

CENTER FOR AFRICAN STUDIES

RUTGERS UNIVERSITY

NEWSLETTER: SUMMER 2005, VOLUME VI

UPCOMING EVENTS:

MARCH 23-26

AFRICAN LANGUAGE TEACHERS ASSOCIATION MEETING

(See conference description on page 14.)

SEPTEMBER

28 Alison Des Forges, "Mass Justice after Mass Violence: The Case of the Rwandan Genocide" Human Rights/Global Initiatives speaker series

OCTOBER

3 Sandra Barnes, "Global Flows: Oil, Terror & Strategic Philanthropy" 4:30pm, Livingston

12 Dinner, Movie and Dialogue: Hotel Rwanda 7pm dinner, 8pm movie, Busch Campus Center

17 An Evening with Paul Rusesabagina 8pm, Rutgers Student Center

NOVEMBER

7 Africa Night: Language student skits, prize awards, study abroad overview, Rutgers initiatives in Africa.

9 Lester Monts, "Cultural Memory and Resolving Conflict Among the Vai People of Liberia"

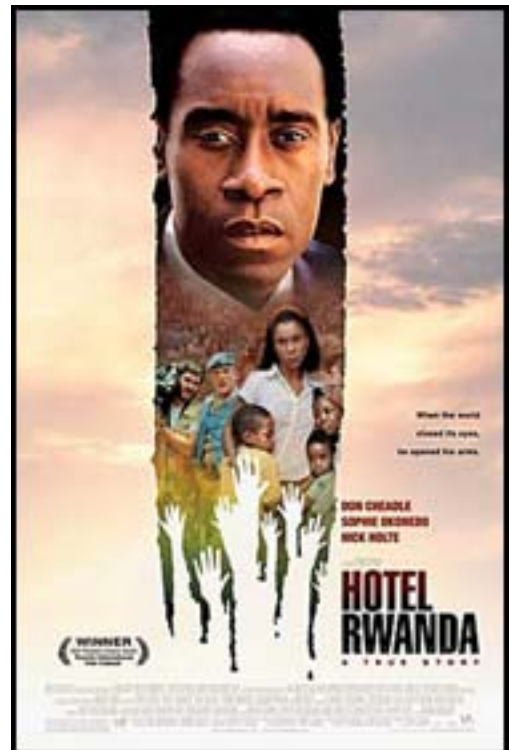
16 Charlotte Bunch, "Women's Rights and Peace-Building Initiatives" Human Rights/Global Initiatives speaker series

DECEMBER

7 Drucilla Cornell "Ubuntu and the Ubuntu Project" Human Rights/Global Initiatives speaker series



Paul Rusesabagina with "Hotel Rwanda" actor Don Cheadle
Don't miss Rusesabagina's visit to Rutgers: October 17, 2005!



"Hotel Rwanda" (courtesy of United Artists)

INSIDE THIS ISSUE:

Center News:

Staff News..... 1

Events of Note..... 1

Summer News:

Carolyn Brown..... 2

Rick Schroeder..... 3

Visiting Scholar Fatima Sadiqi..... 3

Tribute to Thelma Tate..... 4

Library News..... 5

"In Motion" Website..... 6

Photo Retrospective..... 7

Getting to Know Twese..... 9

Student Responses:

Moolaadé..... 10

Maize and Malaria..... 11

Workshop Ghana/Benin..... 12

Speaker's Corner..... 13

Rutgers to Host ALTA 2006..... 14

STAFF NEWS

Barbara Cooper, Director



After a research trip to the Centre des Archives d'Outre-Mer in France earlier this summer, I am settling down to copy edit my manuscript *Evangelical Christians in the*

Muslim Sahel and to make some headway on a variety of Center projects from fund raising to web design.

Renée DeLancey, Assistant to the Director



I've been very busy putting plans in place for our September 2nd wedding in Belmar. Our honeymoon in Amsterdam and Istanbul should be quite a fun adventure for us! The Istanbul hotel

where we'll stay uses Turkish poetry for their door numbers. Sold!

Holly Fanning, Administrative Assistant



Hello! I am very pleased to have joined the CAS team! I am an opera major with a strong interest in different cultures. I look forward to working with you!

Akansha Gupta, Administrative Assistant



Akansha resigned from CAS so that she could pursue a full time computer/electrical engineering internship at Siemens. We were sad to see her go but thank her for all of her

excellent work and camaraderie. Good luck to you Akansha!

To contact us please visit our website at <http://ruafrica.rutgers.edu> or call 732.445.6638

EVENTS OF NOTE

Abena P.A. Busia, together with Al Howard and Carolyn Brown, has been awarded a Fulbright-Hays Group Projects Abroad Grant. The program that Professors Busia, Howard, and Brown designed is entitled, "Teaching the History of the Slave Trade Routes of Ghana and Benin," and is enabling the Center for African Studies to take high school teachers to Ghana and Benin to study the slave routes between the coastal castles and the interior of Ghana and Benin from June 30th to August 1st.

Ousseina Alidou was formally given authority over the African language program in Fall 2004 and now has the title of Director, Program in African Languages and Literature. Her book, *"Engaging Modernity: Muslim Women and the Politics of Agency in Post Colonial Niger,"* will come out with the University of Wisconsin Press in 2005.

Nikhil Bhowmick won the Claude Ake Undergraduate paper prize for "The Democratization of Sénégal and Côte d'Ivoire: The Post-Independence Repercussions in the Decade of the Nineties" (nominated by Barbara Lewis).

Cesar Braga-Pinto also will be taking part in the NEH seminar on African Cinema to be held in Dakar this summer from June 8-July 6, 2005 under Mbye Cham and Manthia Diawara.

David Braun received a Bevier Fellowship for 2005-2006.

Carolyn Brown won a Rockefeller Foundation Residential fellowship at Northwestern to work on her project, "African Urban Manhood in the Atlantic World: 'Respectable' Clerks and Unruly 'Cowboys' in the Making of the Colonial City, Enugu, Nigeria 1914-1955."

Abena Busia will spend the month of August at the Bellagio Study and Conference Center as a recipient of a Rockefeller Foundation residency fellowship to work on a project entitled, "At Territorial Borders: Essays on Race, Gender and Community."

EVENTS OF NOTE continued

Dorothy Hodgson has received Fulbright-Hays, John Simon Guggenheim fellowship, NEH, and ACLS fellowships to support two years of research and writing for her project "Being Maasai, Becoming Indigenous: Transnational Advocacy and the Cultural Politics of Representation, Recognition, Resources and Rights." She will spend next year in Tanzania working with and studying several Maasai indigenous rights NGOs, and then the following year back in NJ writing a first draft of the book.

Al Howard has been promoted to Full Professor. Congratulations, Al, for the well deserved recognition!

Chaunetta Jones won summer research support from Princeton's Office of Population Research-Fellowship in Urbanization and Migration, an Oberlin Alumni Fellowship, SSRC-Mellon Mays Predoctoral Fellowship, funds from Dean Waterman's Special Opportunity Grant, and a Bigel Grant from the Anthropology Department.

Purity Kiura passed her dissertation defense!

Renée Larrier published several essays and articles in 2004-2005:

"Borders, Books, and 'Points de repère.'" *Postcolonial Theory and Francophone Literary Studies*. Ed. H. Adlai Murdoch and Anne Donadey. Gainesville: UP of Florida, 2005. 211-223.

"DuSable, Douglass and *Dessalines*: The Haytian Pavilion and the Narrative of History." *Ecrire en pays assiégé: Haiti Writing Under Siege*. Ed. Marie-Agnes Sourieau and Kathleen Balutansky. Amsterdam/New York: Rodopi, 2004. 39-59.

"Empire's Intimacies: *Le Quotidien* in [Post]Colonial Fiction and Film," *L'Esprit créateur* 44.1 (Spring 2004): 96-107.

Jessica Libove-Morales successfully defended her dissertation in the Department of Anthropology, "Dancing a Fine Line: Gender,

Sexuality and Morality at Women's Tours in Dakar, Senegal" (chaired by Dorothy Hodgson with Barbara Cooper, Angelique Haugerud and Ousseina Alidou).

Dillon Mahoney won a graduate teaching award and a Fulbright Hays doctoral dissertation research grant for 2005-2006 for one year of study in Kenya researching the project entitled, "The Digital Divide and Small-scale Art Traders in Mombasa, Kenya."

Jemima Mawenya won the Ruth First Graduate paper prize for "Women and Inheritance Laws in Tanzania" (nominated by Meredith Turshen). More congrats are in order for having passed her practicum.

Ben Neimark won a Fulbright IIE to fund a year of research in Madagascar for his dissertation project "Industrial Heartlands of Nature: The Political Economy of Bioprospecting in Madagascar."

Briana Pobiner received a three year predoc/postdoc from the Smithsonian.

Phillip Rothwell, Cesar Braga-Pinto, and Yeon-Soo all of the Department of Spanish and Portuguese got tenure this year!

Rick Schroeder won a Fulbright-Hays for a year of field work in Tanzania for his project "The Great Trek to Tanzania: South African Capital, Race and National Sovereignty in the Post-Apartheid Era."

SUMMER NEWS: CAROLYN BROWN

This is a very busy summer for me re traveling. On June 6th I leave for Guyana for the conference 'Walter Rodney: Commemorating 25 Years' to note his assassination. I am very excited about the conference because it follows his 'groundings' format of being held throughout the country at various sites and I will be speaking with bauxite workers in the interior. I'm also taking my 85 year old mother with me whose grandfather came from 'Demarara' in the 1870's and no family connection has been established. So this is a 'Roots' type trip.

SUMMER NEWS: CAROLYN BROWN continued

Then in July I leave for the ASA/AAI/Ford Foundation Claude Ake Fellows Reunion in Pt. Harcourt, Nigeria. I have been on the screening committee since the beginning of the project. The program has funded 24 Africa-based scholar/activists - several of whom have been to Rutgers. Then I leave to go to the Republic of Benin just before the Rutgers Fulbright Hayes GPA group arrives from Ghana, to finalize their arrangements. Then to Bamako to meet a group of African-American women academics who are taking a trip to Mali flying initially to Timbuktu, stopping at Mopti, Niafunke, Dogon country, Segou, Djenne, etc. This is a 'dream trip' that we've been working on for some time. Each of us is working on a certain aspect - mine is history (to see the digitization project that John Hunwick and others are working on at the Institut des Hautes Etudes et de Recherches Islamiques - Ahmed Baba, Timbuktu). I will be on leave for the 2005-2006 term. I will return to Nigeria, England and Benin for 6 weeks in the fall to work on my manuscript, and from January - May I'll be a Rockefeller Residential Fellow at Northwestern's African Studies Program.

RICK SCHROEDER

I'm off to Tanzania for the summer to begin work on a Fulbright-Hays funded project: "The Great Trek to Tanzania: South African Capital, Race and National Sovereignty in the Post-Apartheid Era." In little more than a decade since the majority elections in South Africa in 1994, South African investors have acquired large and often controlling stakes in Tanzania's largest bank, the national airline, the national brewery, the national electric utility, major hotels, gold and gemstone mines, hunting and photographic safari companies, cellular telephone service, agro-processing facilities, retail food and grocery outlets, and countless other smaller businesses offering South African goods and services. This sweeping pattern of investments has been characterized in the press and popular discourse as "an economic invasion by Boers," and is the source of great controversy in the country. Based primarily in Arusha and Dar es Salaam, I'll be following these developments for twelve months through ethnographic interviews, participant observation (rugby, anyone?) and archival work.

FULBRIGHT SCHOLAR FATIMA SADIQI'S SUMMER VISIT

Rutgers is very fortunate in having Moroccan feminist and legal scholar Fatima Sadiqi (www.fatimasadiqi.tk) visiting for a Fulbright this summer from July 8 to August 27. Fatima's work in progress is entitled, "Women's Activism in the Public Sphere and the Family Law: A Comparison between the Moroccan and the American Contexts." Fatima describes her project as follows:

I wish to do research on women's activism in the public sphere and on family law in Morocco and the United States with the view of comparing the two contexts. I intend to examine the proposition that family law in Morocco and the US are changing because of women's activism in the public sphere, their greater social participation, the proliferation of women's organizations, their involvement in or initiation of public debates and national dialogues, and their access to various forms of media. Examples are the national debates on family law and the contribution of women activists to legal reforms in Morocco and the US. The purpose of the proposed project is to explore the changing nature of the public sphere in Morocco and women's contributions to it, as well as women's involvement in the transnational public sphere, through an examination of countries like Morocco and the US. The Project will help to develop a deeper comparative understanding of the links between women's collective action, the public sphere, and transnational activism. This will shed light on the positioning of women's collective action within the larger global democratization processes, and allow for the publication of the research results. I have researched and published papers and books on women's movements and organisations in Morocco, and have taken part in national and international conferences on women's activism in the public spheres.

THELMA H. TATE - A TRIBUTE

By Edward Ramsamy

Thelma H. Tate, coordinator of Global Outreach Services for the New Brunswick Libraries of Rutgers University and former executive member of the Center for African Studies, passed away on May 20, 2005 after a year-long battle with cancer.

Thelma began her long and dedicated career as a librarian at Douglass College in 1970 and served in various capacities in the University library system. In 2003, Thelma Tate was invited to deliver the prestigious Jean E. Coleman Outreach Lecture of the American Library Association (ALA) in recognition for her own work in ensuring that disadvantaged communities have equity of access to the tools of literacy.

In her 2003 Coleman lecture, Thelma emphasized that due to the lack of adequate access to information, many citizens suffer from a “literacy anemia” that diminishes their productive power. This is especially true of disadvantaged communities, Thelma noted. She went on to consider the potential for productivity among those she called the “un-served and underserved” members of our society. How staggering her observations were on the lack of services to new and non-readers, those who are geographically isolated,

persons with disabilities, the rural and urban poor, and all those who were struggling with various disadvantages! Thelma dedicated the last years of her life to addressing this challenge directly. She designed initiatives that used creative ideas from around the world to assess existing literacy programs and to develop new ones to effectively serve the needs of diverse populations.

As the Secretary of the Global Literacy Project I had the privilege of working with Thelma Tate over the past five years. The Global Literacy Project consists of group of Rutgers’ faculty, staff, and students, as well as members from the surrounding community, who are committed to addressing the fact that in spite of great technological advances of our times, much of the world’s population still does not have access to the basic tools of literacy. For instance, many rural areas of the developing world do not have access to libraries or books, let alone computers or internet access. Dr. Olubayi Olubayi, founder and President of the Global Literacy Project, started working with Thelma since GLP’s inception in 1999 given the numerous initiatives Thelma had already taken in expanding and promoting literacy.

With Thelma’s help, GLP has been able to ship more than 2 million books to locations in Ghana, Swaziland, Kenya, South Africa, Nigeria, in Africa, as well as Trinidad and Tobago in the Caribbean. One of our most significant donations was to the Jomo Kenyatta University in Nairobi, Kenya. As Rutgers University was rationalizing its book collections among the various libraries, Thelma was able to arrange for a complete set of Chemical abstracts to be donated to Jomo Kenyatta through the Global Literacy Project. In recognition of this contribution, Jomo Kenyatta University has established ten full scholarships spanning the next ten years, targeting students from poor communities in rural Kenya.



Thelma Tate delivers her acceptance speech for the 2002 Rutgers Human Dignity Award.

THELMA H. TATE - A TRIBUTE continued

The Thelma I knew and deeply admired was dedicated to everything she did and she brought that energy into GLP as well. She broadened our scope through the networks she helped us to build and enabled us to imagine literacy in ways that we had not considered before. If the poet John Donne reminded us that “no man is an island unto himself,” Thelma showed us how the tools of literacy can connect us to the humanity of others. Now, Thelma Tate wasn’t simply a talker. She walked the walk too, as they say. A great part of GLP’s work involves the demanding physical labor of packing, boxing and carrying heavy boxes of books. Whether it was mid-winter, mid-summer, rain, wind, or shine, Thelma was always there to help us with those boxes, often putting us younger folk to shame. She often committed her own funds for shipment and storage costs on occasions when funds needed to be raised quickly.

On May 7, 2005 I picked up Thelma’s brother, Mr. Herman Horn, at Newark’s Penn Station. He had just arrived after a 30 hour bus trip from Alabama to come and see his “baby sister” Thelma. By then, Thelma had already been fighting cancer for about a year, but she was one of those people who never burdened others with their troubles. In her suffering, it seems that she had not informed her family in Alabama of how seriously ill she was. Therefore, a few weeks ago, after visiting her at Mulenburg Hospital in Plainfield, Dr. Olubayi and I called Mr. Horn to urge him to come visit Thelma on behalf of her family in Alabama. While talking with Thelma’s brother on the trip back from Newark and over the past few of weeks, I learned more about Thelma’s life that made me admire her even more. I learned about the challenges she faced growing up in the Jim Crow south and I learned how her rich history, her loving family, the church, and the broader community enabled her to triumph in spite of the absurdities of slavery, segregation, and racism. Thelma was able to draw upon her community’s support to obtain an education and a career in the North, where she built a new life with her husband and two sons. I then understood why literacy, education, and democracy were so important to Thelma. She exemplified these ideals in all the outreach work she did as librarian and educator. Embodying the spirit of giving, she gave the gift of literacy to many.

LIBRARY NEWS

compiled by Dorothy Hodgson

In addition to regular additions to the collection, there are two additional achievements: 1) Lourdes Vazquez has finally managed to establish a small deposit account with the Library of Congress in Nairobi, which will facilitate access to materials they receive; 2) the library received a small fund for History/African Studies to purchase much needed microforms. Among the sets we have now collected are:

1. Commonwealth political ephemera from the Institute of Commonwealth Studies, University of London. Phase I, Africa. Part 2, Central Africa. [in Alexander Lib.]
2. Twentieth century political ephemera from the Institute of Commonwealth Studies, University of London. Phase I, Africa. Part 3, East Africa [microform]. [in Alexander Lib.]
3. Anthropological material related to African Studies



Dorothy Hodgson, Barbara Cooper and Walton Johnson at his home in Cape Town during the January 19-22, 2005 Writing African Women conference.

LIBRARY NEWS continued

3. Church Missionary Society: Yoruba and Northern Nigeria Missions (ordered)

4. The Joint IMC/CBMS Missionary Archives 1910-1945 for West Africa, French-speaking Africa, Central and Southern Africa, and Egypt

Lourdes also compiled a partial list (5 pages) of the African Studies Microforms Sets within the collections. The list complements the “Africa Microforms: A Selected and Annotated List” in the African Studies Subject Research Guide

http://www.libraries.rutgers.edu/rul/rr_gateway/research_guides/africana/microforms.shtml

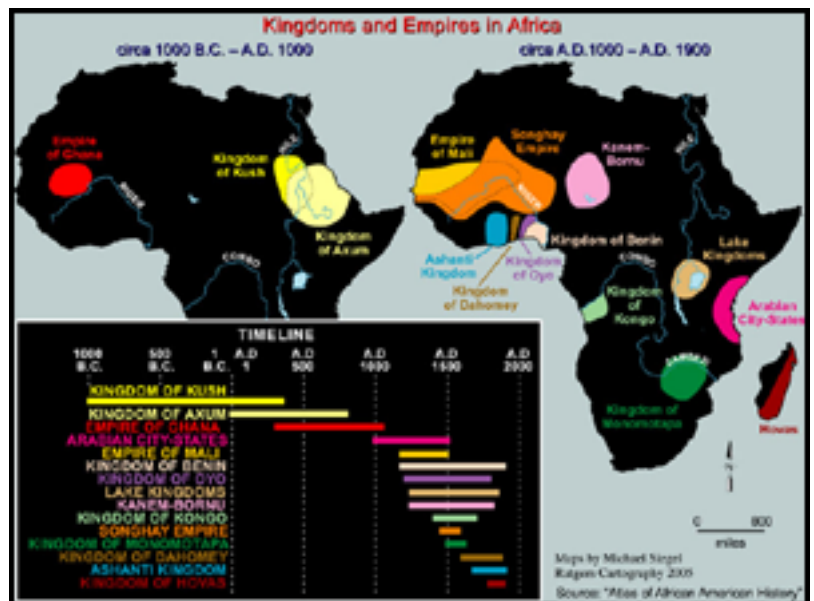
The library added a list of foreign newspapers available at Rutgers to the Subject Research Guide as well.

http://www.libraries.rutgers.edu/rul/rr_gateway/research_guides/newspapers/foreign.shtml#africa

Lourdes urges CAS members to continually include requests for materials for the African Studies Library collections in grant proposals, especially for the film/video collection, literature/linguistics, and history.

RUTGERS GEOGRAPHER MIKE SIEGEL AND THE SCHOMBURG “IN MOTION” WEBSITE

Educators across the country are discovering the extraordinary wealth of material available on the “In Motion: The African-American Migration Experience” website, which was developed in conjunction with a Black History Month exhibit depicting African-American migrations over five centuries. If you missed the exhibit, never fear—some of the wonderful materials are still available on line at (www.inmotionaame.org <http://www.inmotionaame.org>), sponsored by the Schomburg Center for Research in Black Culture. If you haven’t discovered it yet you are in for a treat!



Rutgers Geographer Mike Siegel is the genius behind many of the maps and charts on the site. When historian Sylviane Diouf, content manager for the Schomburg Center’s project, was looking for someone who could make maps for her exhibit, she talked to Rutgers history professor Carolyn Brown, who recommended Siegel for the task. “What a great project that was to work on,” he comments,” and what a pleasure it was to work with Sylviane.”

Siegel structured his maps around “corridors” rather than “routes” so that he could show broad movements across huge territories. His maps and charts explore the migrations and movements of Africans and African-Americans over many centuries, from the directions and destinations of escaped slaves on the Underground Railroad in the 18th and 19th centuries, to the patterns of recent immigration to the United States from Africa beginning in the 1970s. For teachers of African History his maps on the Trans-Atlantic Slave Trade are particularly rich. Many thanks to Mike and to the Schomburg for making this extraordinary treasure trove available on-line.



Dineo Mpela-Thompson (Douglass College '05), Shenifa E. Allen (Douglass College '06), and Sharee Stones (Livingston College '06) of Africana House pose at African Languages Night on April 26, 1005.



Dr. Khotso Mokhele, president of South Africa's National Research Foundation, received an honorary degree at the Rutgers 2005 commencement.



Ousseina Alidou, IRW Fellow Aissata Niandou and Barbara Cooper at Aissata's talk entitled "Women in Nigérien Oral Literature" on February 9, 2005.



Do Hodgson and Jessica Morales-Libove celebrate Jessica's successful defense of her dissertation, "Dancing a Fine Line: Gender, Sexuality & Morality at Women's Tours in Dakar, Senegal."



Kenda Mutongi discussed her new research project, "Matatu Culture in Nairobi," on April 18, 2005. Photo shows Kenda aboard a matatu.

Anura Fi-Afar of the Hotep Science Academy Saturday School brought a group of children to the center so that they could learn about studying Africa at a university. The students shared their science reports with us.



Meena Alexander, J. Nozipo Maraire, Abena P.A. Busia, Akosua Busia, and Barbara Cooper gather for a photo at our April 29, 2005 spring symposium on African immigrant literature.

Bryan Hanley, a member of the Rutgers delegation representing Côte d'Ivoire, casts a vote at the 2005 Model African Union.



David Braun and parents celebrate his receipt of a Bevier Fellowship. The fellowship will support him while he writes his dissertation this coming year.

Carla Tsampiras, Walton Johnson, Michele Ruiters and Morgenie Pillay chat before their April 27, 2005 talk entitled "South Africa Today." The Rhodes University scholars discussed a broad spectrum of issues related to contemporary South Africa in an open forum with students.



GETTING TO KNOW TWESE

An Interview by Jessica Thomas

Twese, the “Association of Africans and Friends of Africa,” is one of the largest and most visible of the student groups on the New Brunswick campus devoted to African issues. Twese is an affiliate of the Paul Robeson Center, where the group meets weekly. We asked work study student Jessica Thomas to interview the 2004-2005 President of Twese, Jennifer Okereke, so that CAS members can learn more about this lively student group.

Jessica Thomas: What are the main goals of Twese and how do you work to achieve those goals?

Jennifer Okereke: Twese’s goals are to promote African culture and take away stereotypes among students. One way of accomplishing these goals is holding weekly meetings in the Paul Robeson Cultural Center open to all students, regardless of their background.

JT: What types of issues or topics that deal with Africa do you discuss at your meetings?

JO: Open discussions are held during each meeting giving the members and visitors the chance to talk about their feelings about the conditions of the different countries in Africa. Many of the members of Twese are Nigerian so they often discuss the conditions as well as the political and governmental issues there. Another topic that deals with a more diasporic feeling is the discussion of whether or not the members, as Africans in America, would ever return to their homelands to visit or live. At times Twese invites speakers to come in and discuss different topics that incorporate the ideas of African culture and unity among Africans and friends of Africa. For one meeting during the 2004-2005 school year, Twese invited the Black Student Union of Rutgers University to join us in a discussion about the cultural divide between Africans and African Americans in the United States.

JT: What events does Twese host that incorporate your purpose of uniting African students and friends of Africa?

JO: Twese hosts two main events every year, The Twese Fashion Show and the Royal African Pride Banquet. The Twese Fashion show is more of an entertainment event. This year, we incorporated an African theme by including a display of African dress as a finale and a cultural dance performance by the Twese Dance Troupe. The Banquet, however, is a more cultural event that allows the members and guests to embrace the African culture. Many other programs and events are planned each year, depending on what the executive board and members decide.

JT: How do you incorporate Twese’s interest in Africa into your programs and events?

JO: The Royal African Pride Banquet, which Twese considers their main event, is a program in which they can enjoy African Culture through many different forms of art and food.

JT: Does Twese work with any other organizations or departments within the university to promote an interest in Africa and Unity?

JO: During the 2004-2005 School year, Twese has held an open discussion with the members of the Black Student Union of Rutgers University.

JT: What type of influence does Twese desire to have on the students of Rutgers?

JO: Twese wishes to reach the students of Rutgers while maintaining a positive overall reputation known for holding great events and promoting a general interest in Africa and its culture.

JT: Does Twese have any links with Africans or African immigrants in the community or campus who are not a part of Twese?

JO: Twese has worked with AfriPRO (African Professionals), which is a national organization whose worldwide vision is to rebuild a new positive image and create an appreciation for Africa, her culture and her people. They aim to make accessible the professional expertise from the tAP network towards uplifting African countries.

A STUDENT RESPONDS TO THE FILM "MOOLAADÉ"

Young E. Lee

Ousmane Sembene's *Moolaadé* shown at Rutgers on March 29, 2005 is a thought-provoking movie about hierarchy, relationships between the multiple wives of a polygamous man, symbolism, revolution, circumcision, and the fear of breaking tradition.

The fictional African society portrayed in the film held firmly to the Islamic religion. They also believed in spiritual traditions and spells such as the "Moolaadé" spirit form of protection. The "Salindanas," the group who wanted to have all girls circumcised, were very careful not to cross the colorful string tied in the entrance of the heroine Colle's doorway for they feared punishments for violating the sanctuary it represented. The four girls who ran to Colle for protection from circumcision were safe as long as the Moolaadé's sanctuary was in effect. I was surprised by the fact that a single rope could do so much to protect these young ones from the purification ritual.

The relationships between the wives of a polygamous man were interesting in the film. Colle was the second wife, her husband's favorite. However, there was no jealousy or hostility between the elder and the youngest wives. In the contrary, the senior wife supported Colle's ideas and protected her many times from the society's cruel criticism. They laughed and joked together about the unfairness of issues concerning female genital cutting and men who sought to lock up the females' minds by taking away their radios.

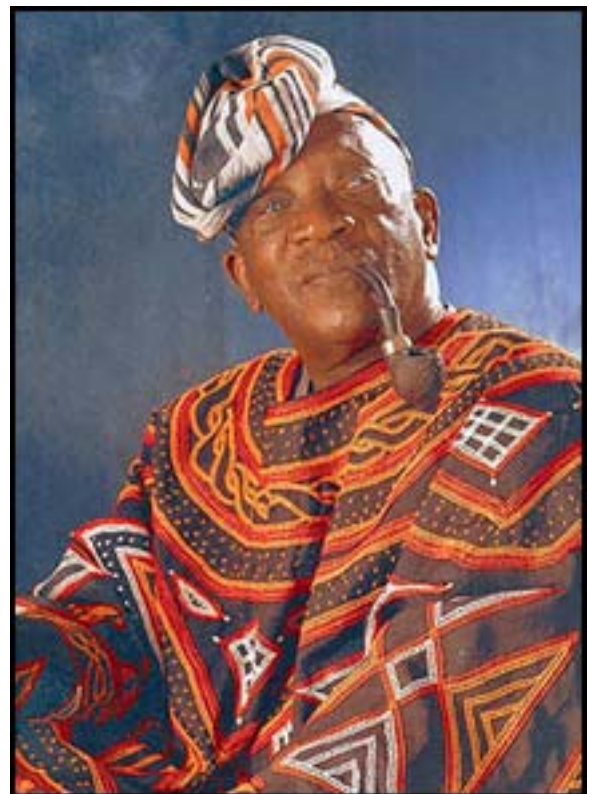
Men thought that isolating and silencing the media would be the best strategy to accomplish their goal in locking up the minds of the opposite gender. When Colle defied the traditions of her community by protecting her daughter and the four girls from genital mutilation, her husband was pressured to whip her against his will. In bearing her husband's whipping, Colle showed the entire society that certain things could not be taken away from her under any circumstances. Her action brought a revolution to their society, bringing mothers to protest against the female



Assistant Dean of Students Lawanda King and Meredith Davis Johnson, Acting Director Student Support Services

circumcision ritual. Being a "Bilakoro," or a woman who had not been circumcised, would no longer be a shame but a standard to be established.

The director presented women as different types of agents, some as practitioners and others as resisters of female circumcision. It was a relief to see in the end that the power of these women brought about positive transformation, in my opinion, to the community. By the end of the movie we see that circumcision is a barbaric act that is not required in the Islamic religion. I believe it was the women's duty to rise and campaign against this cruel ritual.



New Yorker Films photo of Ousmane Sembene

A STUDENT REPORTS ON MAIZE AND MALARIA

Ben Jaffe

On April 10th, Jim McCann, a professor from Boston University discussed the malaria problem in a region of Ethiopia that has never suffered from malaria in the past. He gave some interesting statistics and an overview of how maize production correlates with the spread of malaria in Ethiopia. In the late summer of 1998 in Northwestern Ethiopia there were 42,000 cases of malaria with a 47% death rate. In some places, 90% of the houses closed off because all its inhabitants died. In some schools half of the student body had at least one parent that died of malaria. The local populations tried various ways of combatting the epidemic such as slaughtering black bulls, or by seeking seers to find where bad spirits came from. They didn't know where the unfamiliar disease came from. The government gave three potentially harmful drugs to fight it. The people and the government were really at a loss as to how to fight it. One interesting fact to note is that there was an anti-malaria organization which was the only civil-service society group in Ethiopia.

There are many people trying to find out where the spike in malaria comes from and how to stop it. One graduate student found a connection between maize and malaria. He found that the larvae feed on maize pollen. Yemane Ye-Ebiyo's lab and controlled field entomological study found a direct link between the maize and the malaria-carrying mosquitoes.

The maize is pollinated by the wind, unlike other pollination processes of some other plants. It produced 50,000 units of pollen per plant, which is a lot of pollen and this drops down to breeding sites. The mosquito larvae that fed on pollen survived to adult stage 10 times more often than others. They are larger, and there is greater transmission of malaria through these larger mosquitoes. They retain carbon-13 structure that is found in maize and in their wings, which enables the scientists to follow which mosquitoes fed on maize pollen. Since the scientists found this they found a disturbing link between the disease that ends many Ethiopians

lives, and the maize that sustains farmers' livelihoods.

Traditionally, Ethiopia had patches of fields that were always a distance from the central compound of houses. There were areas for cattle and for women to work. They found that if maize was not within 10 meters from breeding ground then the mosquitoes didn't get all the benefits of the maize.

Agriculture and housing is much different today. Every year in Burie district the maize production grew greatly. They plow every scrap of land they have. The fields were growing up to about 6 inches from the houses, which is obviously within the 30 foot distance that was a comfortable distance to live from the larvae breeding grounds.

People hypothesized that malaria was a function of elevation. People also hypothesized that global warming was affecting malaria levels. But slowly, the source of the epidemic of malaria was being found. Controlling for altitude and temperature, Professor McCann showed that the higher the maize production, the higher the rate of malaria infections. Maize farmers got malaria 9.5 times more than non-maize growing farmers. Where and how the malaria epidemic developed was coming to light.

These findings and research are coming at a very important time for Ethiopia and the world. By 2020 maize will be world's number one crop in production. It has high yield and is wind pollinated which helps with growing costs. The interesting and unfortunate reality is that one of the world's deadliest diseases is now associated with the world's most rapidly expanding crop. The people who grow maize are often small holders, not large scale agriculturalists. They live closer to their fields which is dangerous for them and puts them at greater risk.

Now, scientists are expanding early warning systems so farmers know where the malaria risk areas are. Also, genetically modified maize with BTI larvaecide is being developed. Scientists are also finding that different mosquitoes bite at different times of day or night and some only bite humans, and some cows. Some diseases only

A STUDENT REPORTS ON MAIZE AND MALARIA continued

affect humans and not animals and vice versa. These discoveries may help people learn to grow maize without contracting malaria.

It is good to hear that scientists are finding some answers to the growth of maize without the potential deadly affects. It really disturbed me that farmers wanted to find a comfortable living but unknowingly brought malaria-carrying mosquitoes to their own homes. It seems to me that the world needs to help places like Ethiopia find a way to stop the spread of malaria because the government of Ethiopia was struggling until this collaborative research brought together U.S. and Ethiopian researchers.



Professor Jim McCann, author of *Maize and Grace: Africa's Encounter with a New World Crop, 1500-2000* (Harvard University Press, 2005).

FULBRIGHT-HAYS GROUP PROJECTS ABROAD



The participants for a Fulbright-Hays summer workshop entitled "The Ghana - Benin Interior Slave Routes: History, Culture, and Experience" gathered at Rutgers for their final pre-departure orientation. The month-long program from June 30 - August 1 will begin in Ghana, venture to Benin, then ultimately conclude in Ghana. Bon voyage to the participants and program directors: Abena P.A. Busia, Al Howard, Carolyn Brown and Ousseina Alidou!

SPEAKER'S CORNER

Africa and Iraq: Making the Connections

by Meredith Turshen

Although all of us interested in Africa are aware of the US role in the militarization of the continent, those of us in the Association of Concerned Africa Scholars (ACAS) know that this activity extends well beyond the use of Djibouti as a staging area for the invasion of Iraq. Indeed Djibouti's role in the US "war on terrorism" is but one small sign of the much greater thrust into the continent by the US military. There is a growing embrace between the US military and African militaries, and there is the militarization of the overall relationship between Africa and the US.

Militarization for the US state, under the guise of protecting us from terrorism, is most often about protecting oil fields and pipelines—and oil, most of us agree, is the original reason for this spurious war. Africa has been supplying more and more of US oil requirements, and there is more prospecting for oil in Africa and its surrounding waters. The US is expecting to receive as much as 25 percent of its petroleum imports from Africa within the next ten years, leading to the need to "protect" African states (most often the corrupt and militarized ones) and support their own wars on "terrorist" enemies (often political dissenters and pro-democracy activists). The trend has the potential to turn Africa into a new "middle east" for the US, with all the tragic implications that has for Africans confronting increasingly repressive regimes at home.

A major aim of neo-conservatives and militarists is to roll back the movement gains of the 1970s and 1980s, which led African studies centers in the US and many (but not all) scholars to reject any further CIA/DOD funding, including the NSEP program launched in the early 1990s. Today there are large-scale initiatives to create a cadre and set of institutions that penetrate our campuses and link them to national security, military and intelligence agencies. The aim is to turn back opposition to imperial war on our campuses and to turn our campuses into institutions that will, over the next generation, produce scholars and scholarship dedicated to the so-called war on terror.

We have work to do. It is important to document the link between the repression of higher education (and frequently systematic anti-intellectualism) by African leaders insecure in their tenure and the parallel attacks on academic freedom by a US government also seeking to still its critics.

We need to track systematically the visa experiences of Africans seeking to come to the US and Africans already in the US, for example graduate students reluctant to undertake fieldwork in Africa because they may not be able to come back to complete their degrees.

Above all, we need to defend academic freedom in our classrooms and on our campuses.

Meredith Turshen

Professor, EJ Bloustein School of Planning and Public Policy

Co-Chair, Association of Concerned Africa Scholars (<http://acas.prairienet.org>)

**ANNUAL CONFERENCE:
THE AFRICAN LANGUAGE TEACHERS' ASSOCIATION
MARCH 23-26, 2006 AT RUTGERS
AFRICAN LANGUAGES IN THE AGE OF GLOBALIZATION:
PROSPECTS AND CHALLENGES**

The recent forces of globalization are increasingly transforming the world into a village through the expanding interchange of peoples, goods and services. Some of the major engines behind this trend of development are the international economies and recent advances in technology. As American companies are seeking to reach local markets of the world through their own languages, Microsoft is busy developing software in a select number of African languages. At the same time, dynamics in Africa have triggered an unprecedented transnational migration of Africans to other parts of the world and especially to the USA, coming not only from the "traditional" class of the educated, but also from the ranks of the working class and petty-traders, forming new enclaves of African immigrants in several major cities of the new home-away-from-home, bringing with them not only their skills, but also their cultures and languages. Even the USA census has now had to take into account these new African language formations in America. This convergence of factors has posed new challenges and created new prospects and opportunities for the study and future of African languages in the American academy from the point of view of content and language pedagogies, motives of African language learning, the integration of technology in African language instruction, funding for sustainability, the programming of study abroad projects and the (re)conceptualization of immersion programs. It also provides an excellent context for the interrogation of theories of language acquisition and bilingual/multilingual education in specific relation to the presence of African immigrant children in K-12 schools, and African immigrants participating in adult literacy programs. It is this range of topics that will constitute the focus of this conference.

Specific conference topics will include the following:

1. Language acquisition theory and heritage learners
2. African languages in the USA in the context of recent US higher educational policies
3. Microsoft in African languages and its implications for African language instruction in the USA
4. The Internet, the World Wide Web and African language instruction
5. African immigrant communities in the USA as resources in African languages study
6. The growing constituency of African heritage students: pedagogical implications
7. African languages and the transition to English in K-12 schools
8. African languages for special purposes (law, business, public health, international relation/diplomacy, etc)
9. African languages and translation studies
10. Literature in the African language classroom
11. Learner and Learning Strategies
12. Advanced Proficiency Development and Assessment
14. Curriculum Assessment
15. Language Learning in immersion context, locally and abroad
16. New challenges and new prospects in the funding of African language instruction
17. New challenges and new prospects in the production of instructional materials
18. Study abroad programs — yesterday, today and tomorrow
19. Distance education and classroom learning: Implications for African language learning

***Of course, other traditional topics in **phonology, syntax, morphology, semantics and pragmatics** as they relate to language acquisition and African language learning and teaching are also very welcomed. **The deadline for proposal and abstract submission is December 15, 2005.**

Please e-mail your submissions to: ALTA_2006@email.rutgers.edu

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