No doubt that the Kansas African Studies Center at the University of Kansas is in its finest status since its establishment in 1994. The Center is in its best situation in its infrastructure, curricular status, resources, grants writing, teacher training, and outreach activities. The challenge is how to maintain this success and how to reach the full capacity of establishing a comprehensive national center for African studies that can serve the needs of Kansas University, the State of Kansas, and the Midwestern region of the United States. KASC has ended spring semester with three successful international conferences and workshops, a successful teacher summer institute, a successful process of establishing a graduate certificate for African studies, and an interesting seminar and brownbag. We are also pleased to announce and introduce our newly formed Kansas University African Drumming and Dancing Ensemble (KUADDE) to the university community.

In this newsletter, you will find reports about our spring activities as well as announcements of upcoming planned events. Our 2007 fall semester seems appealing, as you may see in the comprehensive calendar attached to this issue. We are looking forward to an interesting outreach conference for the Mid America Alliance for African Studies (MAAAS) which will be hosted this year at KU as well as our dynamic seminar and brownbag series. We are also looking forward to the campus visit of His Excellency Antonio Monteiro, former president of Cape Verde.

Khalid El-Hassan, Editor

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Ken Lohrentz, former Africana Bibliographer for KU at his April 2007 retirement ceremony

A WORD FROM THE DIRECTOR

By: Garth Myers

The Kansas African Studies Center (KASC) achieved milestone after milestone in 2006-07, and the spring 2007 semester had to be among the busiest and most successful terms in Center history. This spring term we embarked on the initial adventure of offering Fanti as a Directed Language Study course alongside our four core language courses, with three students enrolled and Ken Aikins as the lecturer. Our Arabic language courses set enrollment records, alongside the record 19 applicants to attend our Arabic Summer Institute in Ifrane, Morocco. Several language lecturers have attended language teaching workshops, and KiSwahili lecturer Ashford Njogu attended the NALRC summer workshop this May and June in Wisconsin.

Some of the excitement at KASC comes from the personnel made possible with the NRC budget and Longview Foundation support. This staff has made it possible for KASC to make its mark as a major player in
outreach on Africa in the US, particularly in our Midwest and Great Plains region. I would like to thank Kelley McCarthy, Jennifer Attocknie, Craig Pearman, Orion Graf, Nady Osmat, Emmanuel Birdling, and, most of all, Khalid El-Hassan for their hard work each day on behalf of the Center.

KASC’s February 22-25 conference on “Sufi Arts, Rituals, and Performance in Africa” that coincided with the opening of the Spencer Museum of Art’s exhibition on “A Saint in the City: Sufi Arts of Urban Senegal,” served as the centerpiece of our very successful first year of NRC support in this cycle, with great thanks to Gitti Salami for her tremendous leadership on the conference and exhibit, and to Saralyn Reece-Hardy for her amazing enthusiasm and dynamic approach to both conference and exhibit. February also brought a dynamic outreach symposium on the 9th and 10th, “Soyinka: the Man, the Novelist, the Playwright, the Activist,” to celebrate the 20th anniversary of Wole Soyinka’s Nobel Prize in Literature, led by Associate Director Omofolabo Ajayi-Soyinka. Our stimulating seminar series for spring 2007, on “Cities in Africa”, had strong attendance at its six talks. Between the Sufi conference, the Soyinka symposium, and the Cities seminar series, we welcomed an enticing roster of scholars to KU in the Spring term, including Karen Tranberg Hansen, Francis Owusu, and Stephen Commins (for the seminar series); Neil McHugh, Jeannie Miller, Laura Cochrane, Cheikh Babou, Cynthia Becker, Allen Roberts, Mary Nooter Roberts, and Fiona McLaughlin (for the Sufi conference); and Niyi Coker, Chinyere Okafor, and Femi Euba (for the Soyinka Symposium). Our own Sarah Smiley, Mohamed El-Hodiri, Majid Hannoum, Margaret Rausch, Folabo Ajayi-Soyinka, Khalid El-Hassan, Saadia Malik, and Gitti Salami also made important presentations in these KASC events. Other big African Studies Center events this spring included the Murphy lecture by Okwei Enwezor in the Spencer Museum of Art, and the Hall Center Humanities Lectures by Kwame Anthony Appiah.

Curricular development and linkages with Africa are expanding apace. Our new Graduate Certificate in African Studies will be awarded for the first time officially in spring 2008, although we awarded unofficial certificates at a recognition ceremony for African Studies undergraduate minor recipients in April.

Approved NRC international travel for faculty development has included Majid Hannoum’s research travel to Morocco at the beginning of Spring, and Ebenezer Obadare’s research in Nigeria, Naima Omar’s research and materials development in Tunisia, and Hannah Britton and Liz MacGonagle’s research, course development, and affiliation travel in Namibia (all planned for summer). KASC is really moving ahead with outreach and activity with the community. KU will host MAAAS 2007 in late September, where the organization will award the first-ever Ken Lohrentz Award for best graduate student paper, in honor of our long-time KU Africana bibliographer. There was a KU faculty presence at ALTA, AASP, ALA, and other conferences this spring. KU CIBER’s conference in early April, on “The Role of the Private Sector in Helping Failed States Recover,” had major support from KASC’s NRC budget, as did the Center for East Asian Studies in their Globalization Film Series. Our own Ujamaa Brownbag lunch talks have been well attended all spring. Kelley McCarthy and John Janzen have made extraordinary progress in their work on the Longview Foundation grant, making many modules for teaching Africa in the high schools available through the massive KASC website and building bridges with local teachers in Kansas and Missouri. We hosted another highly successful Summer Institute in June. Ebenezer Obadare is busy organizing an exciting fall seminar series on “The Question of Leadership in Africa,” with Majid Hannoum set to organize the spring 2008 seminar. Byron Caminero-Santangelo is leading the organizational effort for our spring 2008 themed conference on “Literature and the Environment.” We are, in sum, busier than we have ever been, but enthusiastically so, as you will see in the pages of this newsletter.

WELCOME NEW AFRICANIST FACULTY

By: Khalid El-Hassan

Lorraine Haricombe, is the new Dean of Libraries at the University of Kansas who started working at KU last fall, but we did not find the opportunity to welcome her in our newsletter. She is an Africanist by training and a native of South Africa. At KASC, we are thrilled to see an Africanist faculty member at the top of KU's extensive library system, which serves more than 25,000 students and 1,300 faculty members. Noted for her strong leadership and communication skills as well as her talents in building collaborative relationships, Dr. Haricombe was the dean of Bowling Green's libraries from 2001 until she came to KU. At Bowling Green, a university with 20,000 students, Haricombe oversaw a library system that is a campus leader in providing access to technology, digitizing information, and promoting cultural diversity through its programs, services, and exhibits.
She previously served in administrative positions in the libraries at Northern Illinois University and Peninsula Technikon in the Republic of South Africa. She holds doctoral and masters degrees in library and information science from the University of Illinois in Urbana-Champaign. She also holds teacher certification from the University of South Africa, an honors graduate degree in library and information science from the University of the Western Cape in South Africa and a bachelors degree in library and information science, psychology and sociology from the University of the Western Cape.

A South African native, Haricombe holds memberships in the American Library Association, the Association of College and Research Libraries, the Library Administration and Management Association and the Association of American University Women. She is on the editorial board of Communicate, Journal of LIS (Nigeria), the editorial board of the Beta Phi Mu Monograph Series, the Service Quality Academy (LibQual+) selection committee and the the 2006-07 ALA conference planning committee.

Lorraine Haricombe's wide and rich variety of experience, including an active role with the nation's best library consortium, OhioLink, provides new opportunities for the KU libraries and unique leadership. Richard Lariviere, KU's provost, praised Haricombe by saying "The libraries are the life-blood of great universities, and Haricombe brings to the job a sophisticated understanding of the complexities and challenges of preserving and disseminating the staggering amounts of new knowledge at our fingertips." We are so delighted to welcome Dean Haricombe to our Africanist community at KU.

Randal Jelks is the Langston Hughes Visiting Professor for spring 2008 in the African & African American Studies Department and will be teaching AMS 998, a graduate seminar in African American Religion and the American Civil Rights Movement. He will also teach an undergraduate course AMS 344 on African Americans Views of Africa. He was recently an Associate Professor of History at Calvin College at Grand Rapids, Michigan and also directed the African and African Diaspora Program at the same college. Doctor Randal Jelks was born in New Orleans and lived there until he was fourteen, whereupon he resided in Chicago until college. Although Dr. Jelks has lived in the North for numerous years, he considers New Orleans to be his home. He is a graduate of South Shore High School (Chicago), the University of Michigan (BA in History), McCormick Theological Seminary (Masters of Divinity), and Michigan State University (Ph.D. in History). In addition, he is an ordained clergy person in the Presbyterian Church (USA). He has published both scholarly and journalistic articles. His research and writing interests are in the area of African American Religious, Urban, and Civil Rights History. He has completed a book, titled “African Americans in the Furniture City: The Politics of Respectability and the Civil Rights Struggle in Grand Rapids, Michigan” (2006, The University of Illinois Press). In addition, he is conducting research for a book on Dr. Benjamin Elijah Mays, President of Morehouse College (1940-1967) in Atlanta. The tentative title is “Benjamin Elijah Mays: A Religious Rebel in the Jim Crow South.” Most recently, Mr. Jelks has been named a Fellow at the National Humanities Center in Research Park Triangle, North Carolina for the academic year of 2006-2007. Randal Jelks is married to Attorney Mari Beth Johnson-Jelks with whom he shares the joy and burden of three young adult children, Johannah, Jonathan, and Joshua.

Shawn Leigh Alexander is the newest edition to African and African American Studies at KU. He received his masters and doctorate degree in Afro-American Studies from the University of Massachusetts-Amherst in 2001 and 2004, and was awarded multiple fellowships and awards. Dr. Alexander specializes in African American history from Reconstruction to present day, but also has extensive knowledge in African American women’s history, literature, the history of Africa, and twentieth century world history. He recently taught at Yale University on African American social and political thought of the late nineteenth and early twentieth century and prior to teaching at Yale, taught at Gettysburg College, Amherst, Westfield State College, the University of Massachusetts, and several years in Japan as an instructor of American and African American history. Dr. Alexander has published many materials, including essays such as “Vengeance without Justice – Injustice without Retribution: The Afro-American Council’s Struggle against Violence in Bloody Kansas,” “National Association for the Advancement of Colored People and the Harlem Renaissance,” and his forthcoming essay, “The Afro-American Council and its Challenge on Louisiana’s Grandfather Clause.” Currently, he is working on releasing his first book, T. Thomas Fortune the Afro-American Agitator: a Reader. Dr. Shawn Alexander will be a wonderful edition to
AAAS and to the Africanist community here at the University of Kansas.

Shiferaw Assese is the new Africana Bibliographer and Librarian. He comes to KU from Los Angeles, California where he is working on his PhD in History at UCLA. Currently, he is ABD, but in the process of finishing his dissertation soon. Mr. Shiferaw was born in Ethiopia and received his Bachelor of Arts in French from French College, Addis Ababa. He obtained his Master of Library and Information Science, from UCLA in 2002. He also completed a Masters in Linguistics from Michigan State University, Lansing, Michigan, in 1997. Shiferaw received his first Masters Degree in African Area Studies, from UCLA in 1993.

His work experience includes stints as a Reference Librarian at the Los Angeles Public Library, Young Research Library at UCLA, and an internship at the College Library at UCLA. His teaching experience includes serving as a Lecturer in African History at the History Department of Santa Monica College, Santa Monica, California. Shiferaw was also a teaching assistant for the History Department at UCLA, as well as for Michigan State University.

Shiferaw is fluent in Amharic and French and has a proficient knowledge of Swahili and German. His other professional skills include using databases such as, Dialogue, Web of Sciences, Lexis–Nexis and Factiva during the course of his training.

Caroline S. Chaboo will join the faculty of KU as an assistant professor in the Department of Ecology and Evolutionary Biology and as a curator in the Museum of Natural History in November 2007. Her research focuses on the systematics and biology of chrysomelid leaf beetles, Chrysomelidae (>40,000 species). Dr. Chaboo grew up in Trinidad and Tobago where she completed her B.Sc. degree at the University of the West Indies. She completed her M.S. degree at the University of Kansas, and then her Ph.D. at Cornell University.

In Africa, she is investigating biological, chemical and co-evolutionary connections across three trophic levels - host plants (Anacardiaceae, Burseraceae, and Solanaceae), chrysomelid herbivores (Subfamilies Galerucinae, Cryptocephalinae) and their carabid parasitoids (Lebiini). In southern Africa, indigenous San tribes apply the hemolymph of both herbivore and parasitoid as poison on hunting arrows. Dr. Chaboo has long-term research and collaborations in South Africa (the National Collection of Insects and the University of Pretoria), Botswana (National Museum of Natural History), Namibia (National Museum of Natural History), and Tanzania (Sokoine Agricultural University).

Dr. Fatou Diop, Chair of the Sociology Department at Gaston Berger University at Saint Louis, Senegal, is a visiting professor for the Department of African and African American Studies as well as Women’s Studies. Having served as a Fulbright Visiting Specialist in the Muslim world, Dr. Diop brings a long history of outreach experiences addressing gender issues to include women’s roles in Islamic religion and problems faced by females in Islamic countries. Dr. Diop’s efforts have resulted in the establishment of a training program in entrepreneurship and microeconomics for women and an HIV/AIDS and reproductive health education program for women and girls of Senegal. Along with her partner from Georgia State University (Dr. Cora Presley, African Studies Department), she hosted a Policy Forum: The Challenge for Senegalese Women by the Year 2015 on the campus which engaged university, community and government leaders in discussions on women’s issues.

Dr. Diop engaged in discussion on women’s issues

Dr. Diop received her BS in Sociology / Social Sciences from the University of Lyon II (UL), France, MS in Social Sciences at UL, and returned to Senegal for her Ph.D. studies in Sociology (Universite Cheikh Anta Diop in Dakar). A member of the Senegalese Association for Gender Studies, Dr. Diop encourages
women globally through her publications on women’s issues and her award-winning engagement of students on gender issues in African social sciences in her courses: Sociology of the Family and Sociology of Development, Gender and Society.

An extremely outstanding exhibition, “A Saint in the City: Sufi Arts of Urban Senegal,” was on display at the Spencer Museum of Art for three months last spring. It opened on Thursday, February 22nd with an impressive opening ceremony, and was open to the public until May 20, 2007. The exhibition presented the art and culture of Islamic Africa through a dynamic, popular religious movement in Senegal known as the Mouride Way, and in doing so encouraged dialogue about Islam's commonalities as well as its multiple forms throughout the world. Inspired by the teachings of Sheikh Amadou Bamba, a Sufi pacifist, poet, and saint who lived from 1853 to 1927, Mourides have galvanized contemporary Senegal and its Diaspora through hard work and peaceful, steadfast devotion. The vibrant visual arts of Mourides provide a unique opportunity to examine the origins, impact, and varying perceptions of Islam and Sufism -- Islam's mystical core.

In conjunction with this exhibition, the Kansas African Studies Center and the Spencer Museum of Art, held a very successful international conference on Sufi-related arts, rituals, and performances in Africa. Dr. Allen F. Roberts and Dr. Mary Nooter Roberts gave the keynote speech of the conference. The speech was followed by an impressive drumming and dancing performance by Bird Flemming and the Soundz of Africa Traditional Music Society. The opening ceremony was attended by over five hundred people from the KU and Lawrence communities.

Conference presenters explored the deep roots in Sufism and the roles of Sufi brotherhoods in African culture. In geographically organized panels, the presenters covered Senegal, Morocco, Sudan, and Ethiopia. They addressed topics ranging from hagiography, healing, contemporary visual arts and architecture, to popular music and colonialism. They employed an array of methodologies including postmodern deconstruction and embodiment theory. Among the eighteen speakers were University of Kansas scholars and guests from various African and US institutions. The conference culminated in a reading of Sufi poetry of historic Sufi poets from North Africa, West Africa, and East Africa read by KU Africanist.
faculty in Arabic, Swahili, Hausa, and English. KU Africanist scholars celebrated the closing of the conference by holding an African cuisine dinner followed by another impressive drumming performance by Kansas University Drumming and Dancing Ensemble (KUADDE).

Sufi conference participants enjoying lunch and conversation

A MIDSUMMER NIGHT'S DREAM FROM MOROCCO

By: Huma Khan and Heather Meiers

Heather Meiers, anthropology graduate student, and Huma Khan, international studies graduate student, were awarded Foreign Language Area Studies Grants by the Kansas African Studies Center for the summer of 2007. They chose to attend the eight week intensive Arabic language study course at the Arabic Summer Institute at Al-Akhawayn Institute in Ifrane, Morocco. Following are their reflections and insights about their visit:

Huma Khan wrote:
The experiences I had in Morocco were tremendously fulfilling – from intensive Arabic classes to weekend trips around the country, Morocco offers a wealth of knowledge and a new understanding and appreciation of the Arabic culture and language. With its beautiful landscapes, scenic views and bustling medinas, Morocco is a unique mix of the East and the West, tradition and modernity, and the past and present. As part of the program, students got the opportunity to travel to many parts of Morocco, including big cities like Marrakech, Casablanca, Meknes, and Fez and several small zaouis. The trips gave a new view of the real Maghrebi culture that is often overlooked by visitors. The best part of this program was interacting with Moroccans and immersing ourselves into their culture, including the language. A Moroccan roommate provided great insight about the Moroccan culture, food, and festivities. Immersion into the culture on a daily basis also strengthened our language skills and helped show us how to discover the beauty of the Arabic language. There were moments of frustration in the intensive program, but the wonderful experience of taking classes in Arabic and learning first-hand from experienced instructors was unmatched. The experience in Morocco was not only memorable and knowledgeable, it also gives a good grounding for future language study and piqued an interest in subjects that never aware of before.

KU graduate student Huma Khan enjoying the scenic views of Morocco

Heather Meiers wrote:
"Boy, they weren't kidding when they say it's an intensive program, that's for sure!!" This is by far the most common English sentence that I've heard during my past eight weeks studying in the Intensive Arabic program at Al-Akhawayn University in Ifrane, Morocco. I myself have uttered this phrase more than a few times, although luckily I overcame most of my frustration with seemingly endless hours of homework and studying during the first couple of weeks. Since then most of my fellow students here have replaced it with "Man, I really miss macaroni and cheese/Indian food/real ketchup/big cups of coffee."

Putting all silliness aside, I'm truly surprised at how much I have learned in the past 7 weeks or so about the language, culture and people of Morocco. Somehow all of those hours of studying managed to coalesce into the ability to comfortably have short conversations (albeit simple ones!) in Arabic, to read more quickly, and most importantly to listen to and understand more Arabic than I ever thought possible in such a short stay.
Heather Meiers, KU graduate student in anthropology, during her summer visit to Morocco through the Arabic Summer Institute

I must admit that I'm proudest of my (rather tiny) accomplishments in Moroccan Arabic because I began with no knowledge of it at all. I've learned an immense amount about Moroccan culture from my Contemporary Issues in North Africa class, which included visits to Fez, Meknes, Marrakech, and the Tafilalt Oasis. Although I've decided that Fez is my favorite city in Morocco, I enjoyed my visit to a Sufi zawiya in the Tafilalt Oasis the most. I certainly hope to come back to Morocco again in the near future and my interests in North Africa have expanded a hundredfold. I'm sure that, for the foreseeable future, I'll often find myself saying things like "Man, I really miss mint tea/harira/real couscous."

By: Emmanuel Birdling

A second featured speaker, Professor Femi Euba, was also a playwright and fiction writer prior to retirement from Obafemi Awolowo University of Nigeria, and is currently a professor of English at Louisiana State University. He was a colleague and a friend of Soyinka. Giving a very balanced analysis of Mr. Soyinka, Euba compares his recent experiences in Soyinka's production of the adaptation of OEDIPUS AT COLONUS (in 2002) with his initial experiences as a foundation member of Mr. Soyinka's company, "The 1960 Masks."

The third featured speaker, Dr. Chinnyere Okafor, poet, playwright, and short story writer, is an associate professor of Women's Studies at Wichita State University. She spoke and analyzed Mr. Soyinka's works from some different dimensions that aroused applause from the audience.

The last speaker, Dr. Omofolabo Ajayi-Soyinka, Associate Professor in the Department of Theatre and Film and Faculty Associate Director for KASC, gave the closing remarks and touched on what it was like growing up as the younger sister and under the shadow of Africa's literature giant.

By: KASC Staff

The Kansas African Studies Center, KU Libraries, and the Africanist community of Lawrence recognized the career of Ken Lohrentz, Africana Bibliographer for twenty three years, as he gracefully moved into retirement at the end of the 2007-08 academic year. Ken received his PhD in history from Syracuse University in 1977 and started working for the University of Kansas in 1984. He has contributed an endless amount of work to African Studies, providing information for K-12 teachers on library resources, and assisting with teacher training, specifically with the annual KASC Teacher Summer Institute. He has dedicated his work to the Africana Collections at KU – 78,000 volumes of African fiction, poetry, drama, non-fiction, maps, newspapers, and periodicals in various languages. In 2003, Ken worked on a project with Africanist and history professor Elizabeth MacGonagle entitled “Onitsha Market Literature: From the Bookstalls of a Nigerian Market,” – a concentration of 1960s stories, plays, and moral discourses from Onitsha, a market town in southeastern Nigeria. Ken was honored at a ceremony this past April held by the KU Libraries, and at the African Studies Spring Council Meeting, was awarded a certificate from KASC recognizing his dedication to African Studies. On behalf of the entire Africanist community at the
University of Kansas and of Lawrence, we would like to thank Ken Lohrentz for his contribution and dedication to African Studies at KU.

Ken Lohrentz (center) at his retirement ceremony held by the KU Libraries with Gloria Creed-Dikeogu, Ottawa University Director of Libraries (left) and Dr. Khalid El-Hassan


Elizabeth Asiedu, Associate Professor of Economics, was elected Vice President of the African Finance and Economics Association (AFEA) in March. Founded in 1988, AFEA is an association for professionals in academia, business, government, and other organizations with interests in African development. On behalf of the Africanist community at KU and in Lawrence, we would like to congratulate Professor Asiedu for this achievement.

Fatima Sadiqi, Professor of Linguistics and Gender Studies in the English Department at Fez University and currently visiting professor and research associate in the Women’s Studies in Religion program of the Harvard Divinity School, visited the University of Kansas in mid-April. Invited by Margaret Rausch in the Religious Studies Department, she presented a paper on her current research project: “Berber Women and the Expression of the Sacred.” Incorporating women’s voices from a variety of historical periods, her book will trace Berber women’s contributions to religious discourses in North African history. The sponsors for her presentation included KASC, the Religious Studies Department, Hall Center, Honors Program, and International Studies Program.

Professor Sadiqi has published extensively on women, gender, Islam, and language in Morocco. She is the author of four books: Images of Women in Abdullah Bashrahil's Poetry (Arab Institute for Research and Publishing, 2004); Women, Gender and Language in Morocco (Brill Academic Press, 2003); Grammaire du Berbère (L’Harmattan, 1997); and Studies in Berber Syntax (Konigshauss and Neumann, 1986). She is co-author and editor of a number of volumes, among them the Northern volume Women Writing Africa, to be released in 2007 by Feminist Press. She has published numerous articles in Moroccan and international refereed journals including her latest, “Morocco’s Veiled Feminists” in the online journal Project Syndicate.

Professor Sadiqi writes and lectures in English, French, and Arabic. She promotes Berber, the indigenous language of North Africa, and is co-author of the first textbook for Berber language instruction in Moroccan schools. Furthermore, she is a member of several Moroccan and international associations and networks fighting violence against women, and has served on a wide variety of national and international committees, including the Language-Based Area Studies Initiative for China, Japan, Eastern Europe, and the Arabic Speaking World.

KUADDE is a new African drumming and dancing musical group at KU. Throughout the spring semester,
the Kansas African Studies Center helped create this group. The Kansas University Drumming and Dancing Ensemble (KUADDE) is a non-profit group of performers dedicated to the mission of promoting the musical talent and interests of the Africanist community at KU and in the city of Lawrence. KUADDE’s goal is to promote and celebrate African culture through the art of drumming and dancing, two significant aspects deeply embedded in African life. KUADDE will create a medium of cultural exchange through university performances and branching out to public schools and community events. The group plans on leading workshops to train any individuals who are interested in becoming members, such as teachers and students at various grade levels. KU graduate student Dylan Bassett, a member of the traditional African music group, will instruct new members in the area of drumming; Professor of Theatre and Film, Omofolabo Ajayi will train students and participants in the art of African dance. KUADDE will work with KASC, as well as the Department of African and African American Studies, the African Student Association, the Multicultural Resource Center, the Office of International Programs, the Mid-America Alliance for African Studies (MAAAS), and student-sponsored groups. With financial contributions made from Chancellor Robert Hemenway, Saralyn Reece-Hardy, Director of the Spencer Museum of Art, and former Dean Diana Carlin, as well as through scholarship funds and community contributions, KUADDE will be able to grow and expand as new instruments will be bought for the group, and the opportunity for more travel will be available. If you are interested in becoming a member of KUADDE, contact Dylan Bassett at dylanbassett@yahoo.com, or the KASC office.

BYRON CAMINERO-SANTANGELO

Freedom and Oil: Nation, Globalization, and Civil Liberties in the Writing of Ken Saro-Wiwa,” was published in REAL: Research in English and American Literature. The second article, “Different Shades of Green: Ecocriticism and African Literature,” is part of An Anthology of African Literary Theory and Criticism (Blackwell). The forthcoming year will be

YUSUF OMAR

the South African Consul General in Chicago will be the keynote speaker of the 13th annual Mid-America Alliance for African Studies (MAAAS) conference which will be held September 28 and 29, 2007. This year’s topic will be “Africa in Motion,” a focus on the causes and consequences of migration and cultural movement. MAAAS is an organization founded by KU in 1995 that seeks to encourage scholarship and teaching in African Studies, and to provide a forum for Africanists in the middle of the United States. This year, the MAAAS conference will be held here in Lawrence. For those who would like more information about “Africa in Motion,” please visit the KASC website, or contact the main office.

GARTH MYERS

KASC Director and Associate Professor of Geography and African Studies, presented a paper entitled, “The Land is (Not) Ours: Land Reform and Urban Expansion in Zanzibar,” to the Association of American Geographers meeting in San Francisco in April and to the Nordic Africa Institute's 'Currencies of Transformation in Africa' research program in May. Dr. Myer's NSF grant enabled him to take an 11-day trip to Finland and Sweden. In addition to the talk at NAI, he met with officials in Finland's Ministry for Foreign Affairs Department for Africa and the Middle East on the subject of development cooperation in Zanzibar, with private industry GIS, land survey, and remote sensing consultants and unit supervisors for the two Finnish land reform projects in Zanzibar over the last 20 years, and with relevant faculty at the University of Helsinki (Geography and the Institute for Development Studies) and Helsinki University of Technology.
Stephen Commins of UCLA visited KU and presented "Making Services Work for Poor People in African Cities" on March 8, 2007 in our spring African Studies Seminar "Cities in Africa: Overcoming Stereotypes and Legacies of Crisis." Dr. Commins worked in areas of regional and international development, with an emphasis on service delivery and governance in fragile states. He was the Director of the Development Institute at the UCLA African Studies Center in the 1980s, and then worked as Director of Policy and Planning at World Vision International. Presently, he is an advisor on services in fragile states for several international NGOs and public sector agencies. His presentation at KU was well received and well discussed by our Africanist community.

Chico Herbison, instructor for the Department of African and African American Studies for over a decade, left KU this past summer to take a position at The Evergreen State College in Olympia, Washington. Chico received his MA and PhD in American Studies from the University of Kansas, and has dedicated a large portion of his career to working for the university. He taught many courses including The Black Experience in the Americas and America beyond the Binary: Cultural Hybridity and Fluidity in the U.S. and Society. Chico had a strong impact on his students. They always walked away from his class having had an insightful, positive, and overall mind-blowing experience. He proved to be a significant part of the AAAS department and an influential mentor for many of his students. Chico's kindheartedness and supportive attitude will be missed at the University of Kansas, where he has given so much to his students and those that were lucky enough to work alongside him. All that knew him here at KU wish him and his family the very best!

Patrick Hayford, Director of the Office of Special Adviser to the UN Secretary General on Africa, visited KU last spring to participate in the CIBER Conference on post-conflict development. Before his current post, Hayford was a director in the office of the U.N. Secretary General and a close associate of then Secretary General Kofi Annan. He is originally from Ghana and served in the Ghanaian Foreign Service, his last post being the Ambassador of Ghana to South Africa before joining the UN. He visited the Kansas African Studies Center offices in April and met with KASC Associate Director Khalid El-Hassan and a group of invited professors and KASC staff. He was accompanied in this visit by his friend Takao Shibata and his wife.

Frances Owusu of Iowa State University visited KU in March. He participated in the KASC spring African Studies Seminar "Cities in Africa: Overcoming Stereotypes and Legacies of Crisis." Dr. Owusu has taught courses on international development, economic and urban planning, and research and planning methods. His research focuses on urban livelihood strategies, development policy, and improving the effectiveness of the public sector. His recent research examined the relationship between organizational cultures and the performance of public-sector organizations and was sponsored jointly by the World Bank and the Netherlands Governance Knowledge Sharing Program. Professor Owusu discussed "Planning for Changing Livelihood Strategies in African Cities: Challenges and Opportunities." His presentation was well attended and produced a lively discussion from the audience.

Malcolm Gibson, Associate Professor of Journalism and Director of the Kansas Daily News, will teach a class in journalism with a very significant African content. The class is called International Journalism (JOUR 502) and is a seminar-style class that examines the dynamics of journalism, especially in the developing world, with Africa as a special focus. It allows students — both journalists and
non-journalists — to chart their own courses to gain a better understanding of the world around them. Using journalism and its relationship to the developing world, particularly Africa, as a benchmark, participants uncover how the gathering and presentation of news affects the world around them. They discover how media touch — and are touched by — all aspects of the societies media serve. To lead students along that path, the course puts so-called “parachute journalism” — stories by journalists who are often ill-prepared to report from their environments — under the microscope. Ultimately, the class seeks to show what good journalism is, what its effects are, and how best it can be achieved in an international setting. A strong element of the class is an individually selected research project. Each student will select a particular event, issue or personality and explore media influence.

**Omofolabo Ajayi**, Associate Professor of Film & Theatre and Women’s Studies participated in the Hall Center Performance and Culture Seminar on March 9th. Professor Ajayi presented a seminar entitled, "Performing Liberation, Performing Identity," which was well received and discussed by the audience. Folabo also now has her first grandchild! Her daughter Eniola gave birth to a son on June 8th. His name is David Adefemi. Our congratulations go to Folabo, her daughter Eniola, son in law Ryan, and the family.

**John Janzen**, Professor of Anthropology and former Director of the Kansas African Studies Center, continued his invaluable service for the Kansas African Studies Center by serving as P-I of the project *Teaching Africa and the Middle East in the Great Plains*, with a $20,000 grant from the Longview Foundation for International Education and the development of K-12 materials on Africa. Working with the Kansas African Studies Center team, Dr. Janzen also produced the documentary film *Identity, Voice, Community: New African Immigrants to Kansas,* for the project by the same name and co-sponsored by KASC and the Kansas Humanities Council. In 2007, he gave three lectures: "Saints, Sheikhs, and Baraka: Sufi Healing and Social Construction in Central Sudan," (with Khalid El-Hassan), for the conference “Sufi Arts, Rituals and Performances in Africa," that was held at the University of Kansas; "Caregiving, Therapy Management, and Power in Western Equatorial African Healing," presented to the Colloquium on Assuming Responsibility for the Sick, located at the Barbara Bates Center for the Study of the History of Nursing at the University of Pennsylvania; and “Religion and Science around the World," presented at Green College, University of British Columbia, Vancouver. The latter was supported by the Templeton Foundation, and it brought together historians of science and medicine, and a few anthropologists, to discuss the relationship of science to religion in their regions and fields of expertise. John also published the following encyclopedia entry, book foreword, and review: "Healing and Health Care: African Theories and Therapies," *New Encyclopedia of Africa*. Macmillan. His book Foreword was in Bernhard M. Bierlich's, *The Problem of Money: Human Agency &Western Medicine in Northern Ghana*. It was published by Oxford in 2007. His book review of Susan J. Rasmussen was on the book *Those Who Touch: Tuareg Medicine Women in Anthropological Perspective*. The book was published by Northern Illinois University Press. The review appeared in the *American Historical Review*, April of 2007.

**Hannah Britton**, Associate Professor of Political Science and Women’s Studies, *Elizabeth MacGonagle*, Assistant Professor of History and African and African American Studies, and *Taylor Price*, BA in History and Political Science at KU went to Namibia and South Africa last summer working on several research projects as well as meeting with government and university officials to explore possible faculty exchanges and study abroad opportunities. In Windhoek, Namibia, the three attended the first national conference on gender based violence in Namibia, conducted interviews with civil society and government officials on strategies to fight gender based violence, and visited non-governmental organizations working to improve the status of women in Namibia. They visited Penduka, a women’s community-based organization in the township of Katatura, which is focused on empowering women with special needs through economic development projects and small scale enterprises. They met with officials at the University of Namibia to explore possible exchanges among the faculties of KU and UNAM for collaborative research and teaching programs. They also visited Swakopmund, Walvis Bay, and Sossusvlei as possible sites for future study abroad opportunities that would explore the interaction of environmental preservation, ecotourism, and economic development. In South Africa, Dr. MacGonagle and Dr. Britton gathered materials and information for their upcoming course *Liberation in Southern Africa*, which will be a co-taught course between the History and Political Science Departments. They also conducted research on national sites of memory in South Africa, including Robben Island, the Bo Kaap Museum, the Slave Lodge, the District Six museums in Cape Town, the Hector Pietersen Museum in Soweto, the Police Museum in Pretoria, and the Apartheid Museum in Johannesburg.
Hannah, Liz, and Taylor Price at the southwest coast of Africa at Swakopmund, Namibia

Majid Hannoun, Assistant Professor of Anthropology and African and African-American Studies, participated in a seminar on "Education and Globalization" in the Graduate International Program. He presented a paper entitled: "Politics, Transgression, and the Sacred in Contemporary Algeria" on May 8, 2007. He was also a guest lecturer at Cornell University, delivering a paper entitled: "Colonial Governementality and the Birth of Khaldunism," as well as leading "History and Anthropology of North Africa," a workshop for graduate students in March. He was also a guest lecturer at Johnson Community College and gave a lecture entitled: "Modern Genealogies of Islam" on May 4, 2007.

Hodgie Bricke, Associate Vice Provost of International Programs at KU, has notified KASC with the new African Fulbright students who will attend KU this fall. They are listed as follows: Patrick Asingo from Kenya will do his PhD in Political Science; Lungile Mabundza from Swaziland has been admitted to the School of Social Welfare; Ennie Ndoro, from Zimbabwe and Linda Tvesi from Ghana have been admitted to Education Leadership at the School of Education. We have also learned that two Nigerian students will join graduate studies at KU. Ambrose Utin, who is coming from the Chicago area, has been admitted to the School of Social Welfare; and Miriam Mba, a Nigerian PhD student, coming to KU from Kansas State University to work in the French and Italian Department. KASC we would like to welcome these six African graduate students to KU.

Ashford Njogu, instructor of Kiswahili at KU, successfully completed an intensive summer professional development program in African languages held at the University of Wisconsin on May 29 to June 8. The Institute was organized by the National African Resource Language Center (NARLC). The program focused on teaching the skills of speaking and listening, writing, testing, and assessing the four skills in the African language classroom as well as lesson planning and classroom management. Participants were awarded certificates after completion of the program. Ashford is grateful to KASC for sponsoring him for the course and feels that the skills learned will enhance his teaching ability.

Ashford Njogu receiving certificate of completion for the professional development program in African languages

Joseph Adonu from the University of Bedfordshire visited KU and presented a seminar entitled, “The Cultural Grounding of Psyche: Implications for Development in African Settings.” This presentation was given on January 30, 2007 in Bailey Hall. A good number of KU Africanist faculty and students attended this interesting presentation and produced an extremely fascinating discussion. Professor Adonu is originally from Ghana. He was invited to visit KU by his colleague and professor of psychology at KU, Glenn Adams.

Karen Tranberg Hansen, a socio-cultural anthropologist and Professor of Anthropology from Northwestern University, visited KU in April and participated in the African Studies seminar series presenting a lecture on “Tuntembas Versus Ultra Modern Markets: Regulating Lusaka’s Informal Economy 1972-2006.” Her seminar was well attended and was well received by the audience. The lecture lead to an extremely stimulating discussion by the crowd in attendance. It portrayed the efforts of the small business people of Lusaka, Zambia as they tried to make a living and how the government intervened in the local markets to make life rough for the average person.

Margaret Rausch, Assistant Professor of Religious Studies at KU, undertook another research trip this summer to the Sous region of southwestern Morocco to conduct the final phase of her research on Ishelhlin (Tashelhit-Berber speaking) women’s religious, educational, and ritual tradition. The women from
scholarly families in the region have transmitted this tradition from generation to generation since its origin in a Sufi educational campaign to proliferate knowledge of Islamic doctrine, practice, history, and lore to the general population. Based on available manuscripts, the Sufi educational initiative began in the 16th or 17th century. On this trip, Margaret visited numerous remote villages to trace the history and contemporary perpetuation of this educational and ritual tradition. Her main goal was to locate older women who were trained in the central religious didactic poetic texts of the tradition and who serve as ritual leaders today. In addition to the older women, she found young women in their late teens and early twenties in some villages still learning to chant these poems from the older women. Like the older women, they know several very long poems by heart. Margaret has published several articles on this research. She is currently working on a chapter of her book as a Hall Center fellow.

Professor Rausch in a courtyard in Tiwargane, Morocco

KU for Uganda hosted a showing of Uganda Rising! It is a documentary describing the twenty-year civil war in Northern Uganda. The film was shown in the Kansas Union on February 27th. KU for Uganda is a student group committed to raising awareness of the war-torn regions of Uganda. Through public events, such as the showing of this film, KU for Uganda seeks to educate the community and promote ways in which people can take action to help. For more information about the student group, visit their website: http://groups.ku.edu/~ku4u/

Manute Bol, former NBA player from the Dinka ethnic group of Sudan and southern Sudanese activist has moved to Olathe, Kansas. Olathe has become a center in the United States for Dinka ethnic immigrants and southern Sudanese population in general. Manute Bol is a social activist who devoted a substantial portion of his NBA salary to the Dinka people who were in refugee camps in Sudan and eastern Africa as a result of the Sudanese Civil War. At 7’7”, Manute Bol is one of the two tallest players in NBA history and was the first African drafted into the NBA. Manute is now known for what he did for his people and not necessarily as an NBA player. He receives speaking invitations from all over the world and will go to Nairobi, Kenya for a future lecture. It is possible that Manute Bol will speak about the Sudanese Lost Boys during the screening of the documentary film The Lost Boys of Sudan on October 23, 2007. The screening of this documentary has become an annual event sponsored by Professor Alice Lieberman of the School of Social Welfare.

Sisimuka Afrika, an event co-sponsored by the African Students Association (ASA) and the African Women's Student Association (AWSA), was held April 15, 2007 in the Woodruff Auditorium of the Kansas Union. The event featured musicians, art, and African fashion. This event was the perfect opportunity for cultural exchange, as it exposed a large crowd to the brilliance of African culture. Included in the event was the Kansas University African Drumming and Dancing Ensemble (KUADDE), who gave an amazing performance, and spread enthusiasm into the audience, as many danced on stage!

ASA and AWSA dancers performing at Sisimuka Afrika
Rachel Jean-Baptiste, Department of History, SUNY at Albany visited KU last spring and presented a seminar entitled, "The Option of the Judicial Path: Women, Marriage, and Divorce in Colonial Libreville, Gabon." Dr. Jean-Baptiste graduated from Michigan State University and she was a classmate of KU Africanist professor Liz MacGonagle. Liz held a reception at her home after the presentation in honor of her colleague Rachel. Professor Jean-Baptiste visited the Center and met with KASC staff.

Sarah Smiley, PhD graduate from KU, defended her dissertation “Patterns of Urban Life and Urban Segregation in Dar es Salaam, Tanzania,” in Geography this past June. In August, she will join the Department of History and Geography at Morgan State University as an Assistant Professor. Morgan State is a historically black university located in Baltimore, Maryland. Our congratulations and best wishes are extended to Professor Smiley for these great achievements.

Alassane Fall, Wolof instructor at KU, brought a group of children and their teachers and sponsors from Academie Lafayette, a French immersion school from Kansas City, Missouri, to the Center office in Bailey Hall on June 25th. The students visited with Khalid El-Hassan and Emmanuel Birdling who explained the Center’s functions and purposes. Alassane then took them on a tour of the KU campus and its various attractions.

Hassan Sachedina, visiting scholar from Oxford University, presented a seminar to KU Africanist faculty and students entitled, "Poverty, Pastoralism and Politics: Reducing Conservation Incentives in the Tarangire Ecosystem of Tanzania." Hassan is a PhD candidate at Oxford University. He was born and raised in Kenya. His research interest is in environmental issues in Tanzania. Hassan’s presentation was well attended and discussed by Africanist scholars at KU.

Kwame Anthony Appiah’s Humanities Lecture entitled, “Making Sense of Moral Conflict” was held, Thursday, March 1, 2007 at 7:30 pm in the Ballroom, Kansas Union. Professor Appiah is a well-known Africanist scholar, born in London (where his Ghanaian father was a law student), and was raised in Ghana. He received his education from Cambridge University in England, where he achieved a B.A. and a Ph.D. in philosophy. His dissertation explored the foundations of probabilistic semantics. Once revised, these arguments were published by Cambridge University Press as Assertio...
By: Lurleen Brinkman

As a graduate student at KU I found the KASC 2007 Teacher Summer Institute on Africa: A Dialogue of Cultures to be very helpful in better understanding various aspects of economics, politics, family and social structures, belief systems and world views that shape the culture of the people of Africa. What I found particularly helpful was the clarity gained by studying issues from an interdisciplinary perspective through presentations from a variety of faculty across academic disciplines. Learning occurred through class lectures, audio-visual presentations, workshop exercises and field trips. KASC Associate Director Khalid El-Hassan was also instrumental in providing an excellent learning environment of support in an atmosphere of African “community-centeredness” to facilitate open dialogue across cultures and in a culturally-sensitive and mutually respectful manner.

As gleaned from the dialogues at the Institute, the following is a model offered to others as one possible framework for viewing ways to learn about Africa. It consists of three levels of learning as related to corresponding levels of interaction by the student (minimally-engaged to most-engaged) as well as a fourth, dialectical approach. Also included are teaching examples from the Institute to illustrate such levels of learning and a discussion of challenges and complexities in studying African culture.

**Level 1: Learn and/or teach basic information, background facts, generalities, and statistics about Africa and its people.**

KASC Director Garth Myers opened the Institute by introducing basic geographical information about the size, diversity, and complexity of Africa, its people and culture. This type of background information is essential at the most elementary level to introduce new students to the people and cultures of Africa and to contextualize Africa in relation to the rest of the world. It offers students an opportunity to consider some of the areas of difference, similarity, and interest for further research and study. For example, Africa is the second largest continent on the planet, consisting of more than fifty different countries. The continent spans approximately 11,700,000 square miles of land and includes a wide diversity of people, cultures, languages and ethnic groups, economies, urban/rural areas, buildings, governments and natural resources.

International journalist Malcolm Gibson followed by showing students how to spot stereotypes, negative images and prejudices with respect to media coverage of Africa that he said may detract from such basic understanding. Gibson noted that while background information about Africa is helpful for new students’ basic understanding of Africa, such stereotypes, homogenizing generalities and negative “othering” are not. It is important, he said, for students to be able have access to the full range of balanced information for analysis, and by “hypersensitizing” oneself to cultural prejudices, it places the scholar or teacher in a better position to be able to present material in a more truthful fashion.

**Professor Garth Myers lectures about the geography of Africa**

Such “hypersensitizing” may be facilitated by leading students through exercises to consider their own perceptions of Africa, its culture and people, and by considering how stereotypical images are perpetuated in the media, Gibson said. He also advised students not to use the term “tribe” to refer to the various cultural, ethnic or linguistic groups of African origin.

**Level 2: Analyze other cultures through Western academic models from the social sciences.**

Anthropologist Sandra Gray and economist Elizabeth Asiedu applied Western models from economics and anthropology to analyze the economic impact of the tuberculosis and HIV/AIDS pandemics in sub-Saharan Africa. As Gray and Asiedu taught, economic stability in sub-Saharan Africa is directly impacted by issues of health care, provision of services, infrastructure, oversight to satisfy basic human needs, as well as issues of allocation of resources at multiple levels of society. Sudanese-American communications expert Saadia Malik and student-athlete Russell Robinson also shared insight into issues of politics, national and international greed, and corruption that have also impacted African economy. (Malik and Robinson highlighted incidents of violence that resulted from the struggle over oil reserves in Sudan, and diamond-mining in southern Africa, respectively.) Such analyses from Western economic, political, social, and anthropological perspectives were helpful in realizing the origin and complexity of...
economic issues in Africa and helped shed light on the need for more comprehensive solutions to address Africa’s economic needs.

Ithar Hassaballa, KU student, discusses the issues surrounding oil in Sudan

Despite the benefits of using Western-based models, at other times Western models may have their limitations, such as when non-African models are used as a political tactic by dominant cultures to control, manipulate or deceive people of Africa. In the past this occurred in connection with the colonization of Africa by Western powers, and more recently has occurred in relation to the bid for a share of Africa’s rich reserves of natural resources. KU student Ithar Hassaballa noted, for example, how such use of Western “technology” was used to keep Sudan unaware of its vast oil reserves for many years by Chevron who was engaged by Sudan to conduct oil exploration on Sudan’s behalf. Sudan now sells much of its oil to China, she said. Misinformation or propaganda is often perpetuated by business entities, governments, and other sectors both inside and outside of Africa, so scholars need to consider the motives and credibility of such sources.

Level 3: Advance beyond Western-centric paradigms to also understand African values, belief systems, philosophies and worldviews.

A third level of learning about Africa moves beyond Western-based ideology and allows one to, in a sense, “step into the shoes” of the native people being studied. Some people never get here, yet I think it is possible for some, and the rewards are many.

It is often the opportunity for cultural “immersion” or foreign travel where this third level of learning takes place, and some may say that this is where the learning really begins. Where one is unable to engage in study abroad, such learning may also take place within one’s own home country by keeping an open mind and with the assistance of some very understanding people from the country being studied, although it certainly may be harder to do. This third level of learning requires willingness on the part of the student to relate in a cross-cultural fashion -- whether through language, ideology, and/or identity, or some combination thereof. Such learning has the potential to increase one’s own capacity for compassion and understanding of foreign cultures, and sometimes provides special insight into one’s own culture.

Institute participants had the opportunity to experience this third level of learning about African culture from KU faculty presenters Glenn Adams and Omofolabo Ajayi-Soyinka. Each shared insight into mindsets and thought processes of Africans, to better “hear” and “understand” what is being communicated by Africans about their culture. Social psychologist Glenn Adams shared meanings behind metaphors of African proverbs that reflect the cultural focus on community and interdependency as relating to African cultural identity and world view. “When a person descends from heaven s/he descends into human community,” is an example of one such proverb of Kuranko origin that emphasizes collectivity, he said.

The multi-talented Omofolabo Ajayi-Soyinka (African women’s studies, dance and theater) shared knowledge of African culture through sound and movement, teaching students styles of African dance to African music and discussing its relation to the physical environment. Ajayi-Soyinka also discussed African perspectives of Africans that are different from Western perceptions, such as with a new/ancient African-centered image of the Njembe woman as an empowered, politically-engaged community leader with a sharp sense of wit and business acumen.

Level 4: The Dialectical Approach: Engage in intercultural communication for dialogue across cultures and for knowledge to solve global issues.

International communications expert and Sudanese native Saadia Malik discussed dialectics of intercultural communication. She advised students to be mindful of issues regarding “cultural relativism” (using your culture as a yard stick to measure other cultures) and “cultural superiority” (looking at your culture as better than others), and said that after studying the difference in values, attitudes, and behaviors across cultures, one is in a better position to be culturally fluent in a globalized world.

By being aware of such cultural challenges, and of the “contested zones” of culture (that is, sites of struggle for identity or meaning), Malik said, one may take steps through the dialectical approach to more effectively address cross-cultural issues in an international context. For example, regarding the conflict in Darfur, Malik shared a Sudanese insider’s perspective as to the origin of the conflict. She attributed it not to a clash of ethnic groups (the story told by Western media), but as a
struggle over resource allocation. Understanding such differences in attribution may be helpful for policy makers who attempt to intervene in the region.

The dialectical approach has also been helpful in my own research of culture and indigenous healing in Africa to understand new developments and directives of international health organizations with respect to the study of African traditional medicine. It appears that Western scholars in the past have often misunderstood, disregarded, or dismissed African traditional medicine as an invalid system of care for having involved aspects of intuition, herbalism, or divination. However, the USAID, using a dialectical approach based on cross-cultural research, recently began to bridge the knowledge gap across cultures and has determined through USAID Joint United Nations Programme on HIV/AIDS with the support of the World Health Organization and the World Bank (as published in UNAIDS’ “Best Practices” guidelines of November, 2006) that there is value in African traditional medicine and that collaboration between Western biomedicine and African traditional medicine is both important and necessary. An atmosphere of mutual respect, transparency, humility and complementarity is USAID’s new directive for collaboration between Western biomedicine and African traditional medicine, and it calls for field workers, policy makers, and researchers to become more educated in such African-based perspectives and healing practices to best address HIV/AIDS at the national, regional, and international levels.

In sum, KASC did an excellent job this year in teaching about African culture and in discussing the complexities of teaching and learning about Africa. It also helped to reveal to me new areas of possibility for further research into African traditional healing. Kudos to Garth Meyers, Khalid El-Hassan, Craig Pearman, Emmanuel Birdling, and Kelley McCarthy all the rest who helped make the 2007 KASC Teacher Summer Institute a success!
to a greater level of understanding, trust, and respect
between them.

This past fall semester, African military officers and faculty
from the Army Staff College presented a series of lectures
focusing on African security issues at the Thursday
afternoon KASC seminar series. The relationships
established through this series and the goat roasts have
resulted in a permanent relationship between the two
institutions which will hopefully continue to grow into
much deeper professional and personal relationships.

Another goat roast will be held in the fall and many more
folks from KU will be openly invited to attend. The intent
will be to build a personal relationship between the Staff
College students and KU Africanists and African students
that can be further developed throughout the rest of the
academic year.

Africanists from KU meeting with African officers in
Leavenworth, KS

It has been a successful time for Kansas African Studies
Center outreach, as one year ago it launched Teaching
Africa and the Middle East in the Great Plains - a project
devoted to preparing and disseminating teacher training and
curricular materials on Africa. The project has made great
progress in its first complete year, as over fifty teaching
modules and lesson plans aligned with the state curriculum
standards have been posted and are now easily accessible on
the project website, www.kasc.ku.edu/longview. Many of
these modules, created by past participants of the KASC
annual Teacher Summer Institute, have been electronically
formatted, and more are still to come as teacher participants
of the most recent institute in June have created their own
modules relating to various aspects of Africa. Project
Assistant Kelley McCarthy is also working on creating even
stronger and more standard-specific modules in subject
areas such as pre-colonial history (spanning back to the
emergence of hominids), African political systems,
literature, and the arts, with the help of Africanist faculty
at KU.

Over the past year, KASC has promoted the project at
several conferences and workshops, including the
Kansas Council for the Social Studies conference in
November, the Mid-America Alliance for African
Studies (MAAAS) conference, and the 2007 African
Studies Teacher Summer Institute, in which the project
received great enthusiasm from teacher participants
eager to use the materials at hand. KASC project staff is
collaborating with KU Continuing Education to develop
an upper-level online course for graduate students and
teachers that will introduce Africa through intensive case
studies. The project has made significant progress since
its creation. It has proven to be a strong networking tool
between KASC and the teaching community and has
strengthened teacher training.

A PROJECT PROGRESSING

By: Kelley McCarthy

REPORT ON THE CONFERENCE: “HELPING FAILED STATES RECOVER: THE ROLE OF BUSINESS IN PROMOTING STABILITY AND DEVELOPMENT

By: Emmanuel Birdling

The KU African Studies Center joined the KU Center
for International Business, School of Business, Center
for East Asian Studies, Peace and Conflict Studies,
Center for Russian, East European and Eurasian Studies,
Latin American Studies, Office of International
Programs, and Black and Veatch (an International
Engineering Firm based in the State of Kansas), in
sponsoring a well thought-out conference on April 4-6,
Former Senator Nancy Kassembaum Baker, board member of the International Crisis Group, gave the keynote address that focused on the need to identify potential conflict zones prior to the actual conflict and promote stability through better business practices.

The conference addressed the role of business in promoting stability and development in post-conflict states around the globe. There was an average attendance of about 100 people that included business executives, investors, entrepreneurs, public sector managers, academics and students, representatives of NGOs and government agencies.

Dr. Lynn Ground, KU CIBER Advisory Council & Country Manager/Principal Economist, World Bank (ret.), was the principal coordinator of the conference and the inventor of the theme, “Helping Failed States Recover: The Role of Business in Promoting Stability and Development.” This is the first of its kind in the Midwest that I know of. It could be urged that the wording “failed” might not have been the best available to use, but it gives it a starting point.

Among the thirty-two speakers were Mr. Patrick Hayford, Director of the Office of Special Adviser to the UN Secretary General on Africa, and Emizet F. Kisangani the Director of African Studies Center at Kansas State University, who presented a paper titled, “Foreign Direct Investment in Infrastructure: Post –Civil War Reconstruction in Africa.” Victor A.B. Davies a Senior lecturer, Department of Economics Fourth Bay College, University of Sierra Leone, and candidate for a PhD in Economic, University of Oxford, presented a paper titled, “State Failure and Business in Sierra Leon”.

Garth Myers, Director of Kansas African Studies Center & Associate Professor of Geography and AAAS at KU was joined by Brigadier General (Ret.), Dr. W. Christopher King, Dean of Academics, U.S. Army Command and General Staff College, Fort Leavenworth, Kansas and Catherine Weaver, Assistant Professor, Department of Political Science, University of Kansas, as the Panel Discussants on a “Case Studies in Doing Business in Post-Conflict Countries.” Among the issues covered at this panel were: (i) country studies on business in post-conflict development; (ii) conflict impact assessment and business risk management; (iii) post-conflict reconstruction and business; (iv) post-conflict development—business experience by sector (e.g., mining, telecoms, engineering, etc.); (v) investment strategies in post-conflict economies; (vi) property rights, regulation and/or taxation of business in post-conflict countries; (vii) business-NGO cooperation in conflict affected countries; (viii) the UN Global Compact and business in insecure states.

Shaunika Cotton is currently a senior in African and African America Studies. She attended a study abroad program in Dar es Salaam, Tanzania during the spring of 2007. The program is administered through the University of Florida African Studies Department. Students attending the program were housed on campus at the University of Dar es Salaam and taken on several sightseeing trips to various locations, including national parks and the island of Zanzibar.
Shaunika characterizes her experiences in Tanzania as one of the most amazing experiences of her life. She says that "the way people treat you there is like family. The culture is so welcoming you are truly made to feel at home like a part of the community rather than feeling like a tourist." The city is very diverse with many Arab and Indian influences as well as obvious African ones. The pace of life, including classes, is very mellow, with much focus placed on personal interaction. Shaunika has remained in close contact with many friends and professors she met during her time abroad and she hopes to spend more time in Tanzania before pursuing her graduate degree.

Her story: As a member of the University of Florida's study abroad program, I arrived in Tanzania knowing quite a bit more about the country and its people than the average American student. As an African Studies student, I had become comparatively knowledgeable about the nation's economic situation, as well as its politics and people. While I obviously didn't feel that I would be fully prepared for everything I encountered, I felt that I was nonetheless prepared. Prepared for what though, that's the question. My first hour in Dar es Salaam left me feeling that studying a country and visiting it are two totally different things. I immediately was overcome by the intensity of the poverty I was encountering. Obviously, we are all aware of the poverty associated with Africa, but this is why I went to begin with. Reading about it is not seeing and it is not experiencing. As well, I was prepared for the heat. I knew that the students at the University of Dar es Salaam dressed formally, but I had no idea that the guys would wear suits every day. By day two, I was sure that it was going to be nothing but sweating from that day on out.

Life on campus was much like it is here. Sure there were some minor differences, like constantly working electricity and running water, but you adjust quickly to six days out of ten without "proper" restroom facilities. Otherwise, everything else was pretty much the same. Students hung out in their dorm rooms watching movies, formed study groups and partied late into the night on the weekend. Cafeteria food was just as bad there as it is here, if not worse. Being a vegetarian I ate tons of fruit and rice and beans twice a day every day, for five months. Needless to say, I was ready to end that, but still, every day I looked forward to it as I was avoiding what most aptly could be called mystery meat.

I went to the campus pool most afternoons and to the bar at night to watch soccer with friends. There was wireless internet available and a new movie theater down the street from campus. Newsweek and The Economist were available at the store. Most of the modern conveniences were available. Of course, though, one needed to look past the water issue.

Life off campus in the city was dramatically different. At this point, one would enter what is for most people a life of comparable poverty. The streets-and I use that term loosely- were most often terrible at best and completely impassible once the rains began. The smog from the city center was nearly unbearable when combined with the heat and confusion of rush-hour traffic. The fight, often times literally, to get on the dalla-dalla to go home was unbelievable. Women pushing women, children being thrown, people climbing in through windows, there was...
a complete lack of any form of line. These dalla-dallas may have been the best thing Tanzania had going for it. It is essentially a mini-van converted to hold 29 adults and costs only 18 cents to get from one end of the city to the other. It was an incredibly efficient form of public transportation. There were hundreds, maybe thousands of these things on the road. They were constantly jammed full and everyone understood that you had to accept the occasional armpit in the face and that no matter what, no one was going to give up their seat for you. They would hardly move for you to get by. It was beautiful.

This is not to imply, of course, that everyone was poor. Far from it, in fact, Dar es Salaam is a major city with over three million people. Some of the more outlandish houses and cars I have ever seen were there. The night-life there was much more happening than in Lawrence, or Kansas City. And it is much safer. Not once did I feel threatened (by humans, I mean. I was terrified of the wild life on campus). I think that maybe that stems from the fact that Tanzanian citizens are really anti-crime and light thieves on fire. Not being a thief, I knew I had a good thing going.

I spent a few weekends at the beach and ate at some nice restaurants that are not too out of reach, price wise, for many students. I climbed a volcano while I was there, made great friends from all over the world, survived the dalla-dallas, saw my friends off as they headed to the city center to be in a fashion show for Toyota, and heard that one of them took over driving duties for a drunk cabbie.

Life outside of Dar es Salaam is really quite different and full of contradictions. While in so many ways it is sort of stereotypical, in actuality it is not. I spent a weekend in a remote village where I would eat beans in a mud hut that were cooked over a fire, but I would also spend the nights watching soccer and drinking beer. I went to a Masai village and everyone was wearing their traditional outfits, yet spent hours playing billiards. The landscape looks a lot like it does on television, except that it is crossed by major highways, railroads, and electrical lines in many places. Yeah, if one were to go on safari the Tanzanians that accompanied them would ham it up for the sake of adventure. But at the end of the day Tanzanians, like everyone, are just trying to get by and live as nice a life as possible.

Ultimately, this trip was about learning and getting to know something about Tanzania and the people that live there. My fellow foreign students and I learned a lot from the Tanzanian students and they from us. We learned about acceptance and helping friends who are less fortunate, and they learned about frisbee, keggers, and Chuck Norris films. The Tanzanian students showed us daily tricks to survive the heat and how to wash clothes by hand. Despite the poverty that the majority of Tanzanians may experience, living there and enjoying life does not require much else than learning those tricks. While the overriding assumption may be that Africa is the "dark continent," plagued with problems and generally uncomfortable to live in, I realize that those simple tricks for daily life were all I needed for my semester in Dar es Salaam.

While many people are currently trying to navigate the profound problems in Africa, coming up with complicated solutions, I realize that the solution may be simpler. This solution could be characterized by the mutual bond among students on campus at the University of Dar es Salaam. With a bit of mutual understanding, one can navigate what would otherwise be the complex life in Tanzania.

Scott at the ferry station on the banks of the Pangani River in northern Tanzania

Scott’s story:
Since returning home from Tanzania a lot of people have asked what my five months living there were like. Initially I tried to answer that question. I would talk about life at the University of Dar es Salaam and in the city itself. I talked about climbing the Mountain of God, and the pollution and unemployment and the many things I was able to do. I took a dhow from the mainland to Zanzibar through the middle of the night and avoided ruining all my clothes while hand-washing them. But lately, I have begun telling those who ask that it was hot. Really hot.

I think in the space of two paragraphs this summarizes Tanzania and my time there. It was hot. Sure I went to school, but didn’t learn much in the classroom and I taught, but I don’t know how much. As well, I made great friends who I probably won’t see again. But that is okay with me. I went to Tanzania to see about Tanzania and my experience was a good one.
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