

Beyond a Boundary: Area, Ethnic and Gender Studies and the “New” Global Imperative

From December 2-5, 2004, 29 leading scholars, including 22 scholars from institutions across the country, participated in a conference titled *Beyond a Boundary: Area, Ethnic and Gender Studies and the “New” Global Imperative*. Organized by the Center for African Studies, together with the Center on Democracy in a Multiracial Society, with support from other Area, Ethnic and Gender Studies programs at U. of I., the goal of the conference was to investigate the intersections among area, ethnic and gender studies programs in light of the “new” global imperative on campuses across the country. Focusing on five key issues—including the ways in which area, ethnic and gender studies have been historically “global” because they have engaged and continue to engage in scholarship that de-centers white Euro-America; the stakes in considering area knowledge as distinct from U.S. multicultural knowledge, especially given the changing demographics of U.S. campuses since *Brown v. Board of Education*; and the future of area, ethnic and gender studies—this symposium pushed presenters and participants to consider the impact of their collective research on how race, gender,

nationalism and globalization are approached outside the limits of disciplinary boundaries. Because of the interdisciplinary nature of this conference, presenters, as well as audience members, iterated and reiterated the need to continue collaborations across and between disciplinary and institutional boundaries. Rubby Dhunpath, describing why he called the event one of “the finest conferences” he has attended stated that the conference’s success was because it “was conceived out of a genuine need and desire to transgress conventional boundaries of praxis—the rest fell into place. What ensured coherence and depth was that each session was constructed around a carefully articulated rubric that forced presenters to tailor their presentations to fit the rubric...and forced them to confront the questions.” The overwhelming support of all participants and the enthusiasm of more than 150 attendees to move forward with ideas and exchanges generated at this conference has resulted in several new and innovative projects that the Center hopes to engage within the coming year.

Preamble to the Conference

Globalization. . . The Global. . . The New Global Imperative. . . Over the past decade, from the humanities disciplines through the social sciences, “global” has become the scholarly point of embarkation into the new millennium. Whether celebrated as a new golden age or decried as the dark days of U.S. empire, globalization has challenged virtually every corner of the academy. To date, however, there has been very little critical discussion of what this turn toward the “global” means for those who labor both within and between the disciplines. Vast resources are currently

being funneled by U.S. universities and funding agencies into Global/International Studies and Transnational Studies programs. Departments are creating new courses in global history, world politics and transnational cultural studies. This marked shift in pedagogy, scholarship and administration requires a careful and critical examination, particularly from the interdisciplinary perspectives of those area, ethnic/race and gender studies programs that have been engaged with global issues on U.S. campuses for nearly a half-century. As we commemorate the 50th anniversary of the historic *Brown v. Board of Education* Supreme Court decision across the United States, it is especially important that we consider how the history of race in the

Conference Program Recap

Opening Remarks: Jean Allman, Director, Center for African Studies, University of Illinois, Urbana-Champaign



Conference Audience

“Global Africa and the Challenges of Globalization: Race/Ethnicity, Gender & Area Studies Nexus”
Darryl Thomas, Department of Africana Studies, Binghamton University

“Outside American Studies: On Internationalization and Critical Exceptionalism”
Robyn Wiegman, Department of Women’s Studies, Duke University

“Asian Latinos: When Two Diasporas Collide”
Evelyn Hu-DeHart, Center for Race and Ethnicity, Brown University

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Paper Presentations:
“A Bloody Stupid War”
Moustafa Bayoumi, Department of English, Brooklyn College, City University of New York



Moustafa Bayoumi and Pedro Caban participate in the opening panel



Jean Allman

FROM THE DIRECTOR

2004-2005—my second year as director—has been as busy as my first, but the administrative learning curve is not quite as steep now, and our staff numbers have

thankfully been reinforced by Kumi Silva's full-time appointment as the Center's Special Programs Coordinator. In August, we welcomed into our Master's program seven new students with a wide and diverse spectrum of interests and an infectious passion for African Studies. They have brought renewed vigor to our M.A. program, and we look forward to watching their progress over the coming year as they complete their degrees and move into new careers or extend their studies to the Ph.D. level.

On the programming front, we have had an especially exciting year as we have focused our energies on cooperative initiatives with a broad range of disciplines and area studies centers. In early November, as part of the Joint Area Studies Centers Symposium, we hosted an important and timely interdisciplinary conference on *Troubled Waters in a Globalizing World*. A month later, in cooperation not only with other area studies centers on campus, but with ethnic/race and gender studies programs, we hosted *Beyond a Boundary: Area, Ethnic and*

Gender Studies and the "New" Global Imperative—a conference that brought together a truly remarkable collection of scholars to explore the intersections among area, ethnic and gender studies programs in light of the "new" global imperative on campuses across the country. The year has also been a very busy one for the Center's outreach programming, spearheaded by assistant director Jamie McGowan. Her efforts, together with those of graduate assistant for outreach Tage Biswalo are described in greater detail in this issue.

2004-2005 has also marked the second year of our three-year Rockefeller-funded Humanities Institute on Education and African Modernities. This year we welcomed two new postdoctoral fellows—Rubby Dhunpath from Language and Literacies Studies at the Human Sciences Research Council in Pretoria, South Africa, and Maghi Rukuni from the Department of Social Sciences at the Zimbabwe Open University. Both scholars have been working closely with colleagues in the College of Education, and their insight and energy have helped to further strengthen the Center's ties with the college. You have the opportunity to "meet" them in this issue of *Habari*.

Normally and with only a few perennial exceptions—summers at the Center are relatively quiet. This summer, however, and in common with the other centers on campus and across the country, we will be gearing up for the next Department of Education Title VI competition. Over the coming months, I look forward to working with the Center's terrific staff, its outstanding faculty, and its dedicated graduate students in preparing our next Title VI application and laying the groundwork for what we are certain will be four dynamic and exciting years of Africa-centered teaching, research and outreach at the University of Illinois.

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Roundtable I: How do we explain the turn toward the “global” on U.S. campuses? What has made the global the center of academic, administrative and policy debate? What are the implications of privileging the “global,” the “hybrid” or the “transnational” over the “local” or the “subaltern”?

Participants:

Moustafa Bayoumi, *Department of English, Brooklyn College, City University of New York*

Charles Piot, *Department of Cultural Anthropology, Duke University*

Radha Hegde, *Department of Culture and Communication, New York University*

Pedro Caban, *Institute of Communications Research, University of Illinois at Urbana-Champaign*

Jan Nederveen Pieterse, *Department of Sociology, University of Illinois at Urbana-Champaign*

Moderator: Jean Allman, *Center for African Studies and Department of History, University of Illinois, Urbana-Champaign*



L to R – Kal Alston, Nikhil Singh, Susan Koshy and Fanon Wilkins share a joke as they participate in the closing panel

Roundtable II: Area, ethnic/race and gender studies have, for many decades, engaged in scholarship that de-centers white Euro-America. Can we consider the work of area, ethnic and gender studies of the past decades “global” work? How do our historic and programmatic differences shape, enhance or limit our ability to address the global?

Participants:

Darryl Thomas, *Department of Africana Studies, Binghamton University*

Pearl Robinson, *Department of Political Science, Tufts University*
David Nugent, *Department of Latin American Studies, Colby College*

Kwaku Korang, *Department of African American and African Studies, Ohio State University*

Aimee Carrillo-Rowe, *Department of Rhetoric, University of Iowa*

Andrew Orta, *Department of Anthropology, University of Illinois at Urbana-Champaign*

Moderator: David Roediger, *Center on Democracy in a Multiracial Society and Department of History, University of Illinois at Urbana-Champaign*

Roundtable III: Should university initiatives for enhancing both diversity on campus and the study of race, ethnicity and gender be counterposed to international diversity and international content as areas of knowledge? What are the stakes in considering area knowledge as distinct from U.S. multicultural

knowledge, or gender as distinct from gender “in global perspective,” especially given the changing demographics of U.S. campuses since Brown v. Board of Education?

Participants:

Cheryl Johnson-Odim, *Dean, School of Liberal Arts & Sciences, Columbia College*

Gertrude Fraser, *Vice Provost for Faculty, University of Virginia and Program Officer in Higher Education, Ford Foundation, 2001-2003*

Courtenay Sprague, *Carnegie Corporation of New York*

Edward A. Kolodziej, *Center for Global Studies, University of Illinois at Urbana-Champaign*

Charles Stewart, *Executive Associate Dean, Liberal Arts and Sciences, University of Illinois at Urbana-Champaign*

Sundiata Cha-Jua, *African-American Studies and Research Program, University of Illinois at Urbana-Champaign*

Moderator: Kent Ono, *Program in Asian-American Studies and the Institute of Communications Research, University of Illinois at Urbana-Champaign*



Radha Hegde listens thoughtfully

Roundtable IV: How has recent scholarship coming out of area, ethnic/race and gender studies programs challenged the paradigms and disrupted the terminologies which have divided area, ethnic/race and gender studies? What new theoretical possibilities are posed by this work and how do they meet the challenge of the global?

Participants:

Evelyn Hu-DeHart, *Center for Race and Ethnicity, Brown University*

Kim Butler, *Department of Africana Studies, Rutgers University*

Michael Salman, *Department of History, University of California, Los Angeles*

Philip Deloria, *Department of History and the Program in American Culture, University of Michigan, Ann Arbor*

Christine Skwiot, *Department of History, Georgia State University*

Elizabeth Esch, *Department of History, University of Illinois at Urbana-Champaign*

Moderator: Lisa Cacho, *Program in Asian-American Studies and Program in Latino Studies, University of Illinois at Urbana-Champaign*

Roundtable V: What challenges does the new global imperative pose for area, ethnic/race and gender studies today? In what ways have these centers of interdisciplinary study met the challenges? What work is left to be done? What are the possibilities for theorizing across area, ethnic and gender boundaries and of bringing the subaltern, the local, the regional and the national to bear on the global and transnational?

Participants:

Kal Alston, *Program in Gender and Women’s Studies, University of Illinois at Urbana-Champaign*

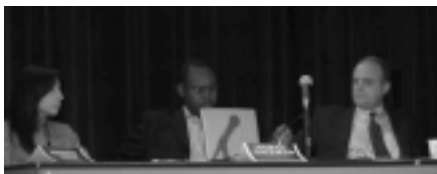
Nikhil Singh, *Department of History, University of Washington*

Robyn Wiegman, *Department of Women’s Studies, Duke University*

Susan Koshy, *Department of English and the Program in Asian American Studies, University of Illinois, Urbana-Champaign*

Fanon Wilkins, *African-American Studies and Research Program and Department of History, University of Illinois at Urbana-Champaign*

Moderator: Shefali Chandra, *Department of History and Program in Gender and Women’s Studies, University of Illinois at Urbana-Champaign*



Media coverage of Africa conference

The Outreach Program at the Center for African Studies participated and supported a number of initiatives across campus and beyond. We reached out to K-12 teachers and students, University faculty and students, business people, journalists, governmental and non-governmental representatives, and the general public. Here are just a few images capturing some of the programming that African studies supported during the past year.

International Festivals & Fairs

Tage Biswalo (education & policy studies) plays a game of mancala (known by many different names and variations around the world) with kids at the International Family Fest held in Bloomington, Illinois.

At Urbana High's Global Fest, Batamaka Some (anthropology) teaches students and teachers a couple Dagara dances, which he learned growing up in Burkina Faso.



Tage at Bloomington International Fest



Batamaka at Global Fest

International Careers Workshops

Five days of workshops brought in experts and representatives to discuss international career possibilities and focused on business, non-profit, education and research, and government and inter-governmental sectors.



International Careers Workshop

Events, Forums & Workshops

Pictured at the right is the Faculty Panel at the African Students' Organization's First Annual Forum "Brain Drain: Challenges and Opportunities for Africa."



Brain Drain Forum

outreach

Working with the Champaign County Youth Detention Center

By Tage Biswalo

Since joining the Center for African Studies as an assistant to the outreach coordinator, my experiences with the program have brought me many rewards, and hopefully it's a mutual feeling with the community and institutions with which I have worked so far. I have initiated a series of outreach activities in the surrounding Champaign-Urbana area. My programming is geared towards the youth of the greater Champaign-Urbana community and presenting issues and cultural aspects relating to the continent of Africa and beyond.

In this report, I focus on one program that I'm particularly proud of, my work with the Champaign County Youth Detention Center. Early last year, I approached the superintendent of the institution to see about organizing an ongoing program there. She gladly said yes. After initial bureaucratic logistics such as background checks and the like, I began the program.

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But to my surprise it was the total opposite. The kids have been extremely responsive, engaged, fun, and very brilliant!

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This particular program has three components to it: guest speakers, documentary film showings and informal discussions. The speakers have included Fulbright and Rockefeller fellows from South Africa, Kenya and Ghana. The program has also sought the services of African and non-African graduate students working and researching Africa to do short presentations at the detention center.

During the last year, I was fortunate enough to present two remarkable individuals to the detention center. While visiting

the U. of I., Dr. Ayesha Imam, an internationally known scholar and social justice activist, was kind enough to accept my invitation to talk to the kids. Her presentation specifically looked at sharia law in Nigeria and tackled some of the preconceived notions that circulate about Islam and gender relations in Africa. Dr. Imam presented Amina Lawal's legal case and the struggles that surrounded her case. The kids at the detention center had a lively discussion with Dr. Imam around issues of justice, gender relations and human rights. The talk and the exposure to such a foreign subject had a profound impact for some of the young women and men there.

Another guest speaker was Ogochukwu Nzewi, graduate student in communications in South Africa. She was a Claude Ake Scholar at the African Studies Association, and Ms. Nzewi is a young woman living with HIV/AIDS. She spoke at the youth detention center about HIV/AIDS and its devastating effects on people and, specifically, its impact on the continent of Africa. She did not initially divulge her own status, and they had a very engaging and lively discussion. She later asked them to describe what the toll an HIV-positive status might have on a person's appearance. The kids had some interesting answers, many not very flattering. Then she told them that she was dealing with the disease and that there are many people in the world living with it. The reaction after hearing she was HIV-positive

“Media Coverage of Africa: The Representation of Islam” brought together scholars as well as representatives from AllAfrica.com, *Chicago Tribune*, *Newsweek*, Voice of America and Chicago Public Radio to address media coverage of Africa and Islam.



Dr. Ayesha Imam, Founding Director, BAOBAB for Women’s Human Rights, Nigeria, was the keynote speaker, and addressed media coverage of zina cases in Nigeria.

The event was co-sponsored by the Medill School of Journalism and the African Studies Program at Northwestern University.



Destination Africa workshop

“Destination—Africa: A Trade Workshop for the Travel Industry” was held in Chicago last March. Panelists represented several African embassies and tourist boards, airlines, travel associations, experienced tour organizers and academia.

His Excellency, Dr. Zac Nsenga, Ambassador of Rwanda, met with U of I faculty and students



The Ambassador of Morocco who came to campus in Spring 2004

as part of his visit to central Illinois. His visit also involved giving a lecture as part of the Ambassador Series, produced by WSEC-TV in Springfield, Illinois.

In April 2003, His Excellency Aziz Mekouar, Ambassador of Morocco, visited the University of Illinois campus and delivered the presentation, “World Focus on Africa: The Role of Morocco” as part of the television program “The Ambassador Series” produced in Springfield, Illinois. In addition to the usual campus visits, he also met with elected politicians and area business people during his stay in Champaign and Springfield.

was very dramatic. Their faces revealed shock and perhaps some disbelief. However, Ogo helped put them at ease, and the group was back talking about it and wanting to learn more. Naturally, curious as young people are, they asked her how her status has impacted her, her family, relationships and life goals. Ogo graciously and openly answered their questions. And before she left, several of the kids asked her for an email address to keep in touch with her. The young people at the Champaign detention center clearly face pressures and struggles that they wrestle with, but it was also so clearly evident from this visit that today’s youth have great compassion and are concerned with the world in which they live.

Documentary film showings have turned out to be a success and have resulted in a huge interest in the continent of Africa and all things African. Film showings are followed by a discussion about the film where the viewers ask questions and express their opinion of the films. One of the film series that really caught the attention of the kids at the center was about the 1994 Rwandan genocide. Before showing the film I explained genocide and ethnic cleansing, and asked to keep those two in mind while watching the film. They could not believe what they saw in the film. Some of the many questions they posed after and during the showing were “How come we’ve never heard about this before in school?” “Why are Africans killing each other?” This discussion continued for two weeks.

The structure of these meetings is in a fashion of an informal classroom environment where the audience dictates the setting and the pace of the discussion. Normally, I will pose a simple question such as “What do you think of Africa?” or “What do you know about Africa?” Sometimes I will start the informal discussions by giving the kids a short trivia quiz about Africa to jump-start the discussion. The responses from these questions are overwhelmingly good and spark a wide range of issues lingering in the audience’s minds.

Documentary film showings inspired another aspect of the program: African languages. This interest was stirred mainly by the youth’s curiosity on African languages and the nature of some films shown where sometimes the interviews were conducted in the subject’s native tongue (complemented by subtitles of course). They began asking questions about languages in Africa, and wondered how many languages are spoken in the continent. I gave some hints for them to make a somewhat close guess. Since they already knew there were 55 countries in Africa, I gave them an idea of how many languages can be spoken in one country by using the country of Tanzania where there are over 120 languages as an example. After several minutes of guessing and coming very close to a reasonable number, I told them there are over 3,000 languages in the continent of Africa. They found the number to be very interesting, and wanted to know more. In any case, this enthusiasm led me to introduce some informal language instruction. I chose Kiswahili.

I chose Kiswahili because it is perhaps the most widely spoken African language in the world, and second, because I can speak it and I’m very familiar with the culture that surrounds it—the Swahili culture. I began the instruction by giving a short history of the language and introducing some words and phrases that I thought they were familiar with. I asked them to recall words in the movie *The Lion King*, where there were some often used Swahili words and phrases. They came up with words such as *bakuna matata*—“no worries” and *jambo*—“hello.” I used the words they remembered as an ice-breaker in to the language. We then moved to introducing one another and continued to practice phrases used by Swahili speakers on a daily basis. We practiced phrases like *Jina langu ni ...* for “My name is ...” and *Habari za Asububi* for “Good morning.”

As part of the program, Swahili language instruction has turned out to be a very satisfying and interesting experience for the youth and myself. It opened the door and more importantly, an opportunity for other African language instruction in the future. Future plans for the program include bringing some of my colleagues who speak, and are familiar with, other African languages to come to the center and give presentations and informal instructions on their respective languages.

Overall the experience at the Youth Detention Center has been a very rewarding one and the program continues to grow. *A luta continua!* (The struggle continues!)

UIUC Africa-in-Academics Student Association 7th Annual Graduate Conference

GLOBAL AFRICA: CHALLENGING BORDERS

On February 21, 2004, the Africa-in-Academics Student Association held its 7th annual graduate student conference. The theme of this year's conference, "Global Africa: Challenging Borders," was selected because the goal of the conference organizers was to provide an arena for conference participants from various disciplines and fields of study to discuss the ways in which the study of Africa is being conducted in their particular disciplines and the importance of interdisciplinary research in African Studies. In addition to sponsorship from the Center for African Studies

and the African-American Research Program, conference co-sponsors included the departments of French, History, Geography, The Center on Democracy in a Multi-Racial Society and the Unit for Criticism and Interpretive Theory. The conference included presentations by graduate students from various disciplines, the Center for African Studies Rockefeller Post-Doctoral fellows Adhiambo Oduol and Chika Sehoole and a keynote address by the former director of the Center of African Studies, Dr. Paul Tiyambe Zeleza.



Paul Tiyambe Zeleza delivers the keynote

Dr. Zeleza's keynote titled "Rewriting the Diaspora: Beyond the Black Atlantic," examined how the racialization of Africa has limited the discussion of the African Diaspora, the importance of diasporic studies and how the understanding of the African Diaspora privileges the Atlantic/American Diaspora without acknowledging those of African descent who live "outside" this diaspora. Dr. Zeleza defined the diaspora as being "a state of being and the process of becoming across time and space" which links people through identity and a "group consciousness through thought, culture and experience." In his address, Zeleza identified four diasporas; these



Brian Yates (Doctoral Student, History) presents his research

diasporas are located in Africa (based on systems of migration), the Indian Ocean, the Mediterranean Ocean and the Atlantic. Zeleza supported his thesis that all four of these areas are part of the African diaspora by briefly discussing the presence of people of African descent living in Iran, the presence of Africans in Sri Lanka due to the importation of slaves beginning in the 15th century by both the Portuguese and the Dutch, and the African population of Brazil, which accounts for the largest population of African descendants living outside of the continent.

Overall, the keynote address, graduate student presentations and faculty roundtables were well-received and the discussions that followed were engaging. The day's events provided an opportunity for both students and faculty to discuss a myriad of topics concerning the study of Africa. The conference closed with a lively imbirá performance by Dr. Tom Turino and graduate students from the Music Department.

POSTDOCTORAL FELLOWS

MAGHI RUKUNI



I am a Zimbabwean postdoctoral Rockefeller fellow at the Center for African Studies. My educational background is very multidisciplinary with undergraduate degrees in Psychology (Bs.C.) and English and History (B.A), with Geography and Theology (Comparative Religions) as minors. I also have a Masters in Education in Educational Psychology and my Ph.D. is in Educational Psychology from the University of Zimbabwe. My work, both academic and professional, mirrors this diverse education starting with my teaching experience in a high-school setting. I taught Forms 1 to 6 (equivalent to U.S. grades 8 and beyond 12) in English, History and Geography, and was a head of department at a boys' school for two years. I was also a senior teacher responsible for girls at a co-ed school for three years. In addition, I also taught for five years at a Polytechnic College, similar to a community college here, as well as several private higher education institutions in Zimbabwe, teaching Business Communication, Business English, Supervisory Aspects, General Education, Industrial Psychology, and Industrial Relations. I currently am based at the Zimbabwe Open University where I am a program leader in counseling, psychology and special education programs, developing teaching materials for students and lecturers in distance learning. Until March 1, I was the acting chair of the Department of Social Sciences, responsible for the three programs. Before my current position, I was also an education officer for national examinations in History for the Ministry of Education and Culture in Zimbabwe, in addition to working with an AIDS service non-governmental organization for five years as its secretary and chair. I am still very interested in issues of gender, and currently work with several women's organizations on gender violence including rape and domestic violence, women's empowerment, human rights issues for women, and education of girls. Reflecting these interests, my Ph.D. thesis examined technical education of women at eight government technical colleges in Zimbabwe.

My current research project for this year is titled "Multiculturalism of African trainee counselors: the case of Zimbabwe." Students in Zimbabwe learn western-developed counseling concepts, principles and theories and are expected to apply these in practice but modified by the local context and culture. The assumptions of the study are that the Zimbabwean trainee counselors become acculturated to Euro-American values through the English language, the language of instruction, but must work with clients who are different in language and culture. The trainee counselors must learn to adapt this knowledge to suit this culture. The study is at the initial phase of testing the reliability of the Multicultural Counseling Inventory (MCI) as an instrument to measure the trainee counselors' multiculturalism, as well as the reliability of the Relevance of Training instrument (RTI) that I developed. The latter instrument will be used to investigate whether the western-derived education the trainees receive is relevant and prepares them to work in the Zimbabwean context competently. Both instruments (MCI and RTI) are intended to measure four domains of multicultural skill, awareness, knowledge and competency, with the RTI focusing primarily on relevance of training through distance learning.

The project has evolved tremendously especially as the original proposal was very ambitious. The data I brought with me required

that I break the project into phases, with the preliminary focus being a reliability measure. I had to learn new data analysis procedures, especially the multivariate analysis techniques, and polish up my knowledge of the SPSS package. Attendance at some of the brownbag sessions organized by the Center for African Studies as well as other programs across campus opened my eyes to other data analysis procedures. The lessons I have learned through reading and interacting on multicultural issues in the USA and comparing these to how they apply to my Zimbabwean context places this topic within globalization of education at the center. The second phase of the study requires further data collection. The portfolio as another data source still needs to be explored.

Apart from gaining more experience in data analysis, I benefited from direct mentoring from assigned staff in counseling psychology. I have been able to attend the ASA, rehabilitation counseling, and general counseling conferences. Participating at seminars and brownbag sessions is another boon for me. I had the opportunity to travel in and outside the USA, which would have been difficult from Zimbabwe. I have been able to go beyond the project by working on gender violence, and reviewing articles and a book (accepted for publication) in African studies. My horizons on African and African American studies have been greatly expanded. The challenge is to maintain and produce journal articles and to stay focused on issues that resonate with me in the future. I have been approached by several organizations to produce materials for publication and I hope to be productive and maintain the momentum. The other challenge is to continue engaging in research in multicultural studies, gender violence and psychosocial research in HIV/AIDS.

I appreciate the opportunity granted to me through the Rockefeller postdoctoral fellowship to grow into a researcher and not be just a lecturer. I thank all the people at University of Illinois at Urbana-Champaign for their friendship and support throughout my stay. I was able to expand my resource persons to include others who I am grateful to for their mentorship and support.

RUBBY DHUNPATH



I was born into a working-class family of market gardeners in the East coast of South Africa. I went to schools designated for diasporic “Indian” population which was shipped-in during the mid-1800s to work the sugar cane plantations of coastal Natal. As a result, I was forced to enroll at the only university in the country for the “Indian” population in a three-year undergraduate program known then as the “University Diploma in Education.” I started the university in 1976, the year in which the apartheid state declared that the Afrikaans language (which is a hybridized version of Dutch), a foreign language to the majority and discredited as the language of the oppressor, was to supplant a dozen or more indigenous languages as the medium of instruction. Unable to contain their frustration and anger, South African youth took to the streets in protest. In the violence that followed, more than 575 people died, at least 134 of them under the age of 18. This, the year of the Soweto riots, became one of the turning points in South African history, which set the tone for resistance against apartheid education over the next two decades. This sets the context not only for my academic life, but also my personal

life with my activism in the anti-apartheid movements spilling into and shaping my research.

For the next 15 years I served as a teacher of English, head of the department, and later as deputy principal. During this period I studied through correspondence and obtained a B.A., Bed-hons, M.Ed., at South African universities and a TESL diploma from the University of Cambridge. Thanks to fellowships from the Spencer and Sanpad foundations, I was able to pursue a Ph.D. in teacher education. By then I had been recruited by the University of Durban, Westville, as a lecturer where I taught and researched Language Education, Sociolinguistics and Lifehistory Research Methodology. I also served as managing editor of the journal, *Perspectives in Education* from 1998 to 2001, and as editor of the column “Conversations about Research.” I was offered the space to venture into the world of educational research at the Human Sciences Research Council (HSRC) in Pretoria (the administrative capital of South Africa). Initially, I was appointed as a senior research specialist in the unit for Education Policy Studies. Shortly thereafter, I was invited to establish and head the Centre for Language and Literacies Studies, which conducts research into the country’s highly contentious language policy, multilingualism, reading literacy assessment and language teacher development.

Because the frenzied work pace of a professional teacher leaves little time or scope for scholarly activity, when the opportunity to read, reflect and write was made possible by a research fellowship from the Rockefeller Foundation, I was quite happy to resign my post to spend time at the Center for African Studies and The Department for Education Policy Studies at U. of I. During the course of my 10 months here, I am privileged to be working with the internationally accomplished research scholar Professor F. Rizvi on a variety of projects. One of my projects involves converting my doctoral thesis into an edited monograph. As it turns out, the theme of the fellowship, “African Modernities: Globalization and Higher Education in Africa,” resonates with my doctoral research which explored the role of NGOs in higher education in Southern Africa. My dissertation, titled “Archaeology of a Language Development NGO,” revolved around the role, identity and behavior of NGOs in Southern Africa, particularly their relevance and contribution to higher education and development.

My initial research revealed that while NGOs were highly responsive in their quest to deliver home-grown solutions to social/educational problems, the academy continues to regard their work as marginal to “mainstream” knowledge production, largely because the knowledge generated by NGOs is not systematically codified and documented. Hence, in the absence of an institutionalized research culture, their work has limited currency and there remain several unresolved questions around the legitimacy of their intellectual labor, particularly the perceived value of their capacity for contextually relevant knowledge production. A compelling interest for me is how NGOs might reconfigure their identities to elevate the quality and legitimacy of their work by grounding their activities in a research culture that enables them to pursue agendas that address local development needs while negotiating the impact of global influences which often relegates them to state functionaries or development sub-contractors.

The other project I am involved in is editing a book titled *Life History Research: Ethics, Representation, Epistemology*. This book was conceived on the premise that much has been written about lifehistory research in recent times—it has been paraded as a

Continued from page 7

counterculture to the traditional research canon, and celebrated as a genre that promotes methodological pluralism. However, as lifehistory researchers, we have an obligation to transcend spurious claims about the perceived merits of the methodology and extend the debates around how the genre simultaneously problematizes and responds to the competing challenges of Ethics, Representation and Epistemology. In pursuit of this challenge, this book brings together South African academics who work in the field of lifehistory research.

One of the most gratifying aspects of being at the University of Illinois is the opportunity of meeting with so many accomplished scholars, the rare privilege of interacting with authors whose work has influenced my praxis and the good fortune of having them critique my work. I've also had the unexpected boon of attending five international conferences in eight months, thanks to the generosity of The Center for African Studies and the Department of Education Policy Studies (EPS). In addition I've attended a series of seminars on Higher Education hosted by EPS where I recently presented a paper which explored policy mimicking as a phenomenon in social science research as it was appropriated by the apartheid government to legitimize its separatist policies. Perhaps the most rewarding aspect of my fellowship has been the opportunity of being a student again. I've attended Norman Denzin's refreshing class on Advanced Interpretative Methods. I take Fazal Rizvi's highly stimulating class on Globalization and Educational Policy, and Bob Stake's Case Study class.

It has been a thoroughly enriching and profoundly liberating year. For this, I want to pay tribute to the Center for African Studies, particularly to Jean Allman, Jamie McGowan, Kumi Silva and Sue Swisher for a memorable experience. I also owe a debt of gratitude to Fazal Rizvi for being a friend and mentor, and to the EPS faculty and students for the many stimulating conversations at the many seminars and social gatherings. Not only has this fellowship expanded my academic horizons, it has allowed me the privilege of interacting with many wonderful people. Cumulatively, this fellowship will count as one of the turning points in my academic career, one that will sustain me intellectually for many years to come.

GHANA-BENIN STUDY ABROAD

From December 27-January 18, 15 students from various departments, including African Studies, Art and History participated in a Study Abroad Program in Ghana and Benin. The group, led by Jean Allman (African Studies/History) and Dana Rush (Art/Art History), traveled extensively, participating in home-stays, numerous religious and social events, including the wedding of African Studies Masters student, Kwame Essien (see pictures).

These travels were not only academically significant, but had profound personal importance to the students. They expressed the impact of this trip in many different ways, including narratives, poetry and art. The following are excerpts from these projects.



Erica Hill (M.A., African Studies)

The most significant moment in Benin occurred on the 5km walk from the DeSouza home to the "Door of No Return," a wonderfully sculpted structure built along the shores of Quidah, which pays homage to those who were sold into the slave trade. As I made this journey, I constantly reminded myself that I was walking the same path that those from as far away as Nigeria had. I quietly celebrated my ancestry as I approached a sculpture garden which included works of art which commemorated the accomplishments of African-Americans and celebrated the inspiring legacies of those throughout the African Diaspora, including Touissant L'Overture, W.E.B. DuBois and Malcolm X.

In this space, I could feel the hearts of other students of African descent swell with an unspoken pride as we sat under a sculpture of the African continent and posed for photos together. In this place, there was no need to speak of the power of the moment because we simply understood that though thousands of miles away from the land of our birth we were experiencing what would come to be a definitive moment in our lives.

The following is simply a piece written about this moment and the experience of walking through the "Door of No Return":

From the shores of Benin, the sea beckons

*It beckons me to move closer
Calls out and pleads with me to stay
a while longer
Reaches forth its hand with the
breaking of each wave
And as the sand disappears beneath
my feet
I can feel its grasp*

*Beneath the baze of barmattan
My eyes are closed and I hear
Faint whispers in different tongues
And as the water charges the shore
I can hear them calling*

From the shores of Benin, the sea beckons

*And the whispers are no longer
And at the place where the ocean
and sky meet
It is clear...*

*I am the fruit of their labor, the salt of
their tears,
And like a grain of sand
I am just one of many
Who, from the shores of Benin, the
sea has beckoned*

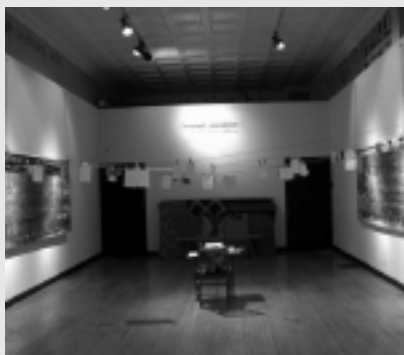
—Erica Alane Hill
1/17/2005

Suzana Palaska-Nicholson (M.A. African Studies)

Monday—Accra

Today we visited the Nkrumah Mausoleum and the W.E.B. Dubois center and museum. First, we arrived at a quite monumental and strangely desolate Nkrumah's Mausoleum site. At first I did not like that tree-inspired, Chinese-donated marble structure, which stood so out of place there away from Nkrumah's people. But then I started appreciating the quiet of the place. After all, this was a place for contemplation and thought, not necessarily for great art. The tucked away museum was more than modest in its content, and as it was explained, this was due to the fact that in the days following the overthrow of Nkrumah's government in 1966 all his possessions were destroyed including his work. Present museum artifacts are donations from friends and family members, as well as schools he attended in the United States of America. Most relevant for me were the references to Nkrumah's involvement in the *Non-Aligned* movement. I did not remember any mention in my elementary and high-school history books about his role in the creation of this "forward-looking" third way of international cooperation. There were many references to the pivotal partner roles Gamal Abdel-Nasser of Egypt and Heile Selasie of Ethiopia have played in the proliferation of the movement. So what happened there? Was there something "rotten" in the relationship between Tito and Nkrumah? Why did he end up going to Romania for treatment instead of India, Egypt or even Yugoslavia? These questions have gone unanswered today, but perhaps I can uncover the "mystery" once I return to Urbana-Champaign. Material permitting, I could possibly write about it too.

On to the W.E.B. Dubois center. Nestled in between other quiet neighborhood houses was a small, unassuming home of one of the greatest minds of the twentieth century. I wanted to stay and spend an entire day going through the volumes in his library, which I am sure is just a small sample of the readings Dubois did throughout his life. And is probably just a fraction of his library he had to leave in the United States. I wished some of my friends were here with me today. Instead, I took a lot of pictures of the place...and returned to the workroom once again after the tour was officially over.



"Textual Souvenirs"

Elizabeth Corr (M.A., African Studies) and Philip Matesic (B.F.A., Sculpture) Textual Souvenirs—Artist's Statement

The idea for "Textual Souvenirs" emerged out of a recent three-week trip to West Africa. Interested in exploring text and textual products, Philip Matesic and Elizabeth Corr began a personal project, which transformed and evolved throughout their travels. Through the pieces and interviews on display, text provides an avenue for conversations that remain behind even when individuals do not. The two incorporate these textual elements as a means to convey the intimacy of these ongoing conversations to those who were not there.

Early in the trip, Philip and Elizabeth purchased an old German typewriter from a local shop. They started using the typewriter as an instrument to facilitate dialogues. The unspoken communication through the typewriter permitted many of these deeply personal conversations to develop in a way that would not have

been possible verbally. Through the typewriter conversations, Philip and Elizabeth transcend cultural barriers. These interviews highlight similarities between people despite drastic differences in cultures, languages, religions and economic backgrounds. As you read the dialogues, it becomes clear that what began as a series of interviews eventually develops into genuine conversations between friends.

Through their show, Philip and Elizabeth also confront larger issues such as commodification, tourism and cultural souvenirs. While abroad, the two upset the notion of "Western tourist." That is, by deliberately seeking to purchase atypical souvenirs, they consciously disrupt Ghanaian notions of what Western tourists desire. At the same time, their interests and persistence subsequently altered the functional value of the objects now on display. In the eyes of many Ghanaians, Philip and Elizabeth's interest in the boards allows the objects to take on a new shape and meaning that goes beyond the limitations of utility and enters the realm of aesthetics.

Finally, "Textual Souvenirs" symbolizes the enormity of a travel experience. As students who visited West Africa, Philip and Elizabeth face the issue of describing their trip, a truly daunting task. How does one convey the importance of such a huge, life-changing event? Through this exhibit, they attempt to link the abstraction of their experiences in Africa to something that is partially accessible to family members and friends. What results is something honest and sincere. Rather than trying to broadly comment on Ghanaian culture or Africa, Philip and Elizabeth communicate the beauty and simplicity of people interacting with people.



Kwame Essien's wedding



Kwame Essien (M.A. African Studies) and Ddidzor Darku-Essien

were married on January 1st, 2005, in Accra, Ghana, in the presence of a large number of family and friends including students from U. of I.

whose Ghana-Benin Study Abroad trip happily coincided with this event. Michael Stewart (M.A., African Studies) was Kwame's groomsman.

SPRING COLLOQUIUM

HIV/AIDS IN AFRICA: GENDER, AGENCY AND EMPOWERMENT

30th Annual Spring Colloquium held April 24, 2004, at the Center for African Studies

Professors Assata Zerai and Ezekiel Kalipeni organized the 30th Annual Spring Colloquium of the Center for African Studies at the University of Illinois. This colloquium was supported by funds from the Center for African Studies, International Programs and Studies, the Department of Geography and the Department of Sociology at the University of Illinois and

The central objective of the colloquium was to bring to light the social, cultural and economic forces that have made AIDS the leading infectious cause of young adult death in Africa.

the Department of Education. An interdisciplinary group of distinguished and well-established researchers as well as graduate students in the field of HIV/AIDS research from institutions of higher learning in the United States and in Africa were invited to participate in the one-day colloquium. A total of 22 papers were presented at this colloquium by graduate students and faculty from the University of Illinois and other universities within the United States as well as Kenya and Malawi. Although the theme of the colloquium had a specific focus on gender, it was broad enough to allow for an

interdisciplinary interrogation of the dynamics of AIDS research in Africa using various emerging theoretical perspectives.

Most prevention programs to stem the tide of HIV/AIDS in Africa have largely failed because the research behind them has focused primarily on risk groups, behavioral change models, and flawed understandings of cultural practices and economic conditions. The central objective of the colloquium was to bring to light the social, cultural and economic forces that have made AIDS the leading infectious cause of young adult death in Africa. The 22 presentations at the colloquium formed a coherent set of presentations that sought to further our understanding of AIDS in so far as gender, agency, poverty and empowerment issues are concerned. The selected presentations offered micro-level research to emphasize the fact that HIV transmission in sub-Saharan Africa is a complex and regionally specific phenomenon rooted in global and local economies, deepening poverty, migration, gender and cultural politics. The

central argument connecting the various presentations was that AIDS in Africa cannot be stemmed until issues of sexuality, empowerment and vulnerability as well as social, gender and economic inequities are addressed in meaningful ways at both local and global levels.

Some of the presentations at the symposium attempted to answer the following two basic questions: What makes women in Africa vulnerable to HIV? How is this vulnerability configured differently by gender? It was strongly felt that these ap-

parently basic questions have not been adequately explored in sub-Saharan Africa, a region currently experiencing the highest rates of HIV infection in the world. The concept of vulnerability and its determinants, it was argued, was a pivotal yet under-explored problematic in our attempts to move towards more effective prevention strategies. It was pointed out that the determinants to vulnerability should be recognized as rooted in poverty, social disruption, underemployment, gender and access to resources. And for women, vulnerabilities to HIV are exacerbated by widespread gender-based social inequities.

Yet the dominant biomedical paradigm of AIDS research continues to center upon individual behavior rather than looking at social and economic contexts. As evidenced by the sustained upward trajectory of HIV incidence in sub-Saharan Africa, this dominant approach and the prevention programs deriving from it are costing lives as well as funds.

Accordingly, the colloquium focused upon social and economic contexts of vulnerability to HIV between males and females. Many of the presentations confirmed patterns predicting vulnerability to HIV, and offered insights into individual perspectives on sexual practices, on what constitutes risk, and what constitutes viable means of short- and long-term intervention. The lively presentations and ensuing discussions made significant advances in our theoretical and empirical understandings of how gender and agency, poverty, mobility, sexual politics and access to resources interact to create specific patterns of vulnerability to HIV. Many of the papers at the conference focused on power relations and ideological formations in order to understand more precisely the ways in which poverty, gendered social practices, regional histories of migration and global economies turn into vulnerability to HIV for some individuals more than for others. In short, the colloquium sought to offer a detailed examination of the gendered nature of vulnerability and issues of empowerment and agency, particularly the differential routes into infection between men and women.

The papers presented at the colloquium were organized into six specific panels as follows: Gender, Agency and Empowerment; Sex in Africa and Beyond; Access to Prevention and Treatment; Representation, Resistance and NGO Funding; Conceptual Frameworks and Rural Livelihoods; Risk to HIV in Malawi. A selected set of 12 papers from the colloquium is currently under review for publication as a special issue of *Social Science and Medicine*. The special issue is guest edited by Ezekiel Kalipeni, Assata Zerai and Joseph Oppong. It is hoped that the papers in the forthcoming issue of this prominent international journal will be valuable in providing insights into issues of gender, agency and empowerment with regard to the HIV/AIDS pandemic.

NEW FACULTY PROFILES

Four new faculty have been added as core faculty. Welcome!

Richard Akresh



Richard Akresh is a development and labor economist in the Department of Economics. He works on microeconomic development issues focusing on household risk-coping strategies and informal institutions that are used to cope with risk. In particular,

his current research focuses on understanding why households in Burkina Faso foster children—a practice in which parents send their own children to live with a different family—and the welfare implications of that decision. The empirical analysis is based on household survey data he collected during fieldwork in Burkina Faso. He is also interested in issues about migration, child labor and human capital investment decisions. He currently teaches a Ph.D.-level course on Topics in Development Economics and an undergraduate course in Economic Development.

Marilyn Booth



Marilyn Booth is an Associate Professor in the Program in Comparative and World Literature. Her research and teaching interests focus on modern Arabic literature and cultural history, especially in Egypt and Syria/Lebanon. Her research focuses on

the late nineteenth and early twentieth centuries. Her most recent book is *May Her Likes Be Multiplied: Biography and Gender Politics in Egypt* (2001). She is working on a book on the early gender activist and writer Zaynab Fawwaz, in the context of the late nineteenth-century emergence of the Arabic novel and debates on gender and nationalism in that period. She has written also on masculinity and nationalism, human rights and freedom of expression in Egypt, translation theory and practice, and autobiography and memoir. She also translates contemporary

Arabic fiction into English and has published or has forthcoming nine volumes of fiction translations. She is on the Women and Gender Studies faculty as well as the Program in South Asian and Middle Eastern Studies and African Studies.

Rebecca Ginsburg



Rebecca Ginsburg is an Assistant Professor in the Department of Landscape Architecture. She received her Ph.D. from UC–Berkeley in Architectural History. Ginsburg's research interests

include landscapes of apartheid, landscapes of slavery, domestic architecture, interior space, material culture and public history. She teaches classes in African Architecture, Landscapes of U.S. slavery, cultural landscapes and public history.

Wail S. Hassan



Wail S. Hassan is an assistant professor in the Program in Comparative and World Literature. He is also affiliated with the the Center for African Studies and Center for South Asian and Middle Eastern Studies. He is the author of *Tayeb Salih: Ideology and the Craft of Fiction* (Syracuse University Press, 2003) and of

numerous articles on Arabic, Anglophone and Francophone literatures and cultures, postcolonial theory, and the pedagogy of world literature. He is also co-editor of "Comparative (Post)colonialisms," a special issue of "Comparative Studies of South Asia, Africa and the Middle East" (23: 1-2, 2003), and he is currently working on a book project focusing on Anglophone Arab and Arab-American literature.

**FROM THE BOOKSHELF: WE SHOW-
CASE TWO RECENT PUBLICATIONS
FROM AFRICAN STUDIES FACULTY.**

Jean Allman

**Fashioning Africa: Power and the
Politics of Dress**

Indiana University Press, 2004



Everywhere in the world there is a close connection between the clothes we wear and our political expression. To date, few scholars have explored what clothing means

in twentieth-century Africa and the diaspora. In *Fashioning Africa*, an international group of anthropologists, historians and art historians bring rich and diverse perspectives to this fascinating topic. From clothing as an expression of freedom in early colonial Zanzibar to Somali women's headcovering in inner-city Minneapolis, these essays explore the power of dress in African and pan-African settings. Nationalist and diasporic identities, as well as their histories and politics, are examined at the level of what is put on the body every day.

Wail S. Hassan

**Tayeb Salih: Ideology and the
Craft of Fiction**

Syracuse University Press, 2003



This book undertakes the first sustained interpretation of all of Tayeb Salih's novels and short stories that constitute a single narrative cycle.

The book focuses primarily on the ways in which his work depicts the clashing of Arab ideologies; that is, questions of tradition, modernity, imperialism, gender and political authority in the Arab world. The analysis of Salih's work elucidates his inventive form, while at the same time delineating both the development and the special character of Salih's art.

Faculty News

Jean Due (ACES, retired) traveled to Tanzania for two weeks in October 2004, taking funds from her church for AIDS victims and orphans to two organizations (Women Against AIDS in Moshi and Morogoro), visiting a Heifer Project in a Massai Area near Arusha, and visiting former graduate students in Dar es Salaam. The Heifer Project International now has an AIDS component in all African projects. According to Due, she was particularly proud of the Ph.D.s who have returned, are working hard, and contributing a great deal to their communities.

An interview with professor **Alma Gottlieb** about how the body image of Barbie dolls affects females today was aired in August 2004 on NewsChannel 15, the NBC affiliate in Champaign. Gottlieb also presented several papers and gave talks. Among them, "Who Minds the Baby? Beng Perspectives on Mothers, Neighbors, and Strangers as Caretakers," at Macalester College in October 2004; "The Anthropology of Menstruation" and "Parallel Worlds: Anthropological Fieldwork in Africa," at Carleton College in October 2004 and "The Implications of Reincarnation for a Theory of Child Care: A Case Study from the Beng of Côte d'Ivoire," in a session on "Reincarnation" at the 103rd Annual Meeting of the American Anthropological Association in Atlanta on December 2004. Gottlieb published several articles this year including "From Pollution to Love Magic: The New Anthropology of Menstruation," in *Gender in Cross-Cultural Perspective* (3rd ed.) and "Babies as Ancestors, Babies as Spirits: The Culture of Infancy in West Africa" in *Expedition* 46 (3) (Winter 2004-05).

Alfred Kagan has been appointed to represent the American Library Association on the Free Access to Information and Freedom of Expression (FAIFE) Committee of the International Federation of Library Associations and Institutions.

Mahir Saul spent six months at the Laboratoire d'Anthropologie Sociale in Paris as an associate researcher, and two months of the summer at the Max Planck Institute for Social Anthropology in Halle, Germany, in 2004 and is a recipient of a National Endowment for the Humanities grant. In December 2004 he gave the distinguished lecture at the 103rd annual meeting of the American Anthropological Association in

Atlanta. It was titled: "Islam in the Polity and Culture of West Africa and Imperial Misinvention" and in February 2005 he participated in the colloquium "Africa History Films" organized by the Department of Historical Studies of the University of Cape Town, South Africa, and presented a paper titled: "Historical Truth and Discursive Gesture in the Films of Gaston Kabore." Dr. Saul has several new publications including "Money in Colonial Transition: Cowries and Francs in West Africa" in *American Anthropologist* 2004, "Africa South of the Sahara" in *Handbook of Economic Anthropology* and "Women Cross-border Traders in West Africa (with Gayle A. Morris)" in *Women in African Development: The Challenge of Globalization and Liberalization in the 21st Century*.

Student and Alumni News

In December 2004, **Eric Beck** began working for the National Education Association of New York (NEA-NY) as a UniServ Representative. He is assigned to work with the Buffalo Teachers Federation.

Robert Carlson published and presented several papers this year. Among them are "Using Qualitative Methods to Improve Drug Prevention: An Overview of Two Examples in Ohio" at the National Collaborating Centre for Drug Prevention Field Meeting in Liverpool, England, on December 9, 2004; "Ethnography: Anthropological and Cross-Cultural Factors Related to Drug Use, Dependence & Treatment" at the Conference on Approaches for Combating the Troublesome Use of Substances (CACTUS) in Albuquerque, New Mexico, in October and a co-authored paper titled "Prevalence and Correlates of Psychiatric Disorder among a Community Sample of Young Adult MDMA/Ecstasy Users in Ohio" at the 66th Annual Meeting of the College on Problems of Drug Dependence in San Juan, Puerto Rico, in June 2004. He was also an invited trainer at the "Targeted and Respondent-Driven Sampling Workshop" organized by the Centers for Disease Control and Prevention, Behavioral, Clinical and Surveillance Branch, Division of HIV/AIDS Prevention, National Centers for HIV, STD and TB Prevention in Atlanta in April 2004.

Nicolas Cook is a specialist in African Affairs at the Congressional Research Service. Most recent reports by Cook include "Liberia: Transition to Peace," and an overview piece titled "Cote d'Ivoire Divided: Civil War Reprise?" He is currently researching a report on African oil and related U.S. policy. In July 2004, he attended the XV International AIDS Conference in Thailand on behalf of CRS.

Abdulai Iddrisu (History) has had several publications this year including "Reciting, Ritual and Reading: The Alfanema of Northern Ghana, 1900-1945" in *Degel: Journal of FAIS* (Nigeria), "The Changing Role of the Mallam Intelligentsia during the Colonial Era in Ghana" in *Journal for Islamic Studies* (South Africa), and "In Northern Ghana, 1900-1925: Colonial Control and Muslim Education" in *Islam Et Sociétés Au Du Sahara*. He was also a discussant for "American Culture and the African Past (Bacchus)" at ASA/CAAS 47th Annual Meeting in November and presented a paper titled "British Colonial Policies and Muslim education in Ghana, 1900-1930" at the same event.

Aimee Johansen (Linguistics) has had publications accepted by the *Studies in the Linguistic Sciences and Studies in African Linguistics*. She is currently in Mayotte (in the Comoro Islands, between Mozambique and Madagascar) conducting field work for her dissertation in linguistics. She is also involved in the SHIME language association, which promotes the local languages of Mayotte and is currently working on standardizing the writing system of Shimaore, the Bantu language that is the focus of her research.

Isidore Lobnibe (Anthropology) is currently conducting dissertation field research in Ghana. His dissertation research is supported by a graduate college dissertation travel grant, the Cloud grant from the Women and Gender in Global Perspectives and the Human Dimensions of Environmental Systems Program (HDES). In addition he has had several publications this year including a review of Sean Hawkins' book "Writing and Colonialism in Northern Ghana: The Encounter Between the Logadua and the "World on Paper" in *American Anthropologist*, "Forbidden Fruits in the Compound: a case study of migration, spousal separation and LineageWife Adultery in Northwest Ghana is scheduled to appear in *AFRICA 2005* vol 75.4. Lobnibe will benefit from a grant under the Wenner-Gren Historical and Archival pro-

gram to travel to Julk, France, in June 2005 to interview Professor Emeritus Jack Goody of Cambridge University.

Shana Wills was promoted to Director of Refugee & Immigrant Community Services at Heartland Alliance for Human Needs & Human Rights in April 2004. She is also a Visiting Professor at DePaul University's Center for Distance Education. Wills' publication (co-authored with Faranak Miraftab) "Insurgency and spaces of active citizenship: The story of the Western Cape anti-eviction campaign in South Africa" is in the *Journal of Planning Education and Research*. She also co-hosted (in collaboration with Chicago Mayor's Office) and delivered the introductory speech at a conference titled "In the Spirit of Jean Baptiste Pointe DuSable: Enriched by Diversity, United by Humanity" at DuSable Museum of African American History on October 23, 2004.

Mattito Watson continues to work with refugee youth in Guinea through Save the Children. Most recently he has presented a paper at the "Children in the Crossfire: Prevention and Rehabilitation of Child Soldiers" conference last May, sponsored by the Department of Labor.

Robin Wiszowaty is working with an international organization, based in Canada, called Leaders Today, as leadership facilitator/motivational speaker. As part of her job, she gives motivational speeches in high schools, empowering young people to create the social changes they wish to see in the world. She also leads high-school students on month-long service trips to Kenya, where they teach in local, rural schools and help in building new schools.

Stephen Wooten (1997, Anthropology) recently published "Where Is My Mate? The Importance of Complementary in Bamana Art" in *See the Music, Hear the Dance*; "All For One, One For All: Household Economy on the Mande Plateau (Mali)" in an edited volume on history, society and economy in the Mande region of West Africa; and "A Local Graft Takes Hold: The Political Ecology of Commercial Horticultural Production in Rural Mali" in *African Environment and Development: Rhetoric, Programs, Realities*. In February 2004 he was an invited presenter at the "Movement R/Evolution Dialogues: Contemporary Performance In and Of Africa" symposium at the University of Florida.

TEACHERS RANKED AS EXCELLENT

Teachers Ranked as Excellent by their Students in Spring 2004

An asterisk designates instructors ranked as outstanding by their students.

Jonathan Allen	POLS 396
Tom Bassett	GEO 495
Dean Beck	GEO 101
Eyamba Bokamba	LING 410
Andrew Bryan	ANTH 102
J Chua	CWL 190
Donald Crummey	HIST 386
Lynette Danley	AFRO 250
Leon Dash	JOUR 380
Hadi Esfahani	ECON 328, 423
Belden Fields	POLS 396
Alain Fresco	FR 210
Alma Gottlieb	ANTH 353
Nicole Lamers	NRES 104
Wembo Lombela	AFRST 212
Faranak Miraftab	UP 421
Leonard Muaka*	LING 334
Adlai Murdoch	FR 210
Ngamboko Muzinga*	FIN 254
Jan Nederveen Pieterse	SOC 482
Margaret Njeru*	LING 232
Dana Rush	ART 391
Charles Stewart	HIST 298
Batamaka Some	LING 202
Eng-Kiong Tan*	CWL 190
Cynthia Oliver	DANCE 264
Jessica Wienhold	CWL 190
Alex Winter-Nelson	ACE 494, UP 405

FACULTY/GRAD STUDENTS CONFERENCE GRANTS

THE FOLLOWING FACULTY MEMBERS AND GRADUATE STUDENTS WERE
AWARDED TRAVEL GRANTS AND RESEARCH SUPPORT DURING 2004-2005.

CONGRATULATIONS TO THEM ALL!

FACULTY

Thomas Bassett
Department of Geography

"11 cent cotton: Struggles over the West African Cotton Economy" at the African Studies Association Conference held in New Orleans, LA, from November 10-13, 2004.

Marilyn Booth
Program in Comparative and
World Literature

"Antar into Ataturk: Performing the *Sira Sha'biyya* in Egyptian Vernacular Poetry" at the Middle East Studies Association Annual Conference in San Francisco, CA, from November 20-23, 2004.

Wail Hassan
Program in Comparative and
World Literature

"Anglophone Arab Writers and the Translational Text" at the Modern Language Association of America in Philadelphia, PA, from December 27-30, 2004.

Valerie J. Hoffman
Program for the Study of Religion

"Au a! Mundhiri and the Defense of Ibadism and Islam in East Africa," the Middle East Studies Association annual meeting in San Francisco, CA, from November 20-23, 2004.

Ezekiel Kalipeni
Department of Geography

"Women in Chinsapo: Perception of Risk to HIV/AIDS" at the Association of American Geographers Annual Meeting in Denver, CO, from April 5-9, 2005.

Mahir Saul
Department of Anthropology

"Islam in the Polity and Culture of West Africa and Imperial Misinvention," Distinguished Africanist Lecture at the Association for Africanist Anthropology in December 2004.

GRADUATE STUDENTS

Maurice Amutabi
Department of History

"Trauma and Memories from Kenya's Ground Zero: Terror, its Victims, and Global Indifference" at the Rush Holt Conference at University of West Virginia–Morgantown, from March 3-5, 2005.

Fortunatus S. Bijura
Educational Organization and
Leadership

"Leadership in Catholic Universities in East Africa: Limits and Potential for Transformative Action" at the Annual Graduate Research Conference at Boston University from March 18-19, 2005.

Richard O. Djukpen
Department of Geography

"A Spatial-Temporal Review of HIV/AIDS Infection in Nigeria" at the Annual Meeting of the Association of American Geographers in Denver, CO, from April 7-10, 2005.

Kwame Essien
Center for African Studies

"Honoring Our Sacred Mothers" at the National Council for Black Studies Annual Conference from March 23-26, 2005 in New Orleans, LA, and "The Contributions of the Kwaku Kinta Kinte Orthopedic Hospital toward Nation Building in Ghana" at the U.S.-West Africa Conference sponsored by the African Program at the University of Texas–Arlington, from April 28-30, 2005.

Frédérique Grim
Department of French

"Integrating Focus on Form into French Classes through Content Enriched Instruction" at the International Society of Language Studies Conference in Montreal, Canada, from April 17-20, 2005.

Kwadwo Gyase
Center for African Studies

“Honoring Our Sacred Mothers: A Survey of the Struggles and Triumphs of African Women as Reflected in 19th and Early 20th Century Black Narratives: A Pan-African Perspective” at the 29th Annual National Council for Black Studies Conference in New Orleans, LA, from March 23-26, 2005.

Brent Henderson
Department of Linguistics

“Multiple Agreement, Concord and Case Checking in Bantu” at the 36th Annual Conference on African Linguistics at Southern Georgia University, from March 31-April 3, 2005.

Erica Hill
Center for African Studies

“Real or Imagined: Discovering Africa through the Poetry of Langston Hughes” at the African Studies Association Conference in New Orleans, LA, in November 2004.

Leonard Muaka
Department of Linguistics

“The Syntax of the Applicative Construction in Logooli” at the 36th Annual Conference on African Linguistics at Southern Georgia University, from March 31-April 3, 2005.

Dumisile Mkhize
Department of Linguistics

“The Applicative Construction in Zulu” at the 36th Annual Conference on Linguistics at Southern Georgia University, from March 31-April 3, 2005.

Margaret Njeru
Department of Linguistics

“Literacy Practice Among Educated Kenyans: Investigating Language Choice” at the 36th Annual Conference on African Linguistics at Southern Georgia University, from March 31-April 3, 2005.

Bjørn Westgard
Department of Linguistics

“Wisdom that grows and knowledge that flies: Negotiating translocal practice and public health in Senegal” at the African Health and Illness Conference at University of Texas–Austin, from March 24-26, 2005.

Leo Zulu
Department of Geography

“Socialscalar Politics and Community Based Forest Management in Southern Malawi” at the Annual Meeting of the Association of American Geographers in Denver, CO, from April 7-10, 2005.

Send Us Your News!

We would love to hear from you. Please send the following information to african@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.

Name: _____

Address: _____

Degree(s) earned, discipline and year: _____

Your news: _____

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