

Barro Honored with CAPE Award



Interim Chancellor and Provost Robert Easter presents Dr. Maimouna Barro with the CAPE Award.

Dr. Maimouna Barro, associate director of curriculum for the Center for African Studies, was one of six academic professionals to receive this year's prestigious Chancellor's Academic Professional Excellence (CAPE) award. This award, initiated by the chancellor, recognizes the importance of contributions made by academic professionals on the U of I campus. Nominees are judged on three criteria: work, personal, and professional contributions. In her job at the Center, Barro provides innovative, collaborative, sustained curriculum on Africa as part of the University's mission of excellence in international education. Her contributions continue to solidify the Center's reputation as a leading authority on Africa locally, nationally, and internationally.

Dr. Barro's daily tasks involve advising, teaching, and working with graduate admissions. She has revitalized a popular 200-level introductory course in African studies for undergraduate students and has developed an online version of the course to reach audiences elsewhere in the state and the nation. Barro was instrumental in expanding the Center's academic programs, helping establish a joint degree with the Graduate School of Library and Information Science and a graduate minor in African studies. In addition to excelling in this very demanding position, she has also continued her own research and recently published a book entitled *The Role of Literacy in Enhancing Women's Agency and Well-Being*.

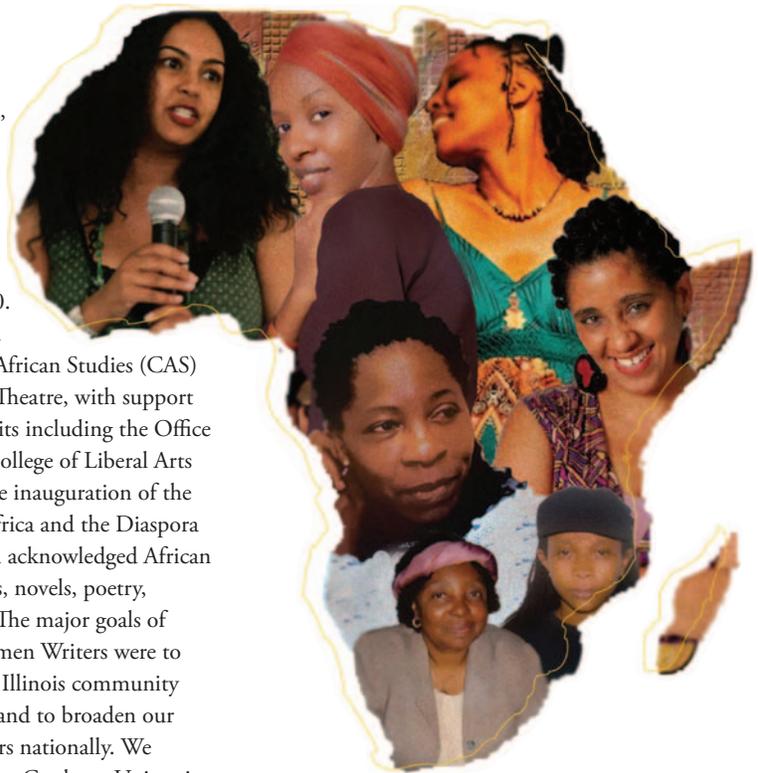
—Anne Price, *Habari* Editor

Celebrating African Women Writers Festival Brings Artists to Illinois

Eight talented African artists, representing six countries including Kenya, Nigeria, Rwanda, South Africa, Tanzania, and Zimbabwe participated in the Celebrating African Women Writers Festival from April 4 to 11, 2010.

This major collaboration between the Center for African Studies (CAS) and the Department of Theatre, with support from various campus units including the Office of the Provost and the College of Liberal Arts and Sciences, marked the inauguration of the biennial Writers from Africa and the Diaspora Festival. This celebration acknowledged African women's writings—plays, novels, poetry, short stories, and films. The major goals of Celebrating African Women Writers were to expose the University of Illinois community to these women's works and to broaden our connections with partners nationally. We partnered with Claremont Graduate University in California as well as Illinois Wesleyan, Northwestern University, and Columbia College in Chicago.

Visiting artists in residence were Hope Azeda of Rwanda, Mshai Mwangola of Kenya, and Malika Lueen Ndlovu and Chantal Snyman of South Africa. The artists included playwrights, storytellers, poets, actors, directors, and scholars. The first part of the week featured the four artists in residence at Allen Hall/Unit One and Pennsylvania Avenue Residence Halls Global Crossroads. They also visited campus classes as well as schools in the Champaign-Urbana community and were guests on the local NPR radio station, WILL-AM 580. In addition to the works of the visiting artists, the Krannert Art Museum sponsored a film series, featuring films by two Kenyan filmmakers—



Judy Kibinge's *Coming of Age* and Wanuri Kahiu's *From a Whisper*. The latter part of the week culminated in panel discussions with additional visiting artists and performances at the Armory Free Theatre.

Hope Azeda, playwright, director, and artistic director of the Rwandan-based company Mashirika Theatre, presented excerpts from an original piece titled *Echoes from a Thousand Hills* and directed the U of I Inner Voices Social Issues Theatre ensemble members in REAL THEATRE 4 REAL PEOPLE, another original work. Under her direction, Mashirika Theatre created *Africa's Hope* in Kigali to commemorate the 10th anniversary of the Rwandan genocide. Mshai Mwangola, a performance scholar, orator, actor, director,

(continued on page 3)



Merle Bowen

From the Director

For the past year, the Center for African Studies (CAS), like other University of Illinois National Resource Centers, was devoted to preparing our proposal for the U.S. Department of Education Title VI competition for National Resource Center and Foreign Language and Areas Studies funding. For most Center staff, it was our first experience with the process, which required the gathering of an extraordinary amount of data related to our three core missions—teaching, research, and outreach. Very special thanks must go to our extremely dedicated staff: Maimouna Barro, Charisse Jones, Jamie McGowan, Margaret Njeru, and Anne Price. We also benefited greatly from the support of our faculty, as well as the staff and administrators at the College of Liberal Arts and Sciences and International Programs and Studies. The end result was a high quality proposal, rich in innovative programming and instruction that directly addresses the priorities of the U.S. Department of Education and maintains CAS's position as a national leader on Africa.

One of the benefits of collecting quantitative data is that we gain a much clearer idea of our strengths. For example, we are proud to have 95 talented tenure track faculty from 42 disciplines in 10 colleges and professional schools (including 57 whose research and/or teaching on Africa exceeds 50 percent). During the last Title VI cycle, faculty obtained over \$11 million in external grants and published 99 books, edited 36 volumes, and wrote 660 articles. In addition, U of I now offers more than 180 non-language African studies courses every year, of which more than one-third are entirely on Africa. Our Program in African Languages is offering an average of 50 courses per year in Arabic, Bamana, Lingala, Swahili, Wolof,

and Zulu. It remains one of the largest in the country, with general enrollments over the last five years averaging 900 students.

Despite the pressures of preparing a Title VI proposal, we offered a terrific variety of events through our regular weekly programming. One of the main events was Elaine Salo's weeklong visit that included engagements at local schools, a radio interview, a keynote address at a teacher's workshop and the delivery of the 2010 W.E.B. Du Bois Lecture. As the spring semester came to a close, the Center, in cooperation with the Department of Theatre, hosted the Celebrating African Women Writers Festival. The festival, which Kathy Perkins organized, brought together leading artists from Africa and North America, providing the Illinois community with a unique opportunity to hear their plays, novels, poetry, shorts stories and films. As *Habari* goes to press, we have planned two summer teaching institutes: the Illinois Summer Institute, with its focus on world religions, and the Africa Institute for Educators, which includes diverse topics ranging from African arts to African languages. Both institutes target K-16 educators.

We bid farewell to three students—April Diaz, Anna Henry, and Kristyn Philpott—who have completed their degrees and are moving on to exciting new careers and educational opportunities. We are proud of each one and wish them all the very best. In the fall, we will welcome more than six students to our MA program and another four students to our joint MA/MS degree with the Graduate School of Library and Information Science.

In the Center office, we also bid farewell to Tage Biswalo (GA-outreach) and Eunhyun Kim (GA-web) who both successfully defended their dissertations in the College of Education in May 2010. Biswalo worked in the outreach program with dedication and passion over many years and we are grateful for his initiatives. In addition, we say goodbye to several faculty—Abdulkafi Albirini (linguistics), John Nemis (French), Peter Otiato Ojiambo (linguistics), Marc Perry (anthropology/African American studies), Fazal Rizvi (education) and Robert Thompson (ACES)—who are moving on to new positions or retiring this year.

The Center is always eager to work with the campus community to enrich our dialogue and scholarship about Africa. We invite you to come to the creative programs and events we have scheduled for 2010-11.

habari

Anne Price, Editor
Center for African Studies
210 International Studies Building
910 South Fifth Street
Champaign, IL 61820

Phone: (217) 333-6335
Fax: (217) 244-2429
www.afrst.illinois.edu
african@illinois.edu

Merle L. Bowen, Director
Maimouna Barro, Associate Director
Jamie McGowan, Associate Director
Charisse Jones, Office Support
Associate

Produced for the Center for African Studies
by the College of Liberal Arts and Sciences
Office of Communications and Marketing.

Celebrating African Women Writers (continued from page 1)

and storyteller from Kenya, presented storytelling workshops and performed excerpts from *May I Grow as Tall as My Mother*.

South African playwright, poet, and arts manager Malika Lueen Ndlovu is the author of the popular play, *A Coloured Place*. Ndlovu also presented a solo performance of her poetry at the Krannert Center for the Performing Arts. South African Chantal Snyman is a writer, director, theatre maker, storyteller, and actor. She is director of Arlecchino's Workshop, a company that creates original, innovative, and educational theatre for youth. Its focus is on the HIV/AIDS pandemic using puppet theatre as a social intervention. Snyman performed excerpts from Ndlovu's *A Coloured Place*, a role she originated.

Later in the week other artists joined the festivities including novelist, playwright, and screenwriter Andia Kisia from Kenya. Kisia is the

author of several plays, including *Homecoming*, which was presented as a stage reading at the Armory Free Theatre. Nigerian writer, and dance scholar



Chantal Snyman, Malika Mdllovu, and Mshai Mwangola enjoy the performances at the Armory Free Theatre.

Omofolabo Ajayi-Soyinka, an associate professor of women's studies and theatre and film at the University of Kansas, performed her short story, *Resident Alien*, at the Armory Free Theatre and at the closing community celebration, in addition to participating in the performance panel. Renowned Tanzanian scholar, actress, and playwright Amandina Lihamba, one of the editors of *The Eastern Region of Women Writing Africa* (2007) series, participated in the roundtable discussion on African women and publishing. Praise Zenenga from Zimbabwe



Participants enjoy drum rhythms and dances at the closing ceremony.

is a scholar and dancer who also participated in the publishing panel and conducted a drumming workshop at the closing celebration. Sandra Richards, professor of African American studies and theatre from Northwestern University, served as moderator for the publishing panel, and U of I professor of English Alice Deck moderated the African women and performance panel.

The weekend culminated with four wonderful performances at the Armory Free Theatre. In addition to performances by Azeda, Ndlovu, Snyman, Mwangola, and Soyinka, students from Inner Voices Social Issues Theatre performed, as well as local community members.

The closing celebration, drawing from both the surrounding community as well as the campus community, was alive with poetry, singing, storytelling, drumming, and dancing by several of the guest artists as well as local talent. Local performers opened the ceremony with drum solos, followed by the Francophone Choir of Urbana. The Center for World Music conducted a



Chantal Snyman dances with participants at the community/closing ceremony.

Catering Services prepared a variety of delicious African dishes and other continental treats.

After nine exciting days at U of I, several



Chantal Snyman and Malika Mdllovu speak with a class at a local high school.

artists traveled to Chicago to participate in a panel discussion at the Ellen Stone Belic Institute for the Study of Women and Gender in the Arts and Media at Columbia College

and two days of workshops and performances at Northwestern University.

If you missed the festival, please visit either the CAS or Department of Theatre website for more information on the artists as well as to view video highlights of some of the events: www.afrst.illinois.edu or www.theatre.illinois.edu. We hope you will join us for the next festival in 2012, which promises to be just as exciting!

—Kathy A. Perkins, Festival Organizer, Department of Theatre

drumming and dance workshop that had folks from ages two years and up moving on the dance floor to the beat of the numerous drums on hand. The University

Interview with Mortenson Distinguished Lecturer Ellen Tise

Ellen Tise gave the 19th Mortenson Distinguished Lecture on October 22, 2009. Her topic was "Isolation and Information Famine: Stifling Africa's Growth." Ellen Tise is currently president of the International Federation of Library Associations and Institutions, and is senior director of library and information services at the University of Stellenbosch outside of Cape Town in South Africa.



Guest lecturer Ellen Tise with African studies bibliographer Al Kagan.

Please explain what indigenous knowledge means, and how its dissemination is important for African development?

Indigenous knowledge can be defined in many ways. In the African context it can be defined as traditional knowledge, or traditional information that is unique to a particular culture or group in various countries. Some examples are stories that have been passed on for generations, dance, folklore, and folktales, but it can also relate to any information that has not been written down. I think it is important because of what it is. The African situation has been described as information famine, but Africa has this often hidden information and knowledge. Indigenous knowledge helps in development because it can provide an understanding of particular communities. Libraries need to collect and

make available this rich cultural knowledge in order to help teach people about their own past and the culture of their own communities.

How can libraries play an expanded role in the provision of knowledge to African urban and rural communities?

In the first instance, public libraries are public spaces, and should be, but are not always, free spaces. It is the one place where the public should be able to access information irrespective of their status or ability to afford paying for information. However, due to budget cuts, information may not always be available in the libraries. So before libraries can expand their roles, they must ensure that they actually have the resources that should be available to the community. Because of the competition with media and television and other ways that people can find information, libraries cannot continue to think about providing information only in the usual way. The library increasingly has to take on a social role. Social responsibility includes knowing the needs and trying to serve very diverse populations. It is really about libraries finding out the needs of particular communities, and providing services that are relevant for them. For example, libraries can partner with health services in a particular community. In African rural areas where people probably do not have even proper road infrastructure, people have no other place to find information that they require. If there is a health clinic, the li-

brary could hold health classes where people could get community health information.

Librarians are always talking about the wonders of information technology. How does the improvement of information technology relate to isolation and the information famine in Africa?

I am not of the view that technology is the end of it all. But I certainly believe that technology brings great opportunities. It just increases the possibilities in accessing information, and today's technology is probably unprecedented because you can reach so many people. That applies for urban as well as rural communities. When you talk about IT in the African context, it is not just computers but also mobile communication [cell phones]. In many parts of the developing world, more people use mobile communication than computers. In Africa, the fact that you have the technology doesn't necessarily mean that automatically you will be able to have access to information. Factors such as training, support, maintenance of the computers, the cost of information technology, impact on whether people have access to relevant information. Information technology can help to break the information isolation in Africa, but we would need to make more local content/information, indigenous information available. Technology can provide information to many libraries and students in Africa that otherwise would not be able to access that information if published in unaffordable expensive journals.

—Interview by Al Kagan, African Studies Bibliographer

DEPARTMENT OF RELIGION PRESENTS "ISLAM, SALVATION, AND THE FATE OF OTHERS"

What does Islamic scripture really teach about the fate of non-Muslims in the life to come? This is currently a common question and its implications are not merely theological. Some even think that it has a bearing on some of our most pressing international and global challenges. At the very least, it affects how Muslims regard non-Muslims and vice versa.

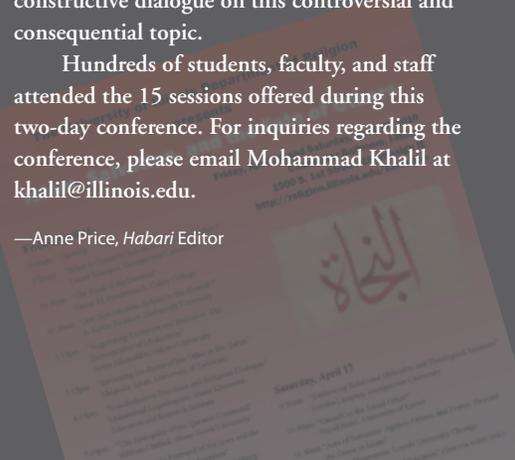
On April 16 and 17, 2010, the U of I Department of Religion, with support from the U.S. Department of Education Title VI National Resource Centers, hosted what might very

well have been the first ever international symposium on salvation in Islamic thought titled "Islam, Salvation, and the Fate of Others." The purpose of this symposium was to explore views on salvation in Islamic thought, particularly as it pertains to "others," i.e., non-Muslims. The participants in this conference (and book project) were among the most prominent academics engaged in this discourse. Through healthy debate, some of the world's most distinguished Muslim and non-Muslim scholars, representing a spectrum of views and backgrounds, initiated

constructive dialogue on this controversial and consequential topic.

Hundreds of students, faculty, and staff attended the 15 sessions offered during this two-day conference. For inquiries regarding the conference, please email Mohammad Khalil at khalil@illinois.edu.

—Anne Price, *Habari* Editor



12TH ANNUAL DU BOIS LECTURE: ELAINE SALO ON PAN AFRICANISM

Speaking before a packed audience in the Levis Faculty Center, Dr. Elaine Salo delivered the 12th Annual W. E. B. Du Bois Lecture. Salo is one of the foremost figures in a new generation of African feminist scholars. A prolific writer and world traveler, she is director of the Institute for Women's

and Gender Studies at the University of Pretoria in South Africa. She is also the editor of *Feminist Africa*, a new journal committed to creating a forum for cutting-edge gender research and feminist dialogue focused on the continent.

Salo's provocative talk, "Lessons in Leadership for Africa: Listening to, Learning from Feminist Pan African Discussions, Activism,



Elaine Salo with history professor Theresa Barnes, gender and women's studies professor Karen Flynn, and CAS director Merle Bowen

of contemporary Africa. She opened her talk by criticizing a tendency in anthropology that frames African women as a timeless, backward, monolithic group and called on scholars to formulate "socially relevant knowledge" based upon the geographically specific, lived, and historical experiences of African women. Constructing such knowledge, Salo argued, would allow schol-

and Scholarship," captured the brilliance, global vision, and passionate concern for black humanity embraced by black scholar and sage W. E. B. Du Bois. The main argument of her lecture emphasized the centrality of women's and human rights, and gender politics to the social transformation

ars to appreciate the agency, diversity, and power of African women.

Salo emphasized how grassroots women's groups and nongovernmental organizations (NGOs) in southern Africa are advancing campaigns for women's and human rights, social justice, and democracy. According to Salo, forging "strategic feminist alliances" between activists, NGOs, scholars, and women at the grassroots level are key to actualizing democracy on the continent. She cited the Women on Farms Project, a South African NGO working with women in commercial agriculture for their political and economic empowerment, as well as the social transformation of South Africa, as a vivid example of this exciting trend on the continent (www.wfp.org.za). For Salo, civil society, not the state, holds the future for Africa. Like Du Bois, Salo believes that everyday women and men of African descent possess the knowledge, agency, and tools for freeing themselves from the shackles of oppression.

—Erik S. McDuffie, Department of African American Studies, Gender and Women's Studies Program

STUDENT REVIEWS SALO'S LECTURE

Elaine Salo's lecture detailing the importance of introducing marginalized discourses into the broader discussion of Pan African unity advances a trenchant critique of the prevailing paradigm of "non-gendered" dialogue that is always already gendered. As Professor Salo reminds us, any discourse that adopts the pretenses of universality and objectivity necessarily silences those voices most vulnerable to exclusion—in this case, African women. As such, the problems that plague Africa and the implicitly gendered solutions designed to alleviate them, must and have fallen flat throughout the post-colonial period. Salo suggests a proliferation of

perspectives to address the issues that affect all Africans, creating a true spirit of Pan Africanism that incorporates all African voices.

Perhaps Salo's most salient point is her critique of the Afro-ethnocentric nationalism that she sees as pervading all African society. This ethnocentrism sets itself up against what is perceived as the imposition of Western ethnocentric culture into Africa. African leaders, by admonishing Western values concerning human rights, justify the patriarchal oppression that defines their regimes. The irony of this is that African leaders flourish largely under the auspices of Western capital and seek to enjoy

the exclusive benefits of Western culture while ignoring the plight of their own citizens. That is, African leaders' attentions are focused outside Africa. This global focus silences the voices of oppressed Africans by refusing to recognize them. Salo suggests that the solution to Africa's problems must involve a new kind of thinking that integrates both global and local knowledge. In order to do this, feminism must bring all women together. This feminist revitalization is necessary to African development and is the first step on the road to a truly unified Pan-African movement.

—Andrew Rockway, Political Science Senior

Guinean Artists Perform at Krannert Center

The Robert E. Brown Center for World Music (CWM) at the Krannert Center for the Performing Arts presented an exciting evening concert titled “Dance and Music of Guinea, West Africa” on April 7, 2010. A large audience was treated to a program of drum-ensemble



Moussa Bolokada Conde and Alseny Soumah perform at ‘Dance and Music of Guinea, West Africa.’

Guinean guests Abass Camara and Mamady “Wadaba” Kourouma and advanced students Gordon Kay and Cody Jensen. These core drummers accompanied the dance pieces

rhythms and dances from West Africa, primarily from the Mande tradition, by star performers from Guinea and U of I students, under the leadership of the CWM’s visiting artist-teachers Moussa Bolokada Conde and Alseny Soumah.

The concert opened with a rhythm played to welcome home victorious warriors by a core drumming group featuring Bolokada, with

throughout the evening. Electrifying duets highlighting the event were performed by Alseny Soumah and guest dancer Fadima Traore, both former members of Ballet Merveilles d’Afrique, a premier private dance company in Guinea, and of Les Ballets Africains, Guinea’s official national dance company. Spectacular large-ensemble dances performed by U of I students in Alseny’s

West African Dance Class, and by members of Omnimov Dance Troupe, displayed the impact of a semester spent studying with Alseny, who was George A. Miller Visiting Artist at CWM and the Department of Dance for spring 2010.

The Mande Percussion Ensemble, a large student and community ensemble directed by Moussa Bolokada Conde, also filled the theatre with massive rhythms in their performances of drum pieces without the dancers. A true inspiration for all who study with him, Bolokada, who has been a visiting CWM artist since fall 2008, will be teaching here through spring 2011. His classes are open to all students. For more information about the Robert E. Brown Center for World Music and its programs, please visit www.music.illinois.edu/cwm.

—Jason Finkelman, Events Coordinator, East Asian & Pacific Studies Center

Students Bring Laptops to Children in Saõ Tomé

In summer 2009, I accompanied three other U of I students to deploy XO laptops as part of the One Laptop Per Child (OLPC) Africa Corps program. Our team was one of 30 proposals that were selected from a competitive group of 220 proposals from around the world. We were awarded 100 laptops and \$10,000 by OLPC, and also received matching funds from the U of I Chancellor’s Office. The Graduate School of Library and Information Science (GSLIS) had an established presence on the island of Saõ Tomé, so we decided to focus our proposal on a deployment there. Saõ Tomé is a small Portuguese-speaking island-country off the coast of Gabon. With previously established partnerships like the nongovernmental organization Step Up, established projects through the Community Informatics Initiative, and a relatively small size, we felt that Saõ Tomé would be an excellent location for a deployment of XO laptops.

We spent our first two weeks meeting community stakeholders. We got together with students, teachers, a school principal, Step Up volunteers, and the Minister of Education.

Convening with the stakeholders accomplished many things for us. We got to meet and discuss ideas with our partners to ensure that our deployment would be as effective and successful as possible. For example, we had originally planned to do six smaller deployments at schools throughout the island. As we discussed this option with our partners, we learned that it would be more effective to focus on one school and train one group of teachers. We spent our final weeks distributing the laptops to the students, training students on XO and applications, collaborating with teachers on how to implement the XO laptops in their classrooms, and setting up a server and wireless network for the students and teachers. During the week, we went to Saõ João Elementary School in the mornings and created lesson plans and to-do lists for the next day in the afternoon.



U of I students help middle school children in Saõ João set up their new XO laptops.

I look back at our deployment and I believe we definitely made a difference. The children really caught on when it came to the use of the laptops and found ways to use them in creative ways. While I believe that our deployment was a success, there is much to be done to ensure its sustainability. Step Up, our local partner, has done an outstanding job in continuing to provide software and hardware assistance to the school and has enlisted the help of volunteers to continue training new students and teachers. A majority of deployments are successful because of government leadership and resources. Ultimately, the outcome of our deployment will be determined by finding resources to continue to train students and teachers and provide more XO laptops in the future.

—Chika Umeadi, Political Science Senior

SUMMER INSTITUTE FOR LANGUAGES OF THE MUSLIM WORLD (SILMW)



Peter Otiato Ojiambo with students at SILMW.

The first SILMW was organized last summer from June 15 to August 6, 2009, by the Department of Linguistics at the U of I with support from a U.S. Department of Education Title VI grant program. Fifty-nine students from the U of I and a number of other higher-education institutions in the U.S. enrolled in the summer institute, including several students who had received Foreign Language and Area Studies funding.

SILMW offered intensive courses in a variety of Muslim world languages, including Turkish, Persian, Arabic, and Swahili. In addition to classroom instruction, SILMW offered over 25 extracurricular activities that attracted as many as 75 participants, including a research forum, conversation tables, brown bag series, cooking classes, movies, music and dance classes, field trips and library visits.

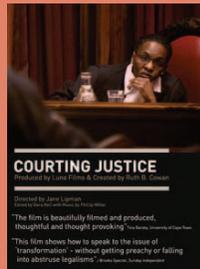
The second annual SILMW takes place from June 14 to August 5, 2010, and again offers intensive courses in Turkish, Persian, Arabic, Swahili, Urdu, and Indonesian, as well as Wolof. Once again, SILMW will offer a variety of extracurricular activities designed to enhance classroom instruction and expose learners to the traditions of the Muslim World.

During the eight-week program, students receive the equivalent of one full academic year of language instruction. Summer Foreign Language and Area Studies Fellowships were available on a selective basis to qualified applicants. For more information, please visit the SILMW website at <http://silmw.linguistics.uiuc.edu>.

—Abdulkafi Albirini, Department of Linguistics

CAS-Sponsored Film Screenings

CAS co-sponsored several film screenings this year. The first was Global Lens 2009 Film Series—10 award-winning feature films from Africa, Asia, Latin America, and the Middle East from August 27 to October 29, 2009. Africa-related films included *Sleepwalking Land* by Teresa Prata, Mozambique and *What a Wonderful World* by Faouzi Bensaidi, Morocco.



The second film screening in March 2010 was *Courting Justice*, a film created by U of I alum Ruth Cowan. Cowan is a political scientist interested in democracy development through the rule of law in South Africa. Her film is the story of seven South African women judges, all of whom were appointed post-apartheid, serving on the Constitutional Court, the Supreme Court of Appeal, and the provincial High Courts. These pioneering women speak with candor and humor about South Africa's transition to a human rights-based constitutional democracy and the judiciary's role in that transition.

In April 2010, our third film showing was *Semmin Naari Boor (Double-Bladed Axe)* created by Jesse Ribot, U of I geography professor and Beckman Institute for Advanced Science and Technology. In the film, a forest service project manager convinces reluctant villagers of Daru Fippu to participate in charcoal-making for Dakar so they can make money for their community. Foresters keep their urban-based merchant clients happily in control of lucrative charcoal markets. A compassionate project director helps the villagers sell a few truckloads in the city. After seeing the high urban prices, the villagers want to sell all their charcoal in Dakar, but foresters won't let them. Daru Fippu federates stand up to the foresters' double-talk. This film, a project of the Social Dimensions of Environmental Policy Initiative, is an experimental means of communicating the results of research on democracy and the environment to policy, practitioners, and affected populations. Maimouna Barro (African studies) and Mahir Saul (anthropology) led the discussion following the film screening.

—Anne Price, *Habari* Editor

SWAHILI WEBSITES LAUNCHED

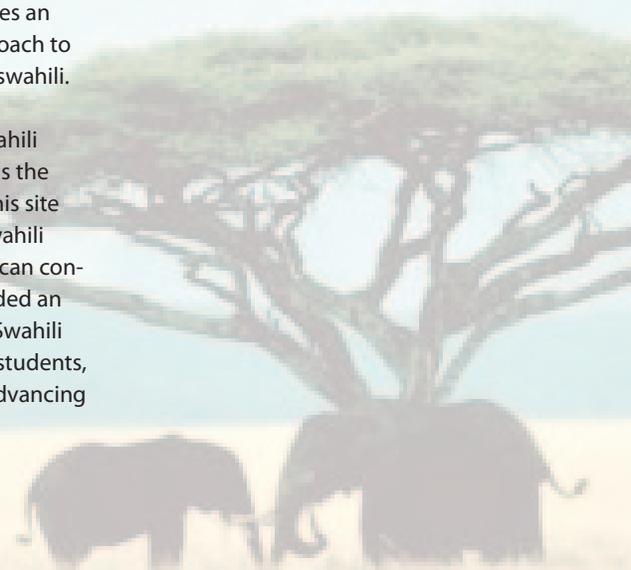
The Center and the Department of Linguistics are proud to announce the development of the Swahili website and the Swahili Proverbs website. The Swahili website was developed in the course of the 2008-2009 academic year. The website aides students taking elementary, intermediate, and advanced Swahili courses. The website is learner-centered and uses an easy and friendly communicative approach to foreign language learning. (See <http://swahili.linguistics.illinois.edu>.)

A further enhancement to the Swahili website in the 2009-10 academic year is the Swahili Proverbs site. The purpose of this site is to aide students and educators in Swahili learning and understanding of the African continent and culture. The website has added an elaborate and in-depth set of general Swahili proverbs to its general listings to help students, educators, and persons interested in advancing

their knowledge of Swahili. The site is organized under themes and various proverbs that fall under them.

To view the Swahili Proverbs site, visit <http://swahiliproverbs.afirst.illinois.edu>.

—Peter Otiato Ojiambo, Department of Linguistics



OUTREACH EVENTS & CAMPUS PROGRAMS 2009-2010



The programming around "Celebrating African Women Writers" entailed a number of outreach engagements. We arranged for most of our guests to visit other university and college campuses in the state and the region. Several also engaged media outlets—with live radio interviews. The visitors also did programs with area K-12 schools and youth groups.



Wiley Elementary School's students, staff, and teachers benefited from a visit by Midawo Gideon Foli Alorwoye on the music faculty of University of North Texas. He was touring with students and dancers who performed for the school and at the U of I later that night.



This February, the Campus Middle School for Girls (CMS) worked with the Center for African Studies organizing their "forum week" focusing on "The Lives of African Girls." African Studies coordinated presentations by faculty, staff, and students covering girls' lives in Egypt, South Africa, Kenya, Democratic Republic of Congo, Burkina Faso, and Côte d'Ivoire. Additionally, there was an introduction to studying the continent of Africa, looking for and listening to the voices of women and girls. The students visited both the Spurlock and Krannert Art Museums, and learned some Guinean dance from Djibril Camara, who performed with his group Allah Tantou. At the end of the week, student groups did presentations on African girls from various regions of the continent.



Tage Biswalo, Abiodun Adesope, and Anna Henry made presentations at Canaan Academy this year, where students focused on the African continent for one of their units.





Danville High School students are creating local awareness of women's work and roles in Senegal, and they are raising funds to support the work of alumna (and U of I alum), Molly Melching, who founded Tostan.



The Center for African Studies and European Union Center hosted Dr. Cristina Lombardi-Diop, Northwestern University, to present a joint lecture on African immigrants in Europe.

I would like to thank the many graduate students who have supported the outreach and programming goals of African studies over the years. Tage Biswal, a long-serving outreach GA, demonstrated great enthusiasm and commitment to underserved communities, youth, and educators. He recently completed his dissertation and is moving on to new horizons. Suzana Palaska-Nicholson, who worked as a GA and as a visiting academic professional at CAS (2009-10) transformed *Habari* and also made other notable contributions. Yaa Cuguano (2009) and Eunhyun Kim (2010) were both dedicated GAs who managed the Center's website and provided ideas that greatly enhanced the online image of African studies.

—**Jamie McGowan, Associate Director, Programs, Administration and Outreach**

In Memoriam



Dr. Ibulaimu Kakoma, a long-time Center faculty affiliate and friend of the Center for African Studies, passed away on October 28, 2009. He was born in Mumabrembo Mubusoni in Burundi on May 20, 1942, to Saulo Nkunuzurwanda and Miriam Ntabajana.

Professor Kakoma was on the faculty at the U of I at Urbana-Champaign in the Department of Veterinary Medicine for 26 years. He was a Fellow of the Royal Society of Tropical Medicine and Hygiene, United Kingdom. In addition to his scientific work, he found time to obtain a CBA from the U of I School of Business Administration in 2001. He had more than 20 years of post-DVM experience concentrating on immunodiagnosis, immunoprophylaxis, and immunobiology of hemotropic and other tropical diseases of man and domestic animals. His key professional contributions were in the areas of establishment and management of quality laboratories, teaching, research, and service in microbiology and immunology, and in the transfer of appropriate and state-of-the-art technologies to tropical and subtropical countries. He authored or coauthored more than 100 papers in journals and coauthored major books including *Science and Technology in Africa* (2003) and *Turning Science Into Action: Biodiversity Conservation and Natural Resources Management in Africa* (2009).

Beyond his many academic contributions to our campus, Professor Kakoma was known for his very social and supportive role in lives of students. He was a long-standing mentor to the African Students' Organization, and he hosted annual Thanksgiving celebrations. These celebrations were so popular that they outgrew his home, and he and his family began hosting them in his church.

As his long-time friend and colleague, Professor Eyamba Bokamba said of his dear friend, "Dr. Kakoma was a brilliant and dedicated international scholar who earned numerous research grants and was highly solicited by institutions around many emerging nations in Asia and Afri-

ca and was a truly dedicated Africanist. He was a highly gifted man, yet a very humble and modest one to a fault. He was an individual divested of his academic titles and trappings and was one of the gentlest souls you could find anywhere. He extended his care and compassion to any student who sought his advice or simply approached him for a simple greeting. If there is a simple lesson to be learned from Dr. Kakoma's life, it is that we are all imbued with multiple talents to do good and that all we need is to turn them on like a water faucet and let them run."



Professor John Fitzgerald Due, economist and internationally known consultant on taxation and a long-time core faculty member of CAS passed away

on March 4, 2009, at the age of 93. He is survived by his wife, Professor Jean Mann Due, and three children.

Professor Due served the campus from 1951 to 1996, where he joined the Department of Economics at the University of Illinois and rose to full professor, also serving in several administrative positions, including department chair. Over the course of his career, he published numerous articles, chapters, and books—examining public finance and taxation, microeconomics, development, African studies, and transportation.

His colleagues note that he was a "renowned researcher, teacher, department and college administrator, and a good friend," and he was known to be kind, generous, and patient. He conducted research in a number of African countries and built supportive networks with African faculty and students. He extended opportunities and mentoring to junior faculty and students and actively advocated and opened up opportunities to underserved groups, including women, African Americans, and Africans that continued long after his retirement.

LEARNING ABOUT AFRICA...ONE

Several groups of students and professors traveled to Africa this year through various study abroad opportunities. They returned from their travels enriched by their experiences, with stories they wanted to share. The following highlights several of them.

South Africa

In mid-August 2009, we stood in line at Johannesburg's international airport waiting to return to the United States after spending eight weeks in South Africa. As Nathaniel and I waited to take our seats, we stood enamored at the conversations that were happening around us. Excited Americans chatted about which parts of the country they had visited, comparing stories of safari trips and swimming with sharks. All we could think about was that the South Africa most of the passengers had experienced was completely different from the South Africa we had come to know.

The obvious theme of the summer was Zulu language immersion, since we spent as many as nine hours a day speaking, reading, and writing Zulu. However what will stay with us long after memories of Petrie Lodge fade are the interactions and relationships that we built with our host families. During our two home stays, all students on the program were assigned to live with Zulu families. These families did much more than feed us and provide shelter; they facilitated many elements of our cultural experience, provided emotional support and linguistic encouragement, and illustrated the true humanity of the Zulu people. Not only were they amazingly generous and accommodating, but we also felt as if they really were interested in us, despite the short duration of our stay.

There were also numerous positive exchanges with strangers. For instance, Anna met an elderly man on a taxi, who after bumping into her apologized in English. When she responded, "it's not a problem" in Zulu, he turned to her with a sincere smile and said "ah, the new South Africa." It is these encounters that demonstrate not only the significance of using indigenous lan-

guages in interpersonal communication but also the value of interactions with average citizens, interactions that tourists often never experience. Yet these interactions and experiences are the most memorable and beneficial in our view of Africa and its peoples and cultures.

We are grateful to our Zulu professors in the U.S. and South Africa, the U of I Center for African Studies, and the University of Pennsylvania for preparing us for such a trip and supporting study abroad trips that facilitate genuine cross-cultural exchange.

—Anna Henry and Nathaniel Moore, CAS Graduate Students

Cape Town, South Africa

No matter how many pictures someone shows you, how much advice they give you, or how prepared you feel before you leave, there are no words to describe how South Africa will change



Nathaniel Moore and Anna Henry with Rick Deja and T.J. Tallie in South Africa.

you. I could not foresee that St. Joseph's Home for Chronically III Children, better known as St. Joe's, would have such an enormous impact on my life. Immediately after we were shown the infant ward, I knew I had to spend my days in Cape Town with them. The Sunflower Ward is also the HIV/AIDS ward. Most of the children who are HIV/AIDS positive at St. Joe's are younger than eight years old.

I immediately spotted Bongo in his crib frowning. My fellow students and I joked that he looked like an old, grumpy man. The tips of Bongo's toes were scabbed over as a result of the virus, and he looked constantly unhappy. The nurses told us how sick Bongo was when he first came to the Home. One nun explained that Bongo was very close to death, but he miraculously survived.

As our days at St. Joseph's passed, I started to want to hold Bongo more frequently. He start-

ed smiling and laughing when we paid attention to him and cried whenever we put him down. The worst part of my days was when we had to leave and put all the kids back into their cribs.

When we returned to the U.S., people asked about the animals, the weather, and the scenery, which seemed so trivial to those of us who went on this study abroad trip. The most important aspect of the trip was that we had made a difference in the children's lives.

—Anita Murad, Human Development & Family Studies Student

Cairo, Egypt

In summer 2009, with the support of a FLAS award from the Center for African Studies, I spent two months studying in an Intensive Arabic program at the American University in Cairo. This was my first visit to Egypt and to the African continent—although it certainly will not be my last one. While I was primarily going to improve my Arabic, another strong motivating factor was my desire to experience life in an Islamic, Arabic-speaking community.

In order to fully realize my desire to live among Egyptians, I opted not to live in the dormitories with other Americans in the program and instead attempted to find an apartment on my own. Upon arriving in Cairo, I took up residence in a hotel. After spending my first two weeks looking for an apartment, I gave up and stayed in my hotel for the duration of the summer—which, to my surprise, was similar in cost to living in a one-bedroom apartment in Cairo. Staying in a hotel provided some unexpected

benefits. I was able to meet all walks of life. The hotel was popular with both Egyptians visiting Cairo and tourists from all over the world. I spent many a night chatting in Arabic with Arabs over tea.

Through such interactions I learned many things about Egyptian life. For example, I discovered

that my inability to find an apartment was largely because in Egypt, all matters of life are handled through connections. By the end of the summer,



Anita Murad holds Bongo at St. Joseph's Home for Chronically III Children.

EXPERIENCE AT A TIME



Tim Mahrt (far left) with his Arabic class in Egypt.

I knew, through friends of friends, where the best restaurants were, where to go if I needed to see a dentist, or where the best place was to stock up on everyday items. This system of connections runs at a deeper level. It becomes necessary in order to get anything done. Need to get a driver's license? Having the proper connections can mean the difference between working through a bureaucratic nightmare and practically being handed your license.

—Tim Mahrt, Linguistics PhD Student

Sierra Leone, West Africa

In January 2010 U of I students traveled to Sierra Leone to participate in a short course on international nutrition and food security held at Njala University, and to assist in assessing the nutritional needs of several rural communities in the West African country. The short course on international nutrition and food security was organized by the U of I and Njala University and co-sponsored by World Vision of Sierra Leone and the World Vision Nutrition Centre of Expertise. The eight-day workshop focused on international nutrition, food policy, inter-

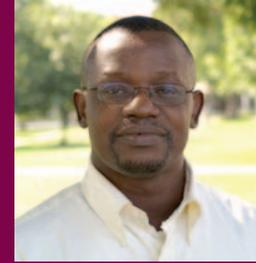
national development, public health, and agricultural development. Njala University is Sierra Leone's premier school for agricultural engineering, technology, applied sciences, and research. The university is reestablishing many of its programs following a devastating civil war that ravaged the country from 1991 to 2002.

The U of I contributed one faculty person and three PhD-level alumni as course resource persons and instructors. Nine U of I students participated in the course (four graduate students and five undergraduates), with the graduate students all making presentations to the course on their research. In addition to participating in the short course, the U of I students traveled to northern Sierra Leone to conduct nutritional assessments. Their findings are being used to assist the local communities and provide support to Village Hope, a grassroots organization formed to help poor, rural communities achieve their goals for education, health, and economic security. Our trip to Sierra Leone added real faces to our classroom lessons, and introduced us to an interpersonal aspect of our studies that we could never glean from a lecture hall. Program support was provided by the U of I College of Agricultural, Consumer and Environmental Sciences (ACES) Office of Academic Programs; the ACES Office of International Programs; and the Centers for African Studies and Global Studies.

—Paul McNamara, Agricultural and Consumer Economics



Associate professor Paul McNamara and students at Njala University in Sierra Leone, West Africa.



Alum Profile: Bertin Kouadio

Bertin Kouadio received his MA in African studies at the UI in 2001. Since graduating from U of I, he has attended the University of Missouri-Saint Louis and Florida International University in Miami, where he earned a PhD in International Relations. His expertise on Africa lies in the areas of politics, conflict, and development.

After receiving his doctorate, he accepted a tenure track position at Wilson College in Pennsylvania and was named chair of his department. He has done some consulting for private firms, NGOs, and media outlets, and is also very active with the faculty in his home region of Cote d'Ivoire, collaborating on a number of projects. He has worked tirelessly toward improving the lives of the people of his region, who have experienced much suffering and instability over the last eight years, seeking help from generous donors and NGOs to help restore stability there.

Bertin says that African Studies was the foundation for what he is doing today. It helped him make important connections in the world of academia through professional associations such as ASA, APSA, ISA, APCG, and WARA as well as with NGOs and a few African leaders. His training at the Center laid the foundation for his successful PhD research project and dissertation, which was nominated by the American Political Science Association for the Linz Prize for best dissertation in Comparative Democratization. He recently wrote a thank-you letter to Director Merle Bowen "to express his sincere gratitude for all the valued education he received from her during his tenure at U of I."

In the fall of 2010, Bertin will be married in Cote d'Ivoire to his fiancée, Monique, a telecommunications engineer. Bertin can be reached at bertin.kouadio@wilson.edu.

—Anne Price, *Habari* Editor

FACULTY NEWS

Richard Akresh (economics) was named a Fellow at the U of I Center for Advanced Study for 2010-11 to work on his project "Gender and Social Protection Programs in Developing Countries: a Randomized Evaluation of Conditional/Unconditional Cash Transfers in Rural Burkina Faso."

Maimouna Barro (CAS) published her first book, *The Role of Literacy in Enhancing Women's Agency and Well-being: A Qualitative Inquiry of the Effects of the Tostan Education Program on the Lives of Women in a Rural Community in Senegal*. She presented a paper at the 2009 African Studies Association Meeting and published an article, "Seal the Deal! What's in it for Africa," in the 2009 *United Nations Chronicle*.

Theresa Barnes (history/GWS) and **James Brennan** (history) received a Hewlett Foundation International Conference grant for a conference on "Making History: Terence Ranger and African Studies," to be held at U of I in October 2010. She is the coauthor of a new book, *Restructuring of South African Higher Education: Rocky Roads from Policy Formulation to Institutional Mergers 2001-2005*.

Elabbas Benmamoun (linguistics) is coauthor of *The Syntax of Arabic* and received an NSF grant for "A Comparative Grammar of Five Arabic Varieties." He was an invited lecturer at the American University in Beirut in March 2010 and at the Heritage Language Institute at the University of Hawaii in June 2010. He was named an Associate Fellow at the U of I Center for Advanced Study for spring 2010.

Eyamba Bokama (linguistics) was awarded a 2009-10 Fulbright Scholar grant to research a comprehensive reference grammar of Lingala at the Royal Museum for Central Africa in Tervuren, Belgium.

Merle Bowen (political science) published "The Struggle for Black Land Rights in Brazil," in *African and Black Diaspora Journal* and presented a paper at the 2009 African Studies Association Meeting. She was awarded a Research Board grant and a Lemann Faculty Award for her ongoing research on economic development in Brazil's quilombo communities.

Antoinette Burton (history) won a Guggenheim Fellowship to work on a book currently titled *Empire from Below: Resistance in the British Empire from the Opium Wars to Mau Mau*.

Ashwini Chhatre (geography/Beckman Institute) was named a 2010-11 Fellow at the U of I Center for Advanced Study to work on his project, "Democratic Governance and Adaptation to Climate Change."

Ken Cuno (history) is coeditor of a new book, *Family, Gender and Law in a Globalizing Middle East and South Asia* and contributed a chapter, "Disobedient Wives and Neglectful Husbands: Marital Relations and the First Phase of Reform of Family Law in Egypt." He also published "Al-Bajuri, Ibrahim b. Muhammad," in *The Encyclopedia of Islam 3*.

Leon Dash (journalism) was named the new director of the Center for Advanced Study.

Faye Dong (food science and human nutrition) was recently honored as one of 23 Fellows of the Food Systems Leadership Institute in a ceremony at the annual meeting of the Association of Public and Land-Grant Universities in Washington, D.C.

Rebecca Ginsburg (landscape architecture) was featured in *Inside Illinois* for her leadership in community engagement through the Education Justice Project that provides higher education to eligible men incarcerated at the Danville Correctional Center, one of the most innovative prison education programs in the U.S. She joined CAS affiliate **Laura Lawson** (landscape architecture) and they presented "Commemoration and Design Concepts for Saõ Tomé," at the Collaborative for Cultural Heritage and Museum Practices (CHAMP) Symposium in April 2010.

Valerie Hoffman (religious studies) published "Historical Memory and Imagined Communities: Modern Ibadi Writings on Kharijism," in *Historical Dimensions of Islam: Essays in Honor of R. Stephen Humphreys*. She also delivered papers at three international conferences in 2009 in Japan and Greece.

Al Kagan (library) published "The 1990 Stockholm IFLA Meeting and the Struggle for South

Africa," in *En ny förening är nödvändig*, Gothenburg, Sweden: Bibliotek i Samhalle, 2009.

Mohammad Khalil (religious studies) coordinated an international symposium on "Islam, Salvation and the Fate of Others" on the U of I campus, April 16-17, 2010.

Erik McDuffie (AAS/GWS) was awarded an IPRH fellowship and an Arnold Beckman Research Board grant for his project on "Garveyism in the Urban Midwest: the Making of Diaspora in the American Heartland."

H. Adlai Murdoch (French/AAS) wrote the "Introduction" in the *Research in African Literatures* journal's special issue on Aimé Césaire, for which he was also the editor (spring 2010).

Bekisizwe Ndimande (curriculum and instruction) joined the Children's Rights and Advocacy Learning Group of Una, an international research project based at the Queen's University in Belfast, Northern Ireland. He presented his current research on "Black Immigrant Children in Post-Apartheid South Africa."

John Nimis (French) presented his paper, "Literary Listening: Re-thinking the place of music and literature in Africa," at the African Languages in the Disciplines conference at Harvard University in April 2010. He is the recipient of a two-year Mellon post-doctoral fellowship at the University of Wisconsin (2010-2012).

Allyson Purpura (KAM) received an Arnold Beckman Research Board award for her project "Breaking with Tradition: the Re-Installation of Krannert Art Museum's African Gallery."

David Prochaska (history) is coeditor of the newly published book, *Postcards: Ephemeral Histories of Modernity*.

Fairchild Ruggles (landscape architecture) was named a 2010 University Scholar for the impact of her work in the field of Islamic landscape and garden history, in sites ranging from North Africa to India.

Dana Rush (art and design) received a 2010-11 Fulbright Research Award for travel to Benin and Togo to support her second book project, titled *In Remembrance of Slavery: Tchamba Vodun*.

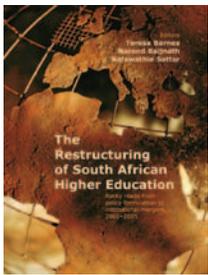
Mahir Şaul (anthropology) coedited a new book, *Viewing African Cinema in the Twenty-first Century: Art Films and the Nollywood Video Revolution*. He received a U of I Research Board grant for his project on circular transnational travel and migration among West and Central Africans, focusing on Turkey and the European Union.

Susan Schnuer (Mortenson Center) reports that the MacArthur and Carnegie grants have been renewed for another three years to assist the 10 grant-supported university libraries in Africa to become automated. In summer 2010, 20 librarians from the grantee institutions will be visiting campus.

Burton Swanson (ACES) published *Strengthening Agricultural Extension and Advisory Systems: Procedures for Assessing, Transforming, and Evaluating Extension Systems*.

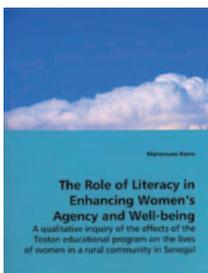
Robert L. Thompson (ACES) received the Faculty Award for Global Impact.

CAS BOOKSHELF



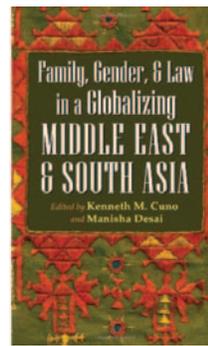
Theresa Barnes (history): *The Restructuring of South African Higher Education*. This book examines the processes of restructuring following the government's decision in 2001-02 to radically reform the legacy of "the

geopolitical imagination of the apartheid planners" in higher education. This is an innovative attempt to get under the skin of what was clearly the most major intervention in South African higher education since 1959. A comprehensive range of institutions are covered; and the main researchers, all institutional insiders, represent strong diversity in training and perspectives.

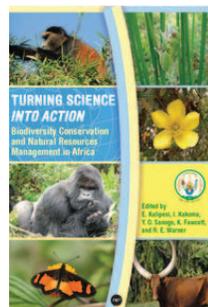


Maimouna Barro (CAS): *The Role of Literacy in Enhancing Women's Agency and Well-being: A Qualitative Inquiry of the Effects of the Tostan Education Program on the Lives of Women in a Rural Community in Senegal*. In

her book, Barro shows the power of education as a fundamental human right and the most important factor in improving other important aspects in women's lives. She argues that "though literacy is an important part of that education, it is not literacy per se that empowers its recipients. Literacy should be part of an overall empowering education process."



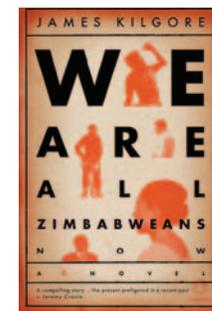
Ken Cuno (history): *Family, Gender and Law in a Globalizing Middle East and South Asia, coedited with Manisha Desai*. The essays in this collection examine issues of gender, family, and law in the Middle East and South Asia. In particular, the authors address the impact of colonialism on law, family, and gender relations; the role of religious politics in writing family law and the implications for gender relations; and the tension between international standards emerging from UN conferences and conventions and various nationalist projects. Employing the frame of globalization, the authors highlight how local and global forces interact and influence the experience and actions of people who engage with the law.



Ezekiel Kalipeni (geography) and **Ibulaimu Kakoma** (veterinary medicine): *Biodiversity, Conservation, and Natural Resources Management in Africa*:

Turning Science into Action for the 21st Century. This book is the result of the First International Research Conference on Biodiversity and the Sustainable Management of Natural Resources held in Kigali, Rwanda. As Africa enters the 21st century, it is crucial that science is put into action to utilize the continent's resources on a sustainable basis and preserve its rich biodiversity. This book concentrates on biodiversity conservation and the management of natural resources in Africa. The chapters examine four major themes related to

the environment, natural resources, and biodiversity, calling for a balance between sustainable use of natural resources and reservation/conservation of such resources.



James Kilgore (CAS research affiliate): *We Are All Zimbabweans Now*. Written in the style of a detective thriller, the story analyzes the complex struggles for power in post-independence Africa. This is the story of a young

American historian who arrives in Harare in 1981, full of admiration for Robert Mugabe and Zimbabwe's policy of reconciliation. When he explores the case of a liberation war leader who died in a mysterious car accident, he receives elusive answers, then threats. As he delves more into his research, the dangers deepen and the connections of Florence to mysteries past and present force Ben to confront difficult decisions about career, love, parenting, and political principle.



Mahir Şaul (anthropology): *Viewing African Cinema in the Twenty-First Century* is the first book to bring together a set of essays offering a unique comparison of the two main African cinema modes. The art cinema mode of contemporary

Europe, originated in mainly Francophone countries which relied heavily on support from the French is compared to the mass-marketed films shot on less expensive video cameras, originating in southern Nigeria, that dominate the world of African cinema today.

STUDENT NEWS

April Diaz (CAS) will continue her studies, working towards a PhD in social work at the U of I.

Anna Henry (CAS) received a GRID Minor Certificate at the spring reception hosted by the Women and Gender in Global Perspectives Program.

Tim Landry (anthropology) received a Fulbright-Hays grant and a Fulbright-IIE grant for his research on Benin. The title of his dissertation is "Touring the Forbidden: the Politics of Travel in Benin, West Africa." He was featured in *Anthropology News* (May 2010), performing a consultation using the *opele* (divining chain) with two local priests in Benin.

Lance Larkin (anthropology) received a Fulbright-Hays award for his dissertation research in South Africa in December 2010. The title of his dissertation is "South Africa's Haven for Immigrant Artists? Zimbabwean Sculptors Carving New Networks."

Nathaniel Moore (CAS/GSLIS) was accepted in the joint degree program in spring 2010.

2010 Dissertations on Africa

Tagé Biswalo: "Issues in Language Policy in Tanzania: Examining the Shifts in Policy"

Abdulai Iddrisu: "Contesting Islam: Homegrown Wahhabism, Education and Muslim Identity"

Leonard Muaka: "The Dynamics of Language Use Among Rural and Urban Kenyan Youths"

Margaret Njeru: "Raising Immigrant Children in America: Negotiating Through Academic and Cultural Issues among Families of Kenyan Origin Living in the United States of America"

David Ogega Nyaberi: "An Arts-Based Educational Framework for Fostering Intercultural Unity in Kenya"

Josephine Yambi: "Factors that affect Bilingual Development and maintenance of

Swahili in Bilingual (Swahili-English) Speaking Children"

Center for African Studies Welcomes New MA Students

Abiodun Adesope's work centers on the HIV/



Abiodun Adesope presents her poster at the ASO 7th Annual Academic Forum.

AIDS epidemic as it affects the health and well-being of the African continent. She also has a passion for learning multiple African languages.

Jacob Butler's research interest focuses on issues related to Kenyan politics. He plans to earn a PhD in political science and is working to further develop his Kiswahili skills in order to better communicate with the people when he returns to East Africa.

Lydia Kananu Kiramba's research interest is national language policy in Kenya and the importance of national languages in education and curriculum development. She also teaches Swahili.

Tseleq Yusef's research centers on Islam and the role it has in the religious conflict in Nigeria. His research has also led him to further study Arabic in order to better understand Islam's contributions to the African continent beyond the religious realm.

Student Paper Prize



Jacob Butler (African studies) won the best graduate paper prize for his essay, "Evolving Political Accountability in Kenya," a lucid and engaging discussion

of impunity and accountability. His paper defines key concepts, links them through Kenya's specific history, and makes some interesting observations, particularly regarding the role of international actors. He argues that political accountability in Kenya has changed since the early 1990s, without ever fully maturing. Jacob received

a certificate and \$200 for his award-winning paper, which will be available through the Working Paper Series on the IDEALS website (www.ideals.illinois.edu).

African Students' Organization Hosts 7th Annual Academic Forum

The theme for the April 24 forum was "Africa: 50 Years after Independence" in honor of the 27 African countries that celebrate 50 years of independence in 2010. Rozell W. "Prexy" Nesbitt, a human rights activist and educator on Africa, foreign policy, and racism delivered the keynote address. Below is the list of other presentations, many of which will be published in our Working Paper Series and will also be available at www.ideals.illinois.edu.

"Language Learning in Kenyan Primary Schools: Socio-Cultural and Dialogic Perspectives," by Esther Lisanza, education.

"Africa: Lessons from Library Consortia in Developed Countries," by Fredrick Lugya, library and information science.

"Information and Communication Technologies: A Gendered Perspective," by DoMoniqu Arnold, library and information science.

"Empowering Local Stakeholders in Nigeria's Oil and Gas Industry," by John Oyelakin, mechanical engineering.

"Evolving Political Accountability in Kenya," by Jacob Butler, Center for African Studies.

"Swahili as a Tool for Regional Integration in East Africa," by Lydia Kiramba, Center for African Studies.

"Music, the New Native Tongue in Senegalese Cinema," by Hapsatou Wane, comparative world literature.

"Cultural Nationalism in a Trans-state of Affairs: The Paradox of Popular Music in Malawi," by Rick Deja, ethnomusicology.

TEACHERS RANKED AS EXCELLENT

African studies faculty and affiliates ranked as excellent by their students during the 2009 spring, summer, and fall semesters.

NAME	COURSES
Richard Akresh	ECON 551
Abdulkafi Albirini	LING 405, 407
Stanley Ambrose	ANTH 499
Manisah Basu	ENG 211, 301
Jan Brooks	HCD 206, 208, 398
Ruth Nicole Brown	EPS 590/GWS 495
Leon Dash	JOUR 415
Brian Dill	SOC 122
Mark Dressman	CI 473, 590
Hadi Esfahani	ECON 103
Chris Fennell	ANTH 220, 451, 453
Rebecca Ginsburg	LARCH 587
Alma Gottlieb	ANTH 411, 532
Alan Hansen	AGBIO 464
Wail Hassan	COMP LIT 502
Mohammad Khalil	RLST 214, 480
Erik McDuffie	GWS 298, 342, 380
Faranak Miraftab	URP 423
David O'Brien	ART 440, 441, 447
Peter Ojiambo	LING 201, 202, 403, 404
Cynthia Oliver	DANCE 260, 360, 510
Carl Parsons	AN SCI 404, 524
D. Fairchild Ruggles	LARCH 390, 506, 594
Dana Rush	ART 312
Ryan Shosted	LING 302
Gabriel Solis	MUSIC 421, 523
Alex Winter-Nelson	ACE 594
Assata Zerai	SOC 510

TEACHING ASSISTANTS

Nathaniel Moore	AFRST 222
Batomaka Somé	AFRST 201
Esther Somé-Guiebre	AFRST 202, 204

Kwame Essien (CAS) published "A abertura da Casa Brasil: A History of the Tabom People," in *Back to Africa Vol. 1: Afro-Brazilian Returnees and their Communities* (Cape Town, South Africa, 2009) and "Cutting the Head of the Roaring Monster: Homosexuality and Repression in Ghana" *Africa Study Monographs* 30, 3: 121-135. He presented his paper, "Gendering Diasporas in Ghana: Memory, Identity, 'Race' and Activities of American African Women, 1957-2010" at the 10th Annual Africa Conference, University of Texas-Austin, in March 2010. Congratulations to Kwame who received his PhD from the University of Texas-Austin in spring 2010.

Joel Cuffey (ACES) received the Charles C. Stewart International Young Humanitarian Award in spring 2010 for his thesis research work with the Emanuel Hospital Association in India and his devotion to public health care through his work with HIV/AIDS in Uganda. He has worked alongside leading African organizations that provide medical care and treatment services to more than 100,000 people living with HIV/AIDS.

Jessica Horn (CAS) participated in a panel titled "Expanded Career Options for Humanists and Social Scientists" at the U of I in January 2010. She recently assumed a new position as the Director of Operations at the Institute for Entrepreneurial Studies in the College of Business at the University of Illinois-Chicago. She will begin her MBA at the Liataud Graduate School of Business at UIC in fall 2010. During summer 2010 she will be in Egypt, working with a microfinance project.

NEW COURSES IN 2009-2010

Fall 2009

FR 240	Contrasting African & Caribbean Identities	John Nimis
RLST 480	Islamic Law	Mohammad Khalil

Spring 2010

GWS 590	Feminisms on the African Continent	Teresa Barnes
LA 590	Landscape Commemoration & Trauma: Slavery Sites	Rebecca Ginsburg
THEA 590	African Women in Theatre	Kathy Perkins
THEA 591	Carnivals, Festivals of the African Diaspora	Kathy Perkins
ACE 499	International Nutrition & Food Security Study Abroad	Paul McNamara
DANC 441	Dance History II: Introduction to World Dance	Sarah Nixon Gasyna

CENTER FOR AFRICAN STUDIES

University of Illinois at Urbana-Champaign
210 International Studies Building
910 South Fifth Street
Champaign, IL 61820

SEND US YOUR NEWS

We would love to hear from our Center for African Studies alumni for inclusion in our news section. Please send us your latest news along with information on your degree(s) earned, years of the degree(s), your current affiliation, and contact information. Please submit your news directly to african@illinois.edu.



support the center for african studies

YES! I would like to support the Center for African Studies (334889) with my gift of:

\$500 \$250 \$100 \$50 \$_____

Name _____

Address _____

City _____

State _____ Zip _____

Phone _____

Email _____

My spouse or my company will match my gift.

(Company name)

This is a joint gift. Please also credit:

(Spouse/partner name)

Please return this form with your gift to:
University of Illinois Foundation
P.O. Box 3429
Champaign, IL 61826-9916

Or give online at www.las.illinois.edu/giving; indicate African Studies.