous time learning from others, forming new relationships with one another and those we met in Zimbabwe. None of this would have been possible without Tom's unfailing support and guidance. It was a very successful and enjoyable trip, one that we shall all remember with happiness for quite some time.

To Egypt and Back in 28 Days

Ange la Supermaw

This past summer a group of nine University of Illinois students, under the fearless leadership of Professor Abbas Benmamoun and Mr. Ahmed Salem, headed to Cairo, Egypt to study Egyptian history at the American University of Cairo (AUC). The trip took place between May 14th and June 10th and included weekend trips to Alexandria, Luxor, and Sinai. Although the students were required to attend lectures at AUC, complete assigned readings from a course packet, conduct independent research on a topic of their choice, present their findings to the group, and complete a paper on return to the US, the vast majority of the learning was accomplished through day to day experiences and encounters in Egypt.

The itinerary covered an array of sites spanning all time periods of Egypt's history up to the present day. The Giza and Saqqara pyramids, the Valley of the Kings and the Valley of the Queens, Karnak and Luxor Temples, Habu Temple and the Temple of Hetshepsut, and the Egyptian Museum with its mummies and collection of Tut-ankh-Amun's treasures represented Pharaonic times. The Graeco-Roman period was

experienced through the catacombs and ancient library found in Alexandria as well as Pompey's Pillar, the Birds' Villa, the Citadel of Qaitbay, the Roman amphitheater, and the Graeco-Roman Museum. Visits with a representative of "al-Ahram" (a popular newspaper), the Pan-African Association at the Cairo University, members of the Arab League, and with women's rights activists brought the students around to the recent history and current events of Egypt.

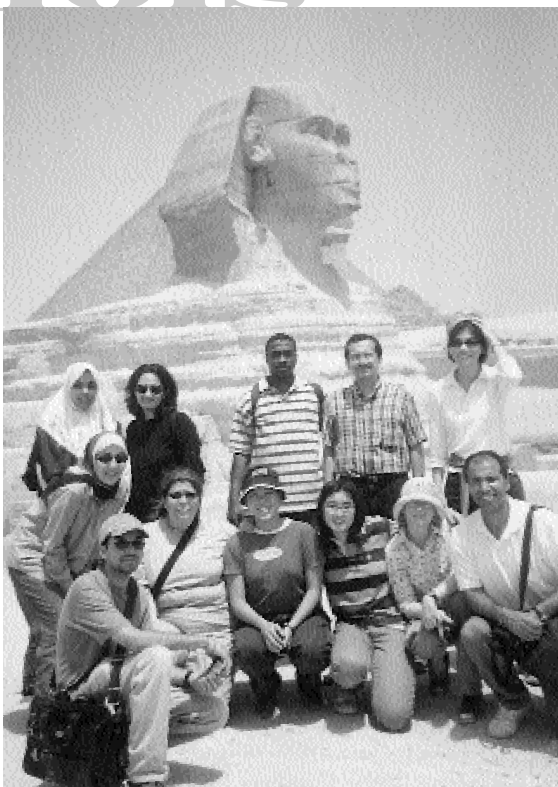
Perhaps the most intriguing aspect of the trip for all people involved, save the ever eventful and all too frequent shopping trips to Khan al-Khalili, were the mosque tours and the trip to Sinai. Visitations to the mosques of Sultan Hasan, Muhammad Ali, Ibn Talun, and innumerable others as well as the celebration of the Prophet Muhammad's birthday on June 4th led the students to a greater understanding and curiosity of, as well as admiration for Islam and Muslims.

Likewise, trips to Old Cairo, location of St. Sarguis Church (the oldest church in Egypt and the resting place of the Holy Family during their stay in Egypt), and the Monastery of St. George allowed the students to see a form of Christianity unique to Egypt and not commonly mentioned in history books and documentaries.

The visit to Sinai was the high point of the trip for many students. Site of the area where Moses crossed the Red Sea, the springs of the twelve tribes, the burning bush, St. Catherine's Monastery, and Mount Sinai, this side trip was a profound religious experience for some and allowed students to make connections between the three Abrahamic religions. After rising at two in the morning for a treacherous climb up Mt. Sinai, stumbling over rocky terrain with hundreds of other climbers, and being pushed aside by impatient camels and donkeys, the group of students were exhausted but relieved and enlivened when they finally

reached the top. Not only did the group bond and solidify as the students directed one another over rocks with their one flashlight and yelled "Camel approaching! Move to the right!" but a true sense of serenity and personal reflection took place as some of the students performed their morning prayers on top the mountain and others gazed in awe at the rising sun.

Whatever the reason given for participating in this trip, whether it was religious, academic, or "Its Egypt. Who wouldn't want to go?" one thing can be said for all students involved. This trip spawned friendships and memories that will never be forgotten and permitted a new vision of Egypt to form. Egypt is not a country existing in a time bubble. Amidst the pyramids, mosques, overpopulation, and smog exists a country and a people struggling to sustain itself and make its mark in an increasingly globalized world.



Participants on study trip to Egypt.

Go Away! And Get Course Credit

Summer Session in Egypt, 2002
May 13-June 8, 2002

Study the history and various aspects of the culture(s) of the Arab and Islamic world with special emphasis on Egypt. Lectures on history, language, literature, arts, and religion etc. combined with study tours of important historical and cultural sites in and around Cairo, such as the Pyramids of Giza and al-Azhar (the world's oldest continually operating university), and in Alexandria and Upper Egypt. The lectures and accommodation will be at the campus of the American University in Cairo.

The course can be taken either as History 173 (3 hrs.) or Arab 199 (up to 5 hrs.). Note that History 173 satisfies General Education Requirements. The course is open to U of I students, and also to students from other universities and colleges after enrolling in the University of Illinois summer session.

The cost of the program (round-trip airfare from Chicago to Cairo, fees, room, board, and field trips) is estimated at no more than \$4000 (including \$600 for meals and personal expenses).

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habari

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College of Liberal Arts and Sciences
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Welcome to New Faculty

Jan Nederveen Pieterse, Professor of Sociology, specializes in transnational sociology. His research interests include globalization, development studies and cultural studies. He taught at Institute of Social Studies in The Hague, in Ghana and United States, was a visiting professor in Japan and Indonesia and is faculty of the Graduate School of National College of Arts, Lahore. He has published widely and many will be of interest to Africanists. A few of his recent books include: *Development Theory: Deconstructions/ Reconstruction* (Sage and TCS, 2001); *White on Black: Images of Africa and Blacks in Western Popular Culture* (Yale UP, 1992); *Global Futures: Shaping Globalization* (edited, Zed, 2000); and *Globalization and Social Movement* (co-edited, Macmillan, 2001).



Tadesse Tamrat, Professor Emeritus of Addis Ababa University, is currently at the U of I, and spending most of his time in the library and at the Center of African Studies (Rm. 118). His research interests are mainly in the area of the pre-colonial history of northeastern Africa, particularly the region of Ethiopia and the Horn. His special focus has been on religious studies and processes of ethnic interaction on which he has been working most recently. He has published widely on these issues. Among his major contributions, are his book, *Church and State in Ethiopia, 1270-1527* (Oxford, 1972) and the long chapter "Ethiopia, The Red Sea and Horn", in the Cambridge History of Africa, Vol. III.

Currently, he is working on a number of issues in the history of Ethiopia and the Horn. He is preparing a monograph on "Ethnic Identities and the State in Ethiopian History", a major theme on which he has been offering graduate seminars and conducting field research in various parts of the country over the last many

years. Another major project he is involved in is the history of the Ethiopian Orthodox Church.



Excellent and Outstanding Educators in 2000-2001

Congratulations to the Africanist professors and teaching assistants ranked as excellent by their students. An asterisk designates an outstanding ranking.

- Evelyn Accad, *French* 443
- *Jean Allman, *History* 298
- Cristobel Asiedu, *Sociology* 100
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- Gregory Blomquist, *Anthropology* 102
- Boatema Boateng, *Women's Studies* 290
- *Martine Boumtje, *French* 103
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- Jennifer Fraser, *Music* 133
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- Alex Winter-Nelson, *Agricultural and Consumer Economics* 354

Postcolonial Studies at the University of Illinois

Jamie McGowan

This semester I set out to learn more about postcolonial studies and the research and pedagogical directions of several faculty at the U of I. I asked particular questions of these faculty that reflect my knowledge and background, but I also hoped that the questions would bring out broader issues as well as the faculty member's interests. Everyone I spoke with helped me rethink my questions, revise my understandings, and after several meetings—my approach shifted to a certain degree. I encourage you to contact them, read their texts, attend some of the Unit for Criticism's sessions, and/or take their courses if you have questions and want to learn more.

Suvir Kaul

Suvir Kaul (English) studies 18th Century British literature, specifically poetry, and he approaches postcolonialism from a historicist position. He draws connections between the making of civic, scientific and cultural institutions in this period and forging of the institutions of Literature and literary criticism. He argues that during the 18th century, British literary texts were inescapably tied to the consolidation of its global empire.

Kaul explains that while some critics of postcolonial theory suggest that its claims are hyperbolic and unconnected to political realities, he finds such critical writing meaningful because it brings together the experiences of peoples who have undergone structurally similar transformations, those precipitated by modern European colonialisms. Colonialism mutated the political economy and social formations of many peoples, albeit with different local strategies and outcomes. For the formerly colonized, the experience of decolonization, independence, and postcolonialism leads to complicated attempts to create lives different from those lived under colonial rule. Postcolonial studies, in its multiple variants, does attempt to call attention to links between differently colonized societies, say, for instance, South Africa and South Asia.

For Kaul, postcolonial discourse offers a renewed awareness of the entrenched difficulties of historical transformation,

but also a sense of possibilities. If Marxism provided a sense of contested socio-economic and political structures, and feminism pointed to the centrality of gender relations to the making of social, cultural and indeed economic structures, postcolonialism takes up these methodological insights and intellectual agendas and extends them into analyses of the enduring forms of neocolonialism. Thus, in relation to globalization, Kaul argues that there is a direct connection to colonialism, and that future analyses of postcolonialism will be inevitably be tied to understanding the more powerful, sophisticated, and less explicitly political processes of globalization.

In his own research and teaching, Kaul is interested in the making of 18th Century British national and imperial identity. His recent book has a closing chapter on anti-slavery poetry, and on the vocabulary of racial difference in these poems, that may be of particular interest to Africanists. His reading of anti-slavery poetry suggests an internal paradox, where British abolitionists both wanted to end slavery because of its brutality but also as a strategy of proving that the British empire was superior to, more "civilized" than, other competing European empires. He argues that the discourse of race in the early modern period involved a shifting set of definitions applied to Irish and Scottish peasants and indentured workers, the poor, and enslaved Africans. Among the

courses Kaul teaches is "Postcolonial Literature in English" in which he teaches colonial and postcolonial novels set in South Asia.

Kwaku Korang

Kwaku Korang (English) explains that while he teaches courses that deal with postcolonial studies, he is primarily interested in the ways that people navigate between their African and Western selves in negotiating a post-encounter African modernity. Based on some of Blyden's work, he suggests that the fringe of both Europe and Africa is where the two encounter, and this encountering he reads as a frontline. He is particularly interested in frontline Ghanaian intellectuals and their negotiation of modernity and the West, and he finds that in seeking modernity—it requires relational readings, where something becomes modern only through the process of being Westernized.

This condition of the frontline, whether cultural or otherwise, is a persistent one—from the 15th century onwards, and although people's approach to this frontline changes, the condition itself is untranslatable. Additionally, he notes that colonial discourse set out a quasi-objectivity, as Fanon discusses; whereby, through naming and bringing into a relationship—difference is established. However, the difference tends to binary constructions and is based on fictive objectivity. In his readings of Africanist works, he sees these abstractions

inhabit individuals. For instance, in J.M. Coetzee's *Foe*, the character Black Friday represents such experiences, as he is mute and can be named and classified by other people, and he comes to experience himself through such labels. In Korang's reading of Ghanaian intellectuals on the frontline, he finds that they take the label; rearticulate the label, Negro; and form political solidarity on that basis.

Korang suggests that postcolonial studies is trying to count and discount the significance of the West, as well as envision post-western civilization without acknowledging the universal value of the West. Referring to Aimé Césaire, he explains that the post-western civilization is idealized as a when and where there is room for everyone. In terms of reaching such goals, there are different strategies that come into conflict, and for some, interpretive reading are strategies.

In teaching African literature, Korang tries to provide broader and more nuanced perspectives to his students. Teaching Chinua Achebe's *Things Fall Apart* asks his students to look beyond interpretations that suggest that Okonkwo is defending his culture. He argues that this character also has ambivalence about the new order, and there are parallels in Tsitsi Dangaremba's *Nervous Conditions*. The highly complex paradox of the situations he relates to an Akan proverb about the Sankofa bird, whereby: if you encounter the Sankofa bird, you bring home a curse, and if you leave the bird, you leave great fortunes.

Ania Loomba

In discussing postcolonial studies, Ania Loomba (English) cautions people not to conflate postcolonialism, the phenomenon of three-quarters of the world, with postcolonial studies, which is an academic movement or fashion. She

identifies Edward Said's *Orientalism* as a landmark text for the emergence of postcolonial studies. In her book, *Colonialism/Postcolonialism*, she states, "Postcolonial studies have shown that both the 'metropolis' and the 'colony' were deeply altered by the colonial process. Both of them are, accordingly also restructured by decolonisation... Postcoloniality, like patriarchy, is articulated alongside other economic, social, cultural and historical factors, and therefore, in practice, it works quite differently in various parts of the world" (p. 19).

Postcolonial studies understands colonialism from an interdisciplinary perspective, which Loomba indicates is one reason for its criticism and praise; the research may not be steeped in a particular discipline's readings and rooted knowledge. Loomba suggests that arriving at a more nuanced understanding of a subject, Chutney music for example, one can understand important dynamics such as the ethnology, gender, literature, history, and so on.

When asked about the meaningfulness of postcolonial studies to African studies, Loomba suggests people need to think instead about how



Suvir Kaul



Kwaku Korang



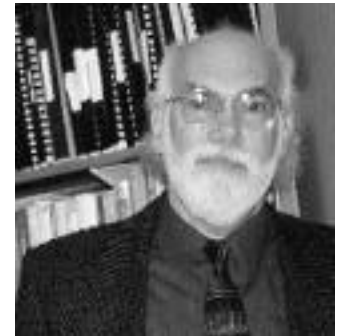
Ania Loomba



Zine Magubane



Adlai Murdoch



David Prochaska

African studies can be meaningful to postcolonial studies. What can the debates going on in Africa teach and remind scholars who are working outside Africa? In her research of British literature during the pre-colonial period, she has found the works of several Africanists meaningful and revealing.

Loomba states that postcolonial studies has roots in the anti-colonial movement and that it is not just an academic tradition. Some writers like Frantz Fanon have become central to postcolonial studies, but there are many others who like him questioned colonial culture and became part of anti-colonial struggles. She

adds that for some Africanist scholars postcolonial studies have been too driven by post-modernism and that the work is not emanating out of Africa or other formerly colonized countries, and she feels it is important to be sensitive and in tune with these critiques and understandings.

In relation to globalization studies, Loomba sees it as a direct off-shoot of yesterday's colonialism. She points to the tendency to suggest a liberal melting pot, but in fact there is great inequity in globalization. Today universities, which were not that keen to discuss neo-colonialism or the ways in which the inequities of colonialism still structure the world, are pouring in lots of money and resources into teaching 'globalization.' She is concerned that such efforts will simply celebrate globalization instead of critiquing some of the ways in which it continues and strengthens imbalance and inequality in the world. Loomba is also concerned that like some postcolonial studies,

Postcolonial Studies—Criticism Seminars: Spring 2002

You can engage with these scholars, their works and many others at the Unit for Criticism and Interpretive Theory seminar on postcolonial studies. Each session focuses on a different disciplinary or cross-disciplinary field of study and will consider how it has been affected by and has contributed to postcolonial studies. Each session has been organized by two or more leaders, who chose the readings and introduce them. The year's work will culminate in a conference on "Postcolonial Studies and Beyond."

- February 11** Area Studies: Emphasis on Latin America led by Andrew Orta and Eva-Lynn Jagoe
- March 11** African Studies and Postcolonial Studies (Third World/Metropolitan Studies) led by Ania Loomba and Kwaku Korang
- April 15** U.S. Minority Cultural Studies and Its Relation to Postcolonial Studies led by Sharon Holland, Alejandro Lugo, and Bob Parker
- April 25-28** Conference: "Postcolonial Studies and Beyond"

criticism.english.uiuc.edu

globalization studies will pay lots of attention to those aspects of the third world societies which can be seen to be changing via globalization, and not pay attention to invisible areas, local issues and struggles—which cannot so easily be seen through the lens of globalization. After September 11, she states that we need to understand even more urgently the roots of conflict in a so-called global world, and how this conflict is shaped by the inequalities that continue to structure this world.

Zine Magubane

Zine Magubane (sociology) explains that postcolonial studies is a field that questions studies by Western scholars that have overlooked and undervalued the impact of colonialism on ways of life including economic and political systems—both in the colonized spaces and the metropole. Colonialism did not happen incidentally, and its conjunction with capitalist development has profound influences on present-day relationships.

Postcolonial theory is meaningful to Africanist scholars in that it helps break down notions that Africa is “external” to the West, “impacted upon” and never “impacting”. In fact, the West’s formation is tied to Africa’s formation and there is a dialogic relationship between the colonizers and colonized that has both historical and present-day effect on economic, social, political, and intellectual processes.

In her own teaching and research, Magubane uses postcolonial theory. Her research examines how understandings of class and racial differences in 19th century Britain was informed by Britain’s relationship as colonizer in South Africa and race difference, as understood in Africa. Her research suggests that race formation is directly linked to class formation. She goes on to

explain that as Western scholars defined disciplinary boundaries between sociology, anthropology, history, literature, and so on, such definition prevented foundational questions from being asked and explored. In teaching, postcolonial theory enables Magubane’s reframing of sociological theory. Writings by Marx, Weber, Durkheim were directly connected to understandings of what was happening outside Europe. Furthermore, as global texts, there needs to be connection to DuBois’ writings on race and class formation, for instance. She makes these connections not only in courses like “Africa in World Perspective” and “Postcolonialism” but also in her graduate seminar on “Classical Theory.”

Postcolonial studies is a way of uncovering the circular and poor thinking that abounds when discussing Africa. Magubane points to the TV series, “Survivor” as a prime example of such a nonsensical and stitched together creation that further misinforms and misrepresents Africa and its connection to global processes. Therefore, using a postcolonial framework, we can question such unsophisticated analyses that neglect and misrepresent reality.

The discourse reveals global power relationships, established during colonial period, that continue to play a role in political relations today. Interpretations that suggest that the events of September 11th are about several fundamentalist Muslims gone mad miss the historical nature to these power relations. She argues that our understanding of September 11th and its aftermath must involve a dialogue around the colonial and postcolonial relations of the Middle East, Europe and the US.

Adlai Murdoch

Postcolonial studies, according to Adlai Murdoch (French) is a

Selected Texts by U of I Faculty

Suvir Kaul, *Poems of Nation, Anthems of Empire: English Verse in the Long Eighteenth Century*. University Press of Virginia, 2000.

Kwaku Larbi Korang, *Nation and African Modernity*. forthcoming.

Ania Loomba, *Colonialism/Postcolonialism*. New York: Routledge, 1998.

Zine Magubane, *Postmodernism, Postcolonialism, and African Studies*. Trenton: Africa World Press, 2001.

H. Adlai Murdoch, *Creole Identity in the French Caribbean Novel*. Gainesville: University Press of Florida, 2001.

David Prochaska, *Making Algeria French: Colonialism in Bône, 1870-1920*. Cambridge: Cambridge University Press, 1990.

way for formerly colonized people to define themselves and their identity through cultural performance and writing, and it informs one’s reading and understanding of texts and performances. For Africanist scholars, while postcolonial studies do not necessarily delimit possible approaches to and definitions of Africa, it can illuminate relationships between a culture and its relationship to Africa. For instance, diaspora, as a concept, might have different meanings based on one’s understandings of indigenism, oneness, hybridity and pluralism.

Murdoch uses postcolonial theory selectively in his own research and teaching and it depends on which area of the African diaspora he is examining. In terms of understanding Creolization and hybridity, postcolonial theory helps illuminate strategies of writing and, taking it a step further, strategies of identity, which Murdoch suggests is central to a culture’s self-definition and vision of itself and its place in the world. In terms of understanding postcolonial narratives, he points to several key features that writers valorize: a non-linear style, pluralistic perspectives, and discontinuity from the historical records. He

further states such styles contest the colonizer’s blocking and undervaluing of the colonized people’s own history.

In terms of its application, postcolonial theory can inform and inspire grassroots movements, as it reveals the historical roots of systems of oppression. For example, Orientalist discourse informs stereotypes and relationships between people and entities. Through such understandings, we can act as an individual or collective level to combat oppression.

With reference to globalization, postcolonial theory continues to be informative, because through these global regimes, large and powerful countries continue to dominate smaller countries—even to the extent of their own governance. So global power tends to revert to the hegemonic ways of accumulating wealth and power—such as during the colonial era.

David Prochaska

David Prochaska (history) emphasizes that postcolonial studies means different things to different people; “postcolonial studies” and “postcoloniality” are terms at once vague and highly contested. For Prochaska, postcolonial studies is that movement in the postcolonial present that critically

reexamines colonialism in the past, especially from an interdisciplinary perspective. Now, most people would probably agree that Edward Said's *Orientalism* (1978) is the foundational text in the field. This is in itself highly significant for the Africa field because of Said's focus on the Arab Middle East but also North Africa. Prochaska points out that Said's key move was to substitute Foucault's concepts of power/knowledge and discourse for Marxist ideology which transformed the intellectual field of orientalism and colonialism by pitching the discussion in a new intellectual key. Led by literature specialists and linked to cultural studies, orientalism and postcolonial studies thus moved from the periphery of academic concerns to the center of developments in the human sciences, including history, after the so-called linguistic and cultural turns.

In a co-edited essay collection that he has recently finished, *Orientalism From Postcolonial Theory to World History*, Prochaska argues the case for bringing history back into the postcolonial conversation. He cautions against substituting one disciplinary perspective for another and instead points to work that is both theoretically informed and historically grounded and combines thereby the strengths of different disciplines. The essays collectively serve as a call to historicize orientalism, to expand the geographical scope beyond the Middle East and south Asia to east Asia, and to refigure the role of Islam within modernity by engaging transnationalism and cultural theory.

In a second project Prochaska along with Jordana Mendelson (Art History) and Cara Finnegan (Speech Communication) has received funding as an IPRH Reading Group that will focus on visual

culture during spring 2002. Certain African photographers and essays on African photography will figure among the readings.

Work on a third project, "East/West ReVisions: Seven Transnational Artists," is in its early stages. Co-curated with David O'Brien (Art History), this art exhibition will feature new work by seven contemporary artists with an intimate knowledge both of a so-called "East" (the Middle East and North Africa) from which they come, and a "West" (Europe and America) where they primarily live and work.

Thus for example, Walid Raad, born in Lebanon and living in New York, engages the Lebanese civil wars in his ongoing "The Atlas Group" project, one component of which, "Already Been in a Lake of Fire," consists of an imaginary notebook of one Dr. Fadl Fakhouri containing 145 cutout photographs of cars that correspond to the make, model and year of every car used as a car bomb between 1975 and 1990.

Prochaska notes that it is significant that many of these artists have not exhibited their work in shows that emphasize the connections between the art and their individual biographies, or the global and transnational aspects of their art, so much as in shows that link their work especially to minimalist and conceptual art. The attacks of September 11 and the current war in Afghanistan may well have changed all that. On the one hand, the theme of the exhibition had been conceptualized and the artists contacted before September 11. On the other hand, the political and cultural work the exhibition is intended to perform is, if anything, even more pressing, for the aim is to explicitly break down boundaries by showcasing the "East" in the "West." ■

STUDENT PROFILE

Sosina Asfaw is a doctoral candidate in the Department of Geography. She earned her first degree from Addis Ababa University and M.A. in sociology from Brigham Young University, and African studies at the U of I. She is currently writing her doctoral thesis on environmental change in semi-arid and arid areas of Ethiopia. Sosina's dissertation fieldwork set out to study the problem of bush encroachment in Boranaland, southern Ethiopia. The research topic was initially suggested by Boran herders when she first visited the area during her pre-dissertation fieldwork. She then returned to southern Ethiopia in 1999 to conduct a more extensive study.

Different types of bush species today cover grazing areas that sustained Boran livestock for centuries. Loss of pastureland is of great concern to the Boran, whose livelihood is primarily linked to availability of grass and water. The Boran attribute low milk yields and herd loss to increasing changes in grasslands. Though much is written about the implications of bush encroachment, very little is known about the causes of high woody biomass in semi-arid areas. Much of the existing explanations either blame herders for "overgrazing" rangelands or changes in rainfall and fire regimes. Vegetation change in semi-arid areas however defies either/or explanations.

There are often layers upon layers of social-ecological processes involved that challenge the linear relationship between pastoralism and range degradation. Sosina's thesis

tries to employ both geographical and socio-spatial approaches to investigate trends, extent and causes of vegetation change. Spatial analyses of life histories, vegetation cover over time, grazing patterns, fire practices and range development programs indicate that



the underlying processes of vegetation change are complex and overgrazing is not always the main cause of bush encroachment. The overall research premise argues that historical changes in resource management, herd mobility patterns, and fire regimes as influenced by landscape factors and wider internal and external socio-economic factors better explain the geography of bush encroachment.

One of Sosina's primary goals after completing the Ph.D. degree is to closely work with the International Livestock Research Institute (ILRI). She jests, as the cliché goes, the only useful dissertation is not just a completed one, but one that responds to the perennial question of the Boran, namely "How will your research help us?" This question she believes should inform her future research undertakings and professional role. She hopes the answer lies in bridging the gap between academia and NGOs, people and policies as well as exposing the various ways they influence each other.

Notes from the Assistant Director

Romanus Ejiaga

We congratulate our new acting director, Dr. Kalipeni and welcome you to the Center for African Studies. Ezekiel Kalipeni, Associate Professor in the Department of Geography is filling in for Professor Paul Tiyaambe Zeleza who is on sabbatical until August 2002.

We are also pleased to welcome five new students into the African Studies masters program this year. Kevin Etienne-Cummings completed a BA in literature from the University of Delaware. Kevin holds a FLAS fellowship and is serving as the student representative on the African Studies Admissions Committee. Anita Keller graduated from University of North Carolina at Chapel Hill with a BA in biology/African studies. Anita comes with interests in Kenya and Tanzania and brings skills that are being applied to our outreach activities. She holds a FLAS fellowship, and is

serving on the African Studies Outreach Advisory Council. Stephanie Ngom did her undergraduate studies at the University of Montana and has been a graduate student in the Division of English as an International Language (DEIL) at Illinois. Stephanie comes with recent experience teaching English as a foreign language in Senegal and holds a FLAS fellowship. Shana Wills completed undergraduate work at De Paul University and brings a wealth of experience in development work in Angola through various NGO projects. Shana holds a FLAS fellowship and is serving on the African Studies Outreach Advisory Council. Finally, we welcome Nicole Lamers, a graduate from Illinois State University. Nicole was admitted in spring 2001 and brings to the program a wealth of international experience, having lived and worked in different parts of Africa

through Peace Corps postings. She serves as a Peace Corps representative on campus, and is also serving as a student representative on the African Studies Advisory Committee and holds a FLAS fellowship. We are pleased with the strengths that these students bring to the program, and together with our highly motivated continuing students and faculty we look forward to another productive and exciting year.

It is also appropriate to commend all of this year's FLAS fellowship recipients. In addition to the above named fellows, FLAS recipients for 2001/2002 are Aaron Love (African studies), Christine Zitrides (art history), Margaret Russell (linguistics), Rakmatou Kane (educational policy studies), Aimee Alnet (linguistics), Tony Perman (music), and Brent Henderson (linguistics).

We also extend our congratulations to Theodore Erski, Suzanne Linder, and Marsha Terry who received the African Studies Fellowship for K-12 and Community College Instructors for summer 2001. These fellows spent a couple of months on campus doing research and developing curriculum materials on Africa for classroom use.

The Center has the pleasure of bidding farewell to six of our students who completed their masters' degrees in African studies in May/August 2001. They include: Amber Stott, Nicole Beatty, Shannon McCafferty, Bertin Kouadio, Myriam Ikuku, and Matthew Quest. We wish you all the best of luck in your future endeavors.

This promises to be an exciting year, not only because of the review of our MA program that was undertaken last year, but because we are moving forward with a number of new initiatives. We have introduced AFRST 415 "Practicum in African Studies," and we have published the brochure on the "Joint Degree Program in

African Studies" as well as formalized dual degrees that combine a master's in African studies with a graduate degree in business, community health, journalism, law, library and information science, museum studies, or urban planning. Many of our students find it useful to combine the master's in African studies with a professional degree to achieve employment objectives.

Each year the Center organizes a wide range of activities including our African Studies Interdisciplinary Seminars, Brown Bags, Fall Colloquium, Spring Symposium, African Business Workshop, Travelling Film and Video Series for K-12 Schools, Graduate Students Conference, Joint Center Symposium, W.E.B. Dubois Lecture, and a host of public lecture series in which distinguished guests are invited to campus. In addition to the above activities, our plan this year is to launch new programs and activities, and plans have reached advanced stage to introduce the African Media Conference. The purposes of the media conference are among others (1) to provide a forum for leading academics, editors, writers, journalists, media experts and policy makers to discuss their views about a continent that has for so long been misunderstood and misrepresented; and (2) to promote the educational aspects of news gathering and dissemination in relation to Africa's needs for capacity building in a globalized environment.

The Center in collaboration with the other area centers will introduce an International Summer Institute beginning in 2001/02 academic year. We plan to make the international institute an annual summer event on various thematic topics. This is basically a professional development workshop for teachers, particularly with recertification for teachers now

OBITUARY

Dr. Alan "Buddy" Peshkin passed away last December after a yearlong struggle with cancer. Dr. Peshkin was the first chair of the Committee of African studies at the University of Illinois from 1968 to 1971—before African studies was even a program—and he was a professor of comparative education. He was instrumental in lobbying for African studies on this campus and the development of about seven positions for Africanist scholars. Prior to coming to Illinois, he was an assistant professor at the University of Wisconsin, Madison, and his career took him to the Center for Advanced Study in the Behavioral Sciences at Stanford University, where he continued to work until his death.

Dr. Peshkin's books and articles focused on qualitative research methods and relationships between school and community. His early scholarly contributions were in comparative education and included his book, *Kanuri School Children: Education and Social Mobilization in Nigeria* (Holt, Rinehart, and Winston, 1972).

being mandatory in the state of Illinois. This year's topic is "World Religions: Knowledge for the Global Classroom" and will feature the following religions: Judaism, Eastern Orthodox Christianity, Catholicism in Latin America, Islam in Africa, Hinduism, Buddhism. It is a six-day intensive workshop, in which U of I faculty and other specialists in the field will discuss the above religions, providing information on each religion's basic belief system, history and how they are practiced in different parts of the world. Particular emphasis will be placed on providing curricular resources for teaching world religions more effectively in precollegiate classrooms. Sessions will involve lectures, discussion, video screening and visits to religious establishments in Champaign-Urbana.

This year's spring symposium is on "African Universities in the 21st Century" and is being funded by the Ford Foundation. We will be working with the College of Education and CODESRIA in Dakar in the coming months to finalize all arrangements for the conference and we hope to bring together more than 75 participants from Africa, the US, and Europe. The conference comes at a very crucial moment when African universities are undergoing many complex changes in response to internal and external pressures and transformations.

We are pleased to acknowledge the contributions and support given to the Center by many of our faculty, and we are delighted to note the effort of Professor Bokamba in organizing the Fall Colloquium on "Reclaiming the Congo and its Potential for Africa: The Role of the Congolese Intellectuals and Friends of DRC" held on October 11-13, 2001. We were pleased to have so many high-quality presentations. ■

FACULTY NEWS

Évelyne Accad 's (French) new book, *The Wounded Breast: Intimate Journeys Through Cancer* was published this year by Spinifex Press. In it, she explores many different approaches and treatments for breast cancer and presents insights into cross-cultural understandings of illness.

Jean Allman (history) organized a double-panel at the ASA called "Dressing the Nation: Clothing, Nationalism and Pan-African/Diasporic Identities." She chaired one of the panels and delivered, "Let Your Fashion Be in Line with Our Ghanaian Costume": Nation, Gender and the Political Economy of Dress in Nkrumah's Ghana."

Stanley H. Ambrose (anthropology) received a research grant from the National Science Foundation Archaeology Program for three years of support for a field and laboratory research project, Chronology of the Middle and Later Stone Age in East Africa. This multidisciplinary research program involves scholars and students from Kenya, Australia and institutions in the USA.

Valerie Hoffman (religious studies) spent last academic year on a Fulbright grant in Oman and Yemen, following up on the research she conducted in Zanzibar in the summers of 1998 and 1999. She was affiliated with the history department of Sultan Qaboos University in Oman. Her research was very productive and has been able to draw many important connections between the Muslim communities in Zanzibar, Oman and Yemen. This fall, she presented, "Thirsting for the Waters of Nahrawan: The Mystic Warrior-Scholars of Modern Oman" as a part of the

In August 2001, the Department of Human Resources Education completed an off-campus graduate program in entrepreneurship at Kenyatta University in Nairobi, Kenya. **Robert Nelson** (human resources education) coordinated the program. Fifty-three students completed eight graduate courses. Eighteen of these students completed the requirements for a master's degree.

The other students already had master's degrees and completed one year of course work towards a Ph.D. Ten of the Kenyan students are now on campus at the University of Illinois and are completing their residency requirements for the Ph.D., preparing to take qualifying exams, and conceptualizing their dissertation research proposals. Another group of students is preparing dissertation proposals and will continue their academic studies at Kenyatta University. The courses completed at the University of Illinois program are requirements in the Ph.D. program for entrepreneurship at Kenyatta.

Program in South Asian and Middle Eastern Studies seminar series. She also presented at the Middle East Studies Association meeting in San Francisco: "Nineteenth- and Early Twentieth-Century Ibadi Discussions on Religious Knowledge and Muslim Sects."

Al Kagan (library and information science) reports that the African Studies Library won the local Retired Senior Volunteer Program award for Best Volunteer Station for the Year. It is a national organization with local chapters, and it helps coordinated retired people volunteering in local work situations. Rachel Dyal, a retired librarian, volunteers at the Africana library two mornings per week.

Adlai Murdoch (French) presented, "Re-Presenting Chamoiseau: Texaco, Solibo, and the Caribbeanisms of Creole Speech" and organized and chaired a panel: "Translating Francophonie: Postcolonialism, Popular Culture, and Reception of the

Literary Artifact" at the ALA Conference last spring. He lectured at UCLA and delivered, "Francophonie and Créolité in Chamoiseau and Confiant." He presented: "History's Fictions: Historical Discourse and Postcolonial Narrative in the Francophone Caribbean." to the Western Society for French History Conference and "Woman's Worlds: the Ambiguity of 'Home' and 'Away' in Gisèle Pineau's *L'Exil selon Julia*" at the Conference on Caribbean Literatures, Trois Îlets, Martinique, where he also organized a panel: "Women, Diaspora and Representation in the French Caribbean." His work, "Negotiating the Metropole: Patterns of Exile and Cultural Survival in Pineau and Dracius-Pinalie" was published in *Immigrant Narrative's*

STUDENT NEWS

in *Contemporary France* (Greenwood Press, 2001) and "Giving Women Voice: Alienation and Communication in Ton Beau Capitaine" in *Oeuvres et critique* (Spring 2001).

Kathy Perkins (theatre) received a research board grant to continue her research on African women playwrights. She will travel to Tanzania, Uganda and Nigeria in the spring and summer. She will also return to the Windybrook Theatre in Johannesburg, South Africa to design the lighting for a new play in March 2002.

David Prochaska (history) presented, "Yasmina Bouziane: Photographing the Self as Other" at the French Cultural Studies conference at UIUC this October.

Mahir Şaul (anthropology) conducted research in northern Ghana this summer with Isidore Lobnibe (anthropology) with the support of a National Science Foundation grant. Şaul and Patrick Royer (anthropology, '96) have co-written, *West African Challenge to Empire: Culture and History in the Volta-Bani Anticolonial War* published by Ohio University Press and James Currey.

Aimee Johansen Alnet (linguistics) edited the conference proceedings of last year's Boston University Conference on Language Development, BUCLD 25: Proceedings of the 25th annual Boston University Conference on Language Development edited by A.H.-J. Do, L. Dominguez, and A. Johansen

E. Were and **Maurice Amutabi** (history) wrote a book, *Nationalism and Democracy for People-Centered Development in Africa* which was recently released by Moi University Press, 2000.

Michelle C. Johnson (anthropology) successfully defended her dissertation, "Being Mandinga, Being Muslim: Transnational Debates on Personhood and Religious Identity in Guinea-Bissau and Portugal" this fall. She presented "On the Road to Alijana: Reconfiguring Islam and 'Mandinga-ness' in the 'New' African Diaspora" at the ASA and "Reversals of Fortune: African 'Astrologers' and Their Portuguese Clients in Lisbon." at the American Anthropological Association Meetings. She accepted a temporary position at the University of Alaska, Fairbanks for spring semester 2002 and will be teaching ethnography of Africa.

Flora Kessy (agricultural & consumer economics) successfully defended her Ph.D. thesis on "The Role of Quality of Care on the Demand for Family Planning Services in Tanzania" this fall and is

returning to work as a lecturer at Sokoine University of Agriculture, Morogoro, Tanzania.

Fallou Ngom (French & linguistics) presented: "On the Prosodic Conditioning of the [E]-[e] merger in open-syllables in Parisian French, NWAV (New Ways of Analyzing Variation)" with Prof. Z. Fagyal and S. Hassa, North Carolina State University, Raleigh, October 2001. He also has several publications coming out soon: "Lexical Borrowings as Pathways to Senegal's Past and Present" in *Africanizing Knowledge: African Studies Across the Disciplines* eds. T. Falola and C. Jennings, Transaction Press, University of Rutgers (in press); "Linguistic Borrowing as Evidence of the Social History of the Senegalese Speech Community," *International Journal of the Sociology of Language* issue #160 (forthcoming).

Ahmed Salem (African studies '01, political science) was the TA for the Cairo Course, Summer Session I, May-June 2001. During the fall, he presented several papers, "An Early Attempt to Secularize Islam: Reflections on the Intellectual Debate over 'Islam and the Bases of Governance'" the Association of Muslim Social Scientists, UM-Dearborn; "International Relation Theories over Regional Organizations: Roles of the League of Arab States in Inter-Arab Security Crisis" the International Studies Association-Midwest, St. Louis. Also, his paper, "Islamic Political Thought between Islamic Model State and Muslim League;" was pub-

lished as an article in an Arabic scholarly journal. Three other articles in English and Arabic are forthcoming.

This fall, **Nicole Tani** (anthropology) presented a paper at the American Anthropological Association meetings. It focused on tourism and the phenomena of the beachboy within vacation hot spots like Kenya.

Fred Walumbwa (labor and industrial relations) has written a book chapter, "Canadian Employment Equity Laws and Multinational Firms: An Institutional Analysis" in *Industrial Relations Research Association Series*, 2001. He presented: "Training and Internet Use Among Plumbers" at the Annual Southern Industrial Relations and Human Resources Conference, Louisville, Kentucky; and "Followers' Perspective: Gender, Transformational, and Transactional Leadership, and their Impact on Leadership Outcomes," at the Academy of Management Meetings, Washington, D.C.

ALUMNI NEWS

Denise Roth Allen (anthropology, '96) is currently an Epidemic Intelligence Service Officer in the Pregnancy and Infant Health Branch at the Centers for Disease Control and Prevention in Atlanta. She completed her book manuscript *Managing Motherhood, Managing Risk: Fertility and Danger in West Central Tanzania* which will be published by the University of Michigan Press in 2002. Her article "Learning the Facts of Life: Past and Present Experiences in a Rural Tanzanian Community" appears in *Africa Today* 47(3-4). Her chapter "Mchango, Menses, and the Quality of Eggs. Women's Perceptions of Fertility Risks" appears in *Women and Infertility in Sub-Saharan Africa: A Multi-Disciplinary Perspective* Netherlands: Kit Publishers, 2001. Her new e-mail address is dka1@cdc.gov.

Eric Beck (African studies, '96) has accepted the Visiting Project Coordinator position at the Center for East Asian and Pacific Studies at the U of I. He is also working with Adult Education as a G.E.D. instructor at the Champaign County Jail. At Parkland, he is part of the cast of *The Piano Lesson* this winter.

Nic Cook (African studies, '98; library and information science '00) went on a three-week trip to Ghana, Guinea, and Côte d'Ivoire. The trip focused on political developments and refugee issues, and included visits to refugee camps in Guinea housing Sierra Leonean and Liberian refugees.

Nadine Dolb y (curriculum and instruction '98) received a Northern Illinois International Faculty Fellowship to attend a CIEE seminar in Ghana this summer.

Laura J. Downing 's (linguistics '90) article, "Accent in African Languages" will appear in *Stress Patterns of the World: Data* (Amsterdam: John Benjamins.) and "Liquid Spirantisation in Jita" in *Malilime: Malawian Journal of Linguistics*, her review of *The Phonology and Morphology of Reduplication* by Eric Raimy is in *Phonology*. She made the following presentations: "Minimal tone domains in Southern Bantu reduplication" at Journées de tonologie, Université de Toulouse-Le Mirail, and "Tone and reduplication in Bantu languages" at Falmer Language Group Colloquium, University of Sussex.

In February 2002, **Laurie Goering** (journalism) will be the Chicago Tribune correspondent for sub-Saharan Africa and would like to hear about U of I projects in Africa. She can be contacted at lgoering@tribune.com.

Michael Hoyt (history, '56) returned to the U of I for the fall colloquium on "Reclaiming the Congo and Its Potential for Africa." He announced the release of his book, *Captive in the Congo: A Consul's Return to the Heart of Darkness* (Naval Institute Press, 2000).

Bertin Kouadio (African studies '00) organized and presented at the Midwest Alliance for African Studies and was a guest speaker at a lecture series at Columbia College in Chicago, this fall.

Ma Koita (African studies, '00) and her husband, Ibrahim, are proud parents of a baby girl, Marieme. She was born on August 12, and all are doing well.

Maxim Matusевич (African studies, '95; history, '01) will present at the "Nigeria in the 20th Century Conference," UT-Austin and at the International African Studies Conference at Africa Institute

Send Us Your News!

We would love to hear from you. Please send the following information to jmcgowan@uiuc.edu or send by snail mail to: Editor, Habari, Center for African Studies, 210 International Studies Building, University of Illinois, 910 S. Fifth Street, Champaign, IL 61820, USA.

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in Moscow, Russia. In his new position at Drury University, he organized "Africa Night" with films, presentations, and dancing. He plans to lead a summer study-abroad program in St. Petersburg which has been approved by Drury administration.

Edward Miner (linguistics; library and information science, '00) is a government documents librarian at Mercer University. He was a Mellon Postdoctoral Fellow in African Studies Librarianship at Indiana University during 2000-'01.

Mattito Watson (African studies; community health, '00) works with Save the Children as a program manager in humanitarian relief projects in the Republic of Guinea. He works with refugee children and youth to provide a comprehensive health, education and psycho-social support. He focuses on former child combatants.

John J. Williams (history, '89) is a principal planning professional in policy & research, in Cape Town, South Africa. He is also a lecturer at the School of Government, University of the

Western Cape, where he teaches professionals associated with industry, parliament, local and provincial government. Some of his recent published work includes: "Cultural Studies and Development Trends in the 'New South Africa': Some Critical Perspectives," *Critical Arts, Cultural Studies in Africa*, 1999. "South Africa: urban transformation" *Cities* 2000; "Transformative sense-making: Development in whose image? Keyan Tomaselli and the semiotics of visual representation," *Visual Anthropology* 2000.

Stephen Wooten (anthropology, '97) returned to the U of I in June to serve as a curator for the new Africa exhibit at the Spurlock Museum. At the 2001 ASA, he chaired a panel on (Inter)National Political Economies and Local Ecologies and presented: "A Local Graft Takes Hold: The Political Ecology of Commercial Horticultural Production in Rural Mali."



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Technology and Development in Africa

Held on April 25-28, 2001, the 27th Annual Spring Symposium was one of the largest symposia since the inception of this annual event. Organized by Professors Ilesamni Adesida (Microelectronics Lab, electrical and computer

engineering), Ibulaimu Kakoma (veterinary pathobiology), and Paul Tiyaambe Zeleza, the conference sponsored more than forty participants, more than half of whom were brought from Africa.

Mohamed H. A. Hassan, executive director of Third World Academy of Sciences in Trieste, Italy, and president of the African Academy of Sciences, presented the keynote address on "Challenges, Opportunities and Strategies for Science and

Technology Development in Africa," and A. Babatunde Thomas, Nigeria's Presidential Advisor on Science and Technology, led a roundtable discussion on "Policy and Strategic Issues on Science and Technology Development in Africa."

The symposium brought together a group of people from many disciplines and professions, but the common thread of how technology affects the daily lives of people from nearly all walks of life and how it will affect the future brought it all together for this important conference. Participants included educators, NGOs, entrepreneurs, scientists, and representatives of the media in Africa, Europe, and the United States. Sessions were held on how technology affects agriculture, culture, economics, the environment, education, health care, law, and the media. The final session was devoted to strategies for cooperation, both national and transnational. Professors Adesida, Kakoma and Zeleza are now in the process of editing a collection of papers from the conference for publication.