

CENTER FOR AFRICAN STUDIES

RUTGERS UNIVERSITY

NEWSLETTER: FALL 2006, VOLUME VIII

TSOTSI

Dinner, Movie and Dialogue presented by

The Center for African Studies and Rutgers College Student Development and College Affairs
2006 Academy Award Winner for Best Foreign Language Film

October 11, 2006

7pm Dinner; 8pm Film

Multipurpose Room, Busch Campus Center

For more info contact Chris Catching tel: 732-932-7442

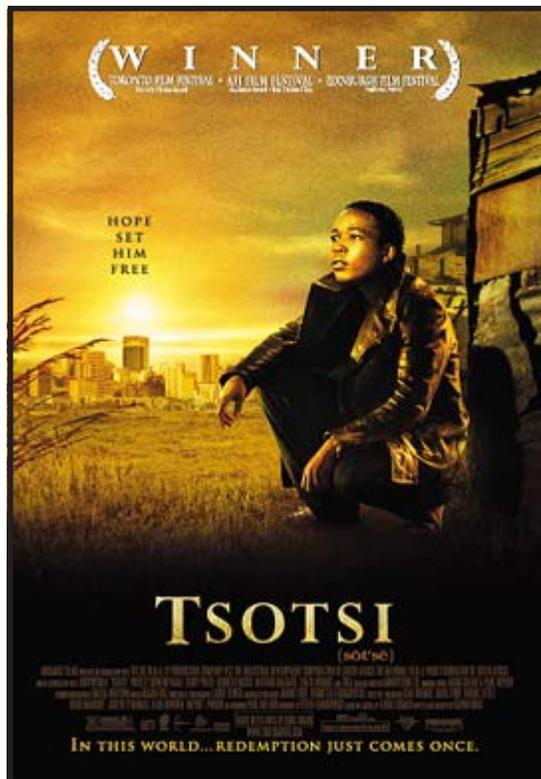


Image courtesy of Miramax Films

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Darlene Lamourt

Rutgers University Foundation

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For online donations please visit the Center for African Studies website at <http://ruafrica.rutgers.edu>.

Please call 732-445-6638 if you require further information about the Center for African Studies.

Dear Friends:

Let me begin by thanking Barbara Cooper for all the hard work she has put in over the last few months to ensure an easy transition for me, and wishing her all the best in her leave year. I promise not to send too many weekly SOS messages, and not to show up in Paris without warning, at least, not more than once each semester.

This coming year promises to be an exciting and productive one for the Center for African Studies, and Barbara and Renee have made preparation for a number of things, old and new. We will be holding one of our popular “dinner and a movie” events, featuring Tsotsi, a truly remarkable film in Zulu, Xhosa and Afrikaans and winner of the Academy Award for Best Foreign Language Film. We will also be sponsoring a panel on Human Rights in Africa, and hope to host an exhibit of Islamic manuscripts from the fabled city of Timbuktu. All of these events have been spearheaded by members of the Center who are working hard to bring to us here at Rutgers a diverse range of Africa related issues. We look forward to seeing many of you at these events—please contact us directly if you are particularly interested in being included in special activities related to any event we post on our website: <http://ruafrica.rutgers.edu/events/index.html>.

The Center will also be launching an initiative to develop a “Friends of Africa” advisory board to assist us in developing our ties to the African immigrant community in the region and in expanding our funding sources. Because African Studies is relatively young at Rutgers University, we do not yet have the kind of alumni base conventional departments turn to for community and support. On the other hand African immigrant communities and Africa interest networks in the New York/New Jersey region are rich and lively—we look forward to establishing closer collaboration with these neighbors and fellow travelers. We will need all of you to help us identify individuals and communities we can turn to for support as we know between us we can create a vibrant network of people from our schools, churches, shops, community centers and the like which we have not drawn on in systematic ways before now. In the financial climate in which we find ourselves, such initiatives are more necessary than ever, and I thank those of you who have already started thinking about “friend building” initiatives in response to VP Furmanski’s appeal. We will be inviting a small number of our friends in the region to campus for a workshop outlining some Center initiatives and seeking advice on how to begin reaching out more effectively to interested individuals in the region. Anyone interested in participating on this advisory board is encouraged to contact Renée DeLancey at rdelance@rci.rutgers.edu.

While I am serving as Acting Director the timing is perfect for us at the Center to move forward with several initiatives particularly close to my heart. We hope to make significant headway in establishing a study abroad program in collaboration with the University of Legon in Ghana, something we are now well equipped to accomplish as a result of our experiences running the Group Projects Abroad program to Ghana and Benin last summer. Project participants will also be engaged in finalizing curricular materials for teaching about the slave routes to make them available to other teachers over the course of the year. We also hope to strengthen out internship opportunities for students interested in Africa. In a number of these projects we also have the exciting possibility of working with the other Area studies centers at Rutgers, to the end of strengthening the profile of International Studies at Rutgers, a project to which we are all committed. I look forward to working with you all in the upcoming year.

With Best Wishes,



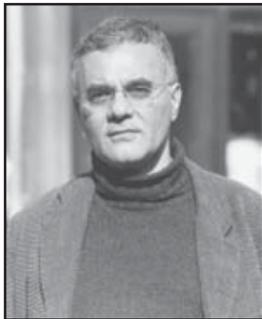
Abena P.A. Busia
Acting Director

CAS and the Rutgers Curriculum

By Barbara Cooper

This past year has been a very productive one for the Center in terms of making advances in the curriculum. I am very pleased that our revision to the minor was approved because it will make our Africa-content courses much more visible to students and enhance our capacity to attract minors. This is a major shift in our approach to the curriculum since we will be cross-listing a dozen courses under our own curricular number (016) and we have strengthened our language requirement.

The Center has taken a leadership role in encouraging communication and collaboration among the area studies units and relevant disciplines. This collaboration has been made possible through the Academic Excellence Fund, which supports the Global Initiative project launched by CAS. The AEF grant supports four faculty working groups, it enabled us to bring in Allen Isaacman for two days of consultation on the future of International Studies, and it underwrites the Global Human Rights course and speaker series we ran in the Fall of 2005 and will be running again in the Fall of 2006.



This Fall's Global Human Rights course will feature a talk by Mahmood Mamdani (Herbert Lehman Professor of Government and Professor of Anthropology, Columbia University) among others.

The Global Initiative has also enabled the area studies and international interest faculty to work together to make our voices heard in debates about the undergraduate curriculum. This greater coordination contributed to a number of important improvements to the undergraduate curriculum approved in the final Spring FAS meeting. The new Global Awareness requirement will go a long way towards making our courses more visible, giving all students greater exposure to the world beyond the U.S. borders. Our African Area Studies curriculum will fall under the new Interdisciplinary Humanities and Social Sciences requirement. And finally, a minor will now be required for all incoming students; the rules for the minor have been relaxed so that it is far easier to "double count" courses in the major and minor, a major coup for us.

STAFF NEWS

Abena Busia, Acting Director



After two years of Associate Directing Abena Busia will Acting Direct while Barbara Cooper takes leave Fall 2006 and Spring 2007. Welcome aboard Abena!

Barbara Cooper, Director



With the publication of my new book, *Evangelical Christians in the Muslim Sahel* (Indiana 2006) this summer, I am ready to move on to a brand new research project. I will be on leave in France this academic year

catching up on the extremely rich literature on reproduction in Africa to prepare for eventual archival and field research for a historical study of discourses related to population and childbirth in French West Africa.

While I am away the Center will be under the able and dynamic leadership of Abena Busia, who has served as my Associate Director for the past two years. I look forward to hearing all the news from Paris!

Renée DeLancey, Assistant to the Director



Living in our home as we remodel it has been a true test of vision and faith! It would delight us to fill our home with interesting remembrances from all over the world. Next trip: Morocco and Spain.

Holly Fanning, Administrative Assistant



I am very proud to have become a homeowner for the first time! We are settling in nicely and I'm also looking forward to my upcoming RU performance of Lillian Russell in the Virgil Thompson opera, *The Mother of Us All*.

Life Begins at Fifty: African Studies Enters its Age of Awareness

Joseph Miller, ASA President (University of Virginia) offers a précis of his inaugural ASA Presidential Lecture, Rutgers, March 2, 2006

As the African Studies Association approaches its fiftieth anniversary, we Africanists will be looking back on fifty years of evolving – but not necessarily always improving – understandings of Africa. My implied reservations derive from my impression that nearly all of those understandings remain based on outsiders' perceptions of the continent and its people. The neo-Afro-optimist argument I presented in my lecture traced the tortuous path from a "concern" for Africa toward an emerging awareness of Africans' own perspectives on themselves, and on us. I expect that emergent attention to African perspectives to revitalize and mark the next fifty years of the field, and more.

Bypassing the early twentieth-century origins of the field, for the purposes of this brief summary, modern African Studies began in the 1950s out of a hope that Africans would somehow, starting from a clean slate and a long record of political creativity, fulfill the promise of modern nationhood. In the United States that early optimism carried strong overtones of redemption from a grotesquely racist recent past. In Europe, parallel hopes looked beyond a growing awareness of the injustices and failures of imperial conquest and colonial rule.

Guilt is seldom a strong basis for understanding. We went on to see Africa and Africans in radically pessimistic tones of "underdevelopment" and other kinds of relatively passive victimization – except, of course, for subtle subversions and reactive outbursts of violence. The social sciences, including historians of my generation (the 1960s), were particularly prone to project the proclaimed universality of their behavioral models indiscriminately around the world. Philosophical humanists and rationalists of all stripes (economists not least among them) were not far behind in welcoming Africanists into the fold of modernity, all too often on the terms of modern westerners' understandings of themselves.

The mutually respectful horizon of balanced engagement that I now see dawning glowed first in the humanities, inherently built around people rather than from abstract models. Writers – novelists, poets – and film-makers began decades ago to express rich sensibilities beyond the range of rational abstractions, and literature and the arts have recently replaced social anthropology, political science, and history as our leading sources of new insight. Philosophers, musicians, performers in all genres, ethicists, and essayists of African backgrounds are now articulating principles of behavior and understanding alternative to those of western modernity, once thought universal. Very broadly, they convey collective senses of belonging that contrast strongly with the hyper-individuation of the "social sciences" of the modern West.

For the African Studies Association, this growing humanistic historicism means that we are now positioned to move beyond our lingering tendencies to speak *about*, or even *for*, our African friends and families. We are now starting to listen in deeper ways, taking in more than observing. "Informants" will give way to colleagues and partners. Rather than setting research agendas and asking the "big questions", we will be collaborating in finding answers to questions that our African partners will teach us to ask, questions that we cannot generate from the premises of modernity, and questions that – with the assistance that our relative abundance of financial and infrastructural resources enable us to offer – will give Africa its rightful place as a font – one among many – of the wisdom of a coming, integrated, multiplistic, inclusive, truly global world.



(left to right) Joseph Miller, Barbara Cooper, Carol Martin and Douglas Blair

Pamela Scully's "Race and Erasure"

By Julie Livingston



Pamela Scully (left) poses for a picture with Julie Livingston

This January, we kicked off the spring semester's Black Atlantic Seminar Series with a visit from Pamela Scully, Associate Professor of Women's Studies and the Director of African Studies at Emory University. Professor Scully is one of the most prominent southern Africanist scholars engaged in work on gender, sexuality, and imperialism; comparative slavery and emancipation, and the creation of the Atlantic World. Her paper for the Black Atlantic, 'Race and Erasure: Sara Baartman and Hendrik Cezar in Cape Town and London,' (co-authored with Prof. Clifton Crais), is part of a forthcoming biography of Sara Baartman, the South African woman who became known as 'the Hottentot Venus,' and was the basis for a very lively discussion among faculty and students from across the university who attended the talk.

Michael Shafer Launches Global Human Rights Project

FACE Human Rights—Forum to Advocate, Communicate and Engage Human Rights—is a multilingual Internet portal designed to support human rights advocates and to address the information, information coordination, networking and collective action problems that hinder the human rights community locally and globally.

Conceived to be easily translated into the world's many languages, *FACE Human Rights.org* provides anyone with Internet access, almost no matter what language they speak, an interactive human rights forum through which they can inform, educate and engage themselves. It harnesses the power of the Internet to overcome geography and politics to create a virtual, global safe space. *On FACE Human Rights.org* people can recount their personal experiences, share information about conditions in their countries, developing crises and programs by NGOs, educate each other about their rights under international law, and engage each other as global citizens by sharing ideas about how to improve the quality of life for people everywhere.

FACE Human Rights.org is also a powerful, decentralized network and searchable, online database of grassroots democracy and human rights organizations. Intended to serve the tens of thousands of small, local organizations that operate in their own languages and locales, *FACE Human Rights.org* provides powerful networking, conferencing, and private messaging tools on its platform. Organizers can use from any Internet café without having to have a website of their own or to run the security risks that operating closer to home might pose. It also makes these organizations fully visible on the Internet, permitting them to search for partners, form coalitions and act in concert.

FACE Human Rights.org is about active engagement, but not partisan advocacy; it does not endorse specific causes or organizations, or as an entity take positions. It is an instrument of transparency and accountability. FACE Human Rights.org serves as a source of the information and skills necessary for individuals to function as engaged citizens, as a forum in which well-documented positions can be tested against one another, and as a powerful tool for global networking.



For more information visit <http://www.cgsd.rutgers.edu/face/face.shtml> or e-mail info@facehumanrights.org.

Spotlight on Humphrey Fellows

The Hubert Humphrey Fellowship Program brings mid-career professionals from developing countries for a year of professional development at Rutgers. Humphrey Fellows Howaida Barakat and Nosa Tukura presented their work at the Center.

Egyptian Women, Past and Present

By Howaida Barakat (Humphrey Fellow, Egypt)

The history of the Egyptian women's movement is characterized by a variety of competing and sometimes overlapping discourses. In the late twentieth century, the women's movement made gains but there were also many areas of scant progress or stagnation. The state had to deal carefully with the increasing fundamentalist activism while responding to the controversial issue of formulating the legal framework of women's rights. Consequently, Egyptian women's rights activists found themselves caught between various extremes. They struggled for women's and human rights as well as changing gender relations to counter fundamentalist tendencies. The state's relation with them produced a certain degree of official sponsorship but ran the risk of control and manipulation. Finally activists worked to define their 'Feminism' as something Egyptian in content and not as a Western import, in order to increase its legitimacy and acceptability.

Debates over feminism in Egypt in the 1990s began with the consideration of the most basic semantic, theoretical and political questions: How should the term be written in Arabic? Does feminism represent women's struggle against men or women's struggle with men for human rights? What are its different goals and views? Can individual feminists or specific feminisms be congruent with such a patriarchal society? Along with such questions, a variety of women's voices and competing ideas on women's potential and appropriate roles in Egypt became manifest in this decade.

Clearly, during the 1990s, there was a great increase in public debate on feminist issues. For many years, Egypt has witnessed a growing number of women professionals and the appearance of serious literature dealing with gender issues. The principle of female employment has become entrenched and even conservative forces have accepted education and political mobilization for women. Feminists penetrated many layers of society as educators and activists.

Economic developments have also had an important effect on the status of women. The ruling National Democratic Party in Egypt, which enjoys support from a new elite made prosperous by privatization policies, has been more open to reforming the role of women. At the same time, an increase in poverty or financial strain due



Howaida Barakat (second from right) with students at Center for African Studies talk

to inflation and other factors necessitate legal reforms that impact women. Feminist attitudes were in turn, necessary to effect these changes.

Another area of change was a boom in the number of non-governmental organizations, with projects specifically targeting women. However, some Egyptian officials perceived the independent activity of such groups to be dangerous. Thus the government created what might be called GO-NGOs (government-created non-governmental organizations).

The mixed situation for Egyptian women can be summarized as follows:

The situation regarding women's rights and demands is extremely complicated in Egypt. The state has supported certain legal reforms for women but these have been limited. It permits NGOs, including those with a feminist agenda, but sometimes pressures or suspends them. The government moves against certain fundamentalist-favored restrictions on women, but also — as if seeking society's approval — expresses its own version of conservatism. It advocates a moderate, elitist form of feminism which it perceives to be helpful to the development process but the government does not want to introduce any disruptive social change regarding gender roles or women's status. Thus, intellectuals and writers who choose to deal with gender issues are constrained by two potential adversaries— fundamentalist attacks and the government's paternalistic efforts to counterbalance them.

In such an environment, the net effect of feminism in the decade closing the century has certainly engendered mixed results.

Centre for Female Education and Development

By Nosa Tukura (Humphrey Fellow, Nigeria)

Nigeria is Africa's most populous nation with an estimated 128.8 million inhabitants, 50.7% of whom are women. Recent UNDP gender inequality indicators show that gender inequality in Nigeria is very high. The constitution stresses the importance of national integration and prohibits discrimination on any grounds including sex. However due to poor legal framework for the enforcement of these rights women continue to suffer discrimination due to existing socio-cultural practices. Overall, Nigerian women have higher illiteracy rates than men, have the lowest enrolment rates in school, and according to WHO statistics, have the highest maternal mortality rates in the world. There is growing participation of women in the labor market in both formal and informal sectors of the economy. Women are responsible for the social reproduction of the household and for the management of the educational, health and nutritional status of the family, yet women are neither the major decision makers nor are they often involved in decision making in their households.

Nigerian society is dominated by men. Men have been brought up to believe that they are the superior sex and the preferred/natural leaders. The idea of women being equal to men elicits disdain or at best amusement. It is often taken to mean the attempt of the educated Nigerian women to "Americanize" the Nigerian society. Change is strongly resisted and sometimes openly despised. Women who are empowered educationally and even economically therefore find it difficult to operate in this atmosphere of skepticism and hostility given the premium that our society places on a woman's respectability through marriage.

How can the mindset of these men be changed to see women as equals, partners in progress, and not as threats? How can these women be empowered and provided with an enabling environment that allows them to put the knowledge and skills gained to use in a way that frees them to express themselves and contribute to local, national and even international development?

These are some of the challenges that the non-profit Centre for Female Education and Development (FEED) seeks to address. The Centre is committed to providing scholarships for young girls in educationally disadvantaged areas of the country and empowering them to pursue careers and acquire skills that will them break the cycle of poverty, live better and more productive lives and contribute to the development of Nigeria. Older women will be provided the necessary skills trainings and micro credits that will enable them start up small and medium scale enterprises enabling them to provide quality lives and education for their children. This will also break the cycle of poverty and contribute to national development.

Nigeria and the whole of Africa stand to benefit a great deal from the empowerment of women in Nigeria.



Barbara Cooper (left) with Nosa Tukura and brown bag guests

Rutgers Global Institute for Bioexploration and the African Biotherapeutics Institute

By Albert Ayeni and Ilya Raskin

The Global Institute for Bio-Exploration at Rutgers, the State University, is now popularly known as GIBEX. It was founded in 2003 by Rutgers University and the University of Illinois at Urbana-Champaign. It is a highly successful and rapidly expanding international bioexploration program, currently operating in 16 countries on five continents (Figure 1). Under the leadership of Prof. Ilya Raskin at Rutgers' Biotechnology Center for Agriculture and the Environment and Dr. Mary Ann Lila, distinguished Professor of Plant Physiology at the University of Illinois, the mission is to pioneer innovative, ethical pharmacological bio-prospecting and biodiversity research, conservation biology, economic development, capacity building and educational activities around the world. GIBEX also promotes sustainable exploration, protection and utilization of the world's biochemical resources, which primarily benefits health of the people in source countries and works for the preservation of cultural and natural heritage and medicinal knowledge.

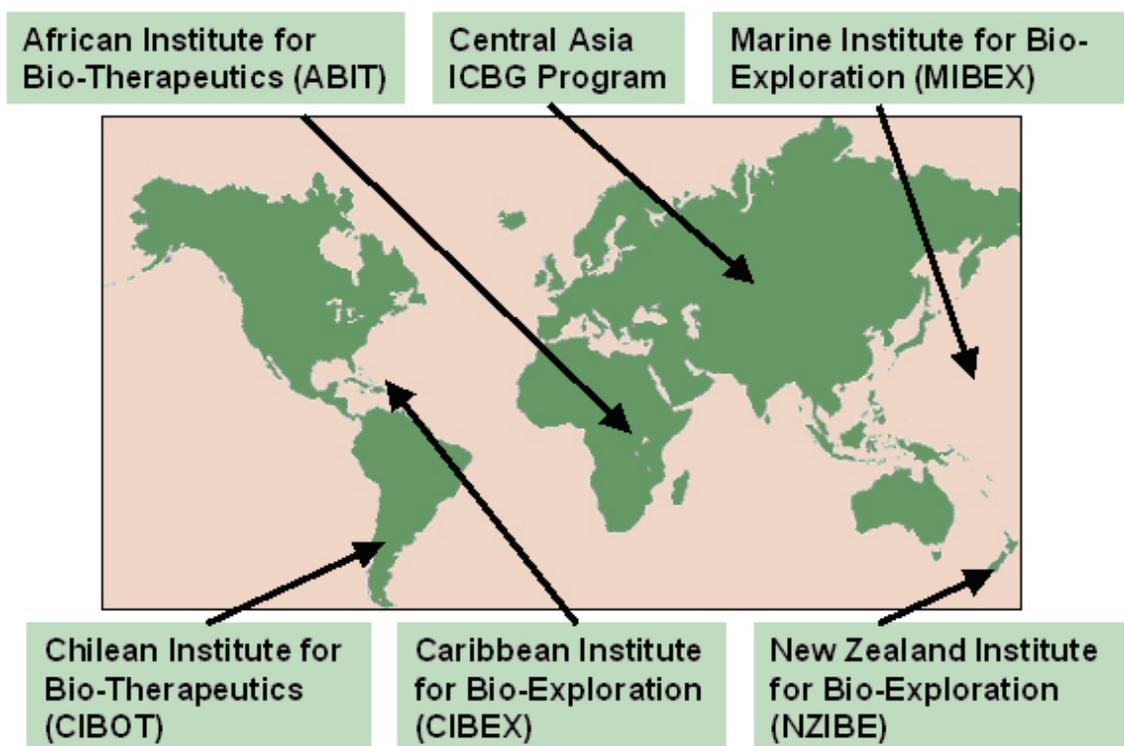


Figure 1. GIBEX locales around the world

'REVERSING THE FLOW' aptly describes GIBEX's foundation. This concept separates GIBEX from other international bio-exploration organizations around the world and applicable globally. GIBEX focuses on three fundamental areas of development that must be reversed in the 21st century to advance medicinal chemistry and bioexploration globally, especially in the developing countries. These are:

1. Reversing the resource drain: Biological materials are customarily collected from the natural sources in the developing countries and moved to the developed countries for pharmacological screening. GIBEX is established to reverse the flow of the discovery process through portable, field-deployable pharmacological screens for use directly in developing countries.

2. Reversing the R&D drain: Developing countries most often are not involved in pre-clinical and clinical development of therapeutic agents derived from their flora and fauna. GIBEX will enhance the economic returns for the source countries by keeping the later-stage development work in these countries through building, nurturing and facilitating internal R&D.

3. Reversing the brain drain: The training of scientists from the developing countries is customarily done in the developed countries. This practice, in addition to being costly and inefficient, creates a major 'brain drain' detrimental to the local economies. GIBEX will send scientists from the US and other developed countries to developing countries to provide hands-on training in the application of the 'screens to nature' technology as well as in all other aspects of pharmacological discovery and research.

GIBEX assures that all in-country sampling and pharmacological screening performed is done in a strictly sustainable manner. Moreover, cultivation of plants and other organisms as sources of bio-therapeutic agents, their extraction, formulation, packaging and distribution are carried out in a sustainable and environmentally friendly manner. GIBEX does not participate in any activities that endanger the environment and cause ecological damage.

The African Biotherapeutics Institute (ABIT) is the biggest and fastest growing component of the GIBEX organization in large part through the efforts of Dr. Albert Ayeni, Assistant Director of Rutgers' Cook/NJAES International Programs & Associate Director ABIT. It is being established to explore jointly with African scientists the vast bio-therapeutic opportunities that abound in diverse, unique and relatively unexplored African flora and fauna. These opportunities bring promise to improved human health, increased economic activities, and enhanced farm profitability.

Improving human health through discovery and development of novel therapeutics from local sources requires multi-institutional and multi-disciplinary approaches. Historically, these approaches were difficult to implement in the less developed countries. ABIT will invest time and effort in building multi-disciplinary teams among sub-Saharan African countries, providing a lasting foundation for successful discovery and development of natural product-based therapeutics. Scholarly and student exchange programs with African institutions constitute a significant component of the ABIT initiative.



Ilya Raskin, Christopher Okunji and Albert Ayeni at their CAS brown bag talk

African Bio Therapeutics Institute (ABIT)

African Members

John Kilama:	Global Bioscience Development Institute, USA / Africa
Mbang Femi-Oyewo:	Olabisi Onabanjo University, Nigeria
H.A.B. Coker:	University of Lagos, Nigeria
Theophilus Fleischer:	Kwame Nkrumah University of Science and Technology, Ghana
Emmanuel Bassene:	University Cheikh Anta Diop, Senegal
Barthelemy Nyasse:	University of Yaounde I., Cameroon
Berhanu Abegaz:	University of Botswana, Botswana
Kelly Chibale:	University of Cape Town, South Africa
Mayunga Nkunya:	University of Dar es Salaam, Tanzania
Bernard Kiremire:	Makerere University, Uganda
Micahel Tempesta:	International Organization for Chemical Sciences in Development
David Kingston:	ICBG Program, Madagascar

US Members

Rutgers University, University of Illinois (Urbana – Champaign), George Washington University

Congratulations to the Winners of the CAS 2006 Paper Prize Competition!

The Claude Ake Undergraduate Prize was awarded to Amanda Weibel

Abstract: “Punishment and Evangelism: Explaining the Paradox of Mau Mau Rehabilitation”

Recent scholarly literature has paid a great deal of attention to the various myths surrounding Mau Mau and the impact these myths had on the formation of the colonial ‘rehabilitation’ program for prisoners affiliated with the movement. Most of the articles unpacking these myths, however, are devoted to the stories various European factions promulgated to explain the *origins* of Mau Mau. Although different factions pointed to a variety of things in explaining the cause of the Kikuyu resistance movement, the prominent colonialist view was that the movement resulted from the Kikuyu’s pathological response to the demands of modernization. Modern scholars analyzing the European response to Mau Mau often agree that this liberal paternalist discourse of the movement’s origins became the dominant philosophy on which the British ‘rehabilitation’ policy was based. The Colonial Administration used the term ‘rehabilitation’ when describing the European attempt to cleanse both prison detainees and the Kikuyu living in fortified villages in the reserves of their Mau Mauism. Ideally, rehabilitation was intended to reconstruct Kikuyu life so that future political conflict would be avoided, but the reality of the rehabilitation program indicated that retribution—not rehabilitation—was its main objective.

The proposition that the liberal myth of the movement’s origins can, in and of itself, account for the nature of rehabilitation is flawed, as it fails to account for the obvious deviation rehabilitation took from the proposed, idealized plans. In other words, scholarship dealing with the origin myths of Mau Mau often fails to explain the brutality omnipresent in the detainee camps and villages. Additionally, it neglects to account for the frequent juxtaposition of torture and religion found in the various camps and on the reserve. This paper attempts to rectify this apparent contradiction by focusing on how Europeans characterized the nature of both the Mau Mau movement and its followers as evidenced in contemporary newspapers in Kenya.

While various European factions in Kenya disagreed about what caused Mau Mau, there was a unanimous sense that the ultimate root of Mau Mau was evil, and that, by its nature, the movement and its followers were terrorists.

Because Europeans believed Mau Mau to be evil they attempted to fight the perceived ‘immorality’ of the movement by constant Christian evangelism. Likewise, by referring to Mau Mau supporters as ‘terrorists,’ Europeans were perhaps unconsciously declaring the inherent criminality of the movement, and the natural extension of this characterization was the severe punishment, often in the form of torture, dealt to the ‘criminal’ Mau Mau detainees.

In addition to explaining the implications of such characterizations, this paper analyzes the historic and social context of Mau Mau that provided the impetus to classify the movement and its followers as ‘evil’ and ‘terrorists’ and shows the all-pervasiveness of such thoughts about Mau Mau by citing Europeans with greatly different backgrounds and political leanings living in Kenya at the time of the Emergency. This paper argues that the European perception of the nature of Mau Mau explains the apparent paradox of evangelism and punishment found in the British Colonial rehabilitation program.



Mandy Weibel received a B.A. in History with highest honors (May 2006)

The Ruth First Graduate Prize was awarded to Jennifer Tanner

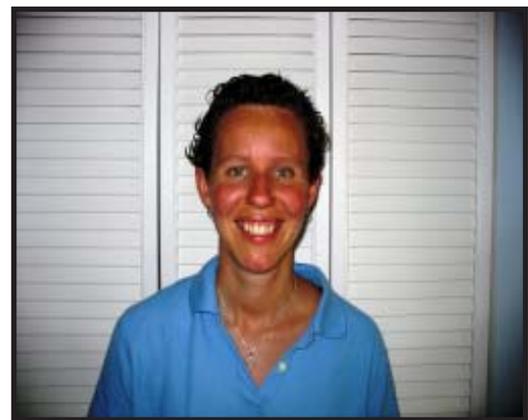
Abstract: “International Migration of Health Professionals: Brain Drain and Sub-Saharan Africa”

The international migration of medical professionals strains struggling health services systems in the developing world. The World Health Organization reports that 38 of 47 sub-Saharan nations have less than the minimum 20 physicians per 100,000 and 13 countries have five or less per 100,000 people. Migration of health professionals constrains the ability of these nations to provide health care and impedes efforts to improve quality of life and combat HIV/AIDS. Health service systems in the developing world suffer from a desperate lack of resources that results in large part from structural adjustment policies that reduce or cap public spending. These policies are detrimental to health care systems and also disadvantage education systems that prepare the next generation of health professionals. A measure of physician migration from Sub-Saharan Africa to the United States revealed that approximately 5,334 doctors practicing in the US in 2002 were trained in SSA medical schools. The total number of physicians trained in Sub-Saharan Africa practicing in the US, UK and Canada is equal to 12% of all African doctors.

Salary and benefits are often the most important reason that health professionals move. Poor working conditions within the health system at home also encourage migration. Lack of appropriate supplies and medicines to treat patients, long hours and poor facilities and management decrease job satisfaction and may cause health care workers to explore other options. The underinvestment in health services in the developing world results from international economic policies that restrict public spending and from massive external debt that usurps resources for public goods.

Active recruitment practices of wealthy countries facilitate brain drain. Facing a dearth of trained medical personnel at home, the United States, the UK, Canada and Australia recruit trained professionals from abroad and offer incentives such as emigration support, job placement, housing and child care. The immigration bill currently being debated in the U.S. Senate eliminates caps on the number of nurses who may immigrate, which will encourage an influx of nurses from abroad.

Evidence suggests that medical migration will increase in the near future. Recipient countries such as the US and UK face shortages of health professionals. Source countries' prospects for economic growth that would expand domestic opportunities for health professionals are poor. Given the likelihood that brain drain will persist, policy strategies to address it include: bi-lateral health trade agreements that help medical professionals to find international employment that is time limited and that facilitate an easy transition back to the country of origin, expansion of incentives in rich nations for new medical graduates to fill urban and rural posts, systems whereby rich nations reimburse source countries for the training costs of migrant doctors, and systems for source countries to tax the income of migrant physicians.



Jennifer Tanner (Master of Public Policy, January 2006)

Strengthened African public health systems and increased compensation and benefits for health professionals will not only address brain drain but also improve the health of citizens and boost economic growth. Macroeconomic policies that prevent public spending must be addressed in order to improve the health infrastructure so that health professionals are encouraged to remain in their countries of origin. Policies attached to development assistance limit national spending, place caps on public payrolls and impede the autonomy of developing nations to assess need and allocate resources within their own borders. External debt also limits appropriate public health expenditures in sub-Saharan Africa. Without greater levels of debt relief African health systems will continue to deteriorate and medical professionals will leave for countries with greater resources and fewer risks. The international migration of health professionals has important consequences for developing nations whose health systems struggle to meet minimum standards of care.

Carolyn Brown Returns from Exciting Sabbatical

I've had a wonderfully busy and fulfilling year. Last summer I visited Mali with African American women scholars. I was overwhelmed seeing sites that we teach about in African history, such as the very lively Islamic intellectual center in Timbuktu. Scholars from North and West Africa were using the estimated 1,000,000 Arabic documents, many dating to the 11th century. John Hunwick (Northwestern University) is translating many of them and providing accessible written sources for history. Conservation efforts are underway with support from foundations- Ford, Carnegie - and governments – Mali, Norway and the South African and the University of Capetown led by Shamil Jeppie. While there we met with Sheikh Abdul Kader Haidara, the director of an NGO of families with libraries in Timbuktu. For the web site of his family's library which we visited see <http://www.sum.uio.no/research/mali/timbuktu/privates/mamma/index.html>.

As a result of this visit I have been collaborating with the ALUKA Project, <http://www.ithaka.org/aluka/index.htm> a Mellon foundation initiative to develop digital databases on various African projects: African plants, the liberation struggle in southern Africa and African UNESCO World Heritage Sites, including Timbuktu. Several Rutgers graduate students have been involved as 'testers' for the on-line project. Additionally, I've been collaborating with the Library of Congress project <http://www.loc.gov/exhibits/mali/> to put some of Sheikh Haidara's manuscripts on-line to make them accessible to the general public. As a result of these initiatives we hope to bring Sheikh Haidara to Rutgers for an exhibit of some of the manuscripts in the spring 2007.

I also spent a wonderful spring term at Northwestern University on a Rockefeller Residency at the Program of African Studies and the Center for Comparative and International Studies working on my Enugu social history book. Northwestern's Melville Herskovits Africana Collection is the most extensive Africana library in the U.S. It was a very fruitful residency and I have made considerable progress on the project.



Adare Bary, Fulani woman, Mopti, Mali

I have also resumed my interest in African slavery studies through several projects. Paul Lovejoy and I are editing the proceedings of the 1999 Rutgers-York University conference on the slave trade in the Biafran hinterland. We anticipate that this unique volume, which focuses on the area between the Niger River and the Cameroon border, will be out in time for the Bicentennial of the Suppression of the Atlantic Slave Trade. In collaboration with several Nigerian scholars I have also resumed the oral history project in southeastern Nigeria, "Memories of pain and sorrow." This is a pilot project on the Atlantic slave trade and its legacy in Southeastern Nigeria for which the video tapes are housed at Alexander Library. I am also working with African historians Sandra Greene, Martin Klein and Alice Bellagamba to develop a book for use in the college classroom of narratives and a database, similar to the WPA narratives, on the slave trade and its memory in West Africa.

And finally, as a co-chair of the American Historical Association's program committee for the 2007 Annual Conference, I worked to get far more African papers than usual – about 28 – on the program. With Chris Brown I organized a series of five roundtables on the Bicentennial of the Suppression of the Atlantic Slave Trade. These will be very exciting because they include the major scholars in the field of slavery studies and one panel features the DNA specialists who appeared on the H.L. Gates program, 'African American Lives.'

So this has been a very exciting and professionally rewarding year.

Developing Curricular Materials on the Interior Slave Routes

By Al Howard

At an educators workshop in March, 2006, four members of the Ghana-Benin Interior Slave Routes Project presented their newly developed curricular material on the slave trade. They were part of a group that spent five weeks in Ghana and Benin last summer on a Fulbright-Hays grant co-directed by Abena Busia, Allen Howard, and colleagues in West Africa, and administered by the Center for African Studies. The workshop was organized by Howard and was run under the auspices of the Rutgers Center for Historical Analysis, which is affiliated with the Department of History. About 25 teachers from Central New Jersey participated in the workshop which was designed to provide them with new ideas and materials for teaching about the slave trade and to promote the exchange of ideas on how the slave trade is being taught in the different venues. In keeping with the overall design of the Project, the presenters focused on the internal slave trade routes and centers in Ghana and Benin, resistance to the slave trade, and the contested memory of the slave trade. All of the presentations had previously been tested in classrooms ranging from primary to university levels.

Rosemarie Harris, of Grandview School in Piscataway, described how she and her co-teacher used drama and art to give primary school children an understanding of enslavement and its abuses; Harris also showed a video of her students singing and playing musical instruments that she had gathered in West Africa. Antoinette Alston, of the English Department in Hackensack High School, distributed a five-week syllabus, readings, and sources. Her module emphasizes the experience and interpretation of slavery and slave trading through poetry and other creative literature, in combination with works by historians. Cheryl Wilson, Director of Africana House, Douglass College, Rutgers, presented the new course that she developed out of the project's workshops and her West African field experiences. In Wilson's course, students were required to research various aspects of the slave trade and resistance and to teach one another; two of her students performed a boot dance they had choreographed in connection with their assignment.

Allen Howard gave a power point overview of the 18th century slave trade in the Ghana region and the

19th century trade in the Benin (Dahomey) region — along with examples of resistance in both areas. It was illustrated with visuals gathered in the two countries, prints from those eras, and primary sources. The power point concluded by raising questions about present-day debates around memorialization of the slave trade. After the educators described some of their approaches to teaching about the slave trade and slavery, all attending joined in a general discussion about how to incorporate new research on the slave trade into school curricula. They also discussed ways to engage students with the historical significance and contested meanings of the African and Atlantic slave trades.

UPCOMING EVENT HIGHLIGHTS

In continuing with our traditional film screenings, "Dinner, Movie & Dialogue" per semester and World Aids Day annually, we are proud to present the Academy Award winning film "Tsotsi" on October 11 and Academy Award nominee "Yesterday" on December 1 respectively. We are delighted that Pearl Robinson will deliver the Second Annual African Studies Association Presidential Lecture at Rutgers on a spring date to be announced. Please visit our website for the latest information on our events: <http://ruafrica.rutgers.edu/events/index.html>.

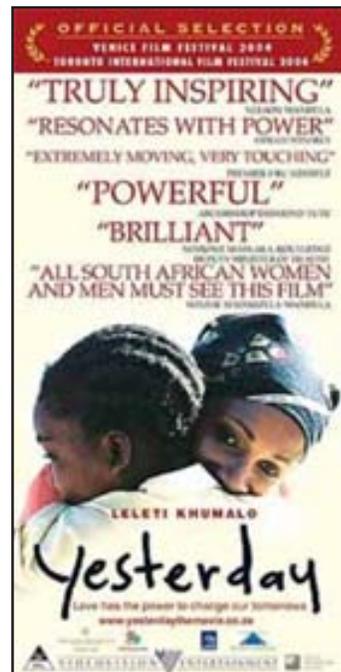


Image courtesy of Videovision Entertainment

EVENTS OF NOTE

The Rutgers Board of Trustees Fellowships for Scholarly Excellence honor faculty members who have recently been promoted with tenure and whose work shows exceptional promise with an award of \$2000. CAS proudly congratulates members Ousseina Alidou and Julie Livingston for their receipt of this prestigious award! (Please see their contributions below.)

Ousseina Alidou of the Department of Africana Studies was honored for her significant contributions in the areas of linguistics, literature, and culture and gender studies, particularly her innovative interpretations of Islam as it relates to women, and of individual and collective social practices in Africa and **Julie Livingston** of the Department of History was honored for her contributions in the area of African history and culture, particularly her original scholarship on the history of medicine in Africa.

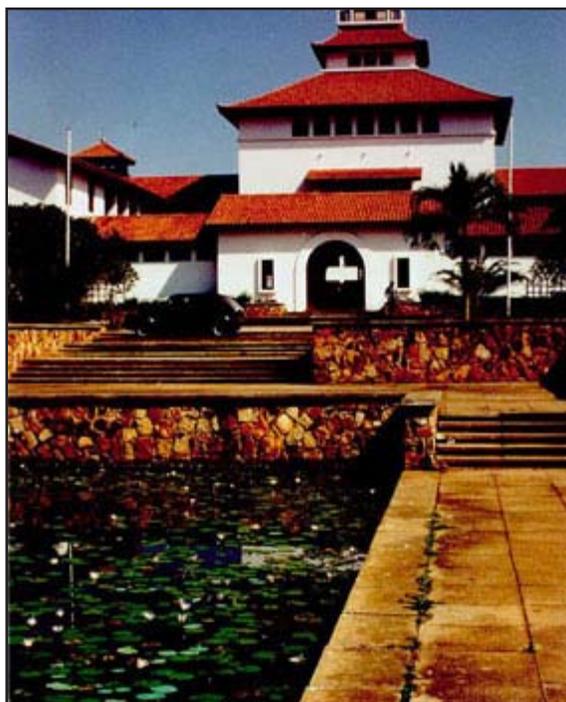
Kenneth Safir (Linguistics) was awarded a three-year NSF grant, providing full funding for the African Anaphora (*Afranaph*) Project, whose goal is to expand understanding of theoretically revealing empirical patterns of anaphora in the non-colonial languages of Africa.

Alamin Mazrui, currently Professor of African American and African Studies at Ohio State University, will join the faculty of the Department of Africana Studies in Fall 2006. Dr. Mazrui, who holds a Ph.D. in Sociolinguistics from Stanford University, has a wide range of professional interests. While his work has centered on the political sociology of language in Africa and the African diaspora, Professor Mazrui's research has also addressed the politics of cultural production, African and comparative literature, comparative cultural studies, cultural discourses on human rights, and Islam and identity in Africa and the African diaspora. Welcome, Alamin!

New Ghana Study Abroad Program

Arrangements are underway for a new Study Abroad Program based at the University of Ghana, Legon beginning next year. Students will have the choice of a Summer or a Semester long program

with exciting opportunities for independent research projects in a variety of fields. In particular students will be able to take advantage of Ghana's rich cultural and natural heritage to work with professors exploring new areas of research from slavery to bio-diversity. The historical links between Ghana and the United States are long and strong and the program is being developed to reflect this. Interested students are encouraged to contact CAS for more information.



University of Ghana, Legon

Letters from our Graduate Students

Angel Ling (Geography):

"I have accepted a position as a Junior Program Office at Pact, Inc. for the USAID-funded project entitled Community REACH. Community REACH provides small grants to NGOs, community-based organizations, and faith-based organizations that provide HIV/AIDS services in developing countries. Its focus is on orphans and vulnerable children, ARV adherence and access, youth volunteer counseling and testing, stigma and discrimination, and support for home-based care. I am very excited about my work, and feel that I am working with a fabulous team.

Katherine Wright (Public Administration):

"I live in Timhadite, a small town in the Middle Atlas Mountains in Morocco. People don't associate Africa with cold weather, but we have harsh winters with constant snow fall. The people in my town mostly raise sheep but also grow potatoes, lentils and onions. They are all Muslim, and the call to prayer gives the town its daily rhythm.

As a Peace Corps Volunteer in the Small Business Sector, my job is to help the community translate its rich history of handicrafts into income-generating activities. Because I live in a predominantly Berber (or more correctly Amazighr) community, this also involves important preservation of a proud, but waning cultural heritage. I work with women weavers- both because of the quality of their handiwork and their traditionally marginalized role in society.

We are working towards establishing a women's weaving cooperative. The determination of the women is critical to overcoming the seemingly constant bureaucratic roadblocks. The challenges I face daily- communication, integration, homesickness- are rewarded by the women's enthusiasm. I hope to improve their opportunities for income-generating activities; they have improved my cultural awareness. I'm in constant awe of their capacity for caring and compassion, despite their hardships."

Lindsay Frederick Braun (History):

"My dissertation, 'Surveying, Cartography, and the Creation of Modern South Africa, 1860-1913,' explores the evolution of surveying and cartography in southern Africa and the encounters of geometers and geographers with alternate or competing spatial orders through three cases of 'frontier' closure and a treatment of the overarching trigonometrical survey meant to impose absolute order. Far from being a straightforward act of imperial imposition, measuring and mapping African territory was part of the process by which the colonial relationship was negotiated, and the 'creation' and division of land and the arbitration of its limits—whether by boundary, image, or ownership—were fundamental to the creation of modern South Africa as both reality and concept. I will be teaching for the 2006-2007 academic year at Colby College in Waterville, ME, offering survey courses in World History and African History as well as an upper-division course in the History of Southern Africa. The position will allow me to complete my dissertation while being thoroughly spoiled by excellent and interested students."

Ben Neimark (Geography):

"For my PhD research, I am following the biological prospecting commodity chain from Eastern rain forests of Madagascar to high-input laboratories in the United States and Europe. I am investigating how Malagasy and foreign researchers gain access to valuable biological and genetic material for the advent of new pharmaceuticals and industrial products. The purpose of this research is to provide a better understanding of how purported benefits are shared among those involved in these highly complex projects. See everyone soon back in New Brunswick..."



Ben conducts semi-structured interviews with collectors of a medicinal tree north of the Malagasy capital of Antananarivo



Ben and a Malagasy research team folio plant material

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