



# AFRICAN STUDIES

NEWSLETTER 2017-2018

## INSIDE THIS ISSUE

The Director's Welcome discusses our success in the recent Title VI grant competition: the program regained National Resource Center status and increased the number of Foreign Language and Area Studies fellowships it can award for the next four years. Program News begins by honoring recent retirees and celebrating the lives of those recently passed, before it moves to the interdisciplinary graduate seminar, library news, and other activities. We discuss our students in several sections, including Student Features and Student Awards. Other initiatives are discussed in Events, Outreach and the Feature. We conclude with Student, Alumni, Faculty, Emeriti and Staff News. Please explore these sections and others in the pages that follow!

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# Director's Welcome

Best wishes for the New Year!

2018 has been another active year for the African Studies Program. The most significant news is the program's receipt of U.S. Department of Education Title VI funding in 2018-22 as a National Resource Center (NRC) for Africa and as a recipient of Foreign Language and Area Studies (FLAS) fellowships for our students.



I was hopeful, when I returned to the director's position in summer 2015, that the program could address the unprecedented loss of the NRC grant in 2014 with a return to funding in the next cycle. That loss did not reflect our numerous strengths: the program's outstanding Africa-focused research, pedagogy, and outreach, our internationally-recognized repositories of Africana resources, and our excellent students, faculty, staff, and alumni. Submitting a successful Title VI proposal in 2018 was a collective act. The program benefitted from its integration into Hamilton Lugar School of Global and International Studies (HLS), which provided support during the grant-writing process. ASP faculty and staff also assisted in our effort, especially Associate Director Dr. Tavy Aherne, who joined us a year ago and was devoted to the many tasks associated with submitting a successful proposal.

Let me highlight just a few of the initiatives that the program's Title VI NRC grant will support. We are collaborating with the National African Language Resource Center at Indiana University on several African language projects. The program also will add Kinyarwanda to our regular African language offerings on the Bloomington campus beginning in fall 2019-20: adding this language will reinforce other initiatives that Indiana University has developed in Rwanda, and it engages heritage-language speakers who have come to reside in large numbers in Indianapolis over the past few years.

We also are expanding our outreach activities. Associate Director Aherne will lead an integrated series of initiatives, assisted by a new outreach assistant. One major focus is teacher-training in collaboration with Indiana's Department of Education, IUB's School of Education, and others. We are teaming, for example, with IU's new Center for Rural Engagement to meet educational and enrichment needs of students in eleven rural, underserved counties in Southwest Central Indiana. We also are engaging IUPUI's *Olaniyan Scholars* (minority, first generation students) through faculty-mentored research with the Indianapolis region's African community. We also are partnering with IUB's Center for International Business Education and Research (CIBER) and other HLS area centers on several initiatives. Another of our initiatives is providing expertise for the state-wide *Global Employability Initiative*.

The NRC grant also allows us to continue enhancing our African Studies curriculum and degree programs. Our initiatives will help us prepare our students to assume careers in areas of national need based on immersion in our African language offerings and area studies courses. It also will help support faculty-student working groups focused on African Displaced Persons, Muslim Africa, and New Media: these groups will host African artists and visiting scholars as well as work toward major conferences at IU Global Gateways in Africa and Europe in the years ahead.

The program will continue to move forward in 2019, building on this Title VI success and adding other innovative projects to our list of initiatives.

A handwritten signature in black ink, appearing to read "John H. Hanson". The signature is fluid and cursive, with a long horizontal stroke at the end.

**John H. Hanson**  
Director, African Studies Program  
Professor, Department of History

# New Faces in the African Studies Program Office



The ASP once again has an **Outreach Assistant** to help with a core component of ASP as a Title VI Africa National Resource Center. **Jennifer Lund** is a PhD candidate in the Department of Literacy, Culture, and Language Education. Her dissertation research focuses on teacher development at a primary-secondary school in the Democratic Republic of the Congo. She holds an MA in TESOL from Michigan State University, served ten months as a U.S. State Department English Language Fellow in southern Thailand, and spent three years as a visiting English lecturer in Nancy, France.

A violinist who enjoys playing in community orchestras, she has previous experience with education outreach through her work managing a youth orchestra in Grand Rapids, MI. We are thrilled to be able to tap Jennifer's many skills to assist in reaching and serving a broad constituency.



**Macy Richardson** is a junior majoring in Biology and minoring in International Studies, African Studies, and Swahili. She helped to open a nursery school in Arusha, Tanzania, and returns every summer to add a new classroom, bring supplies, and reunite with all of the students and teachers. Following graduation, Macy hopes to join the Peace Corps and later, pursue a Masters in Public Health. The ASP is excited to have her working as our new **Data Collection/Communications Assistant**.



**Sydney Pleak** joins African Studies as the program's first undergraduate **Student Outreach Ambassador**. This position is merit-based, extended to undergraduate students excelling in African Studies and wishing to share their knowledge with K-12 students. Sydney underwent training, and has presented on South Africa and the isiZulu language to classes in Indianapolis.



**Derek DiMatteo** will begin in January as the **Managing Editor** of *Africa Today*. Derek is a PhD candidate in the Department of English. He has been a column editor and proofreader at the journal *The Language Teacher*, a copyeditor and production assistant at book publisher O'Reilly Media, and the lead editor of the forthcoming collection of biographies *Trustees and Officers of Indiana University, 1982-2018*. His research interests include American literary and cultural studies of the 20th and 21st centuries, the transnational and globalization, critical university studies, and pedagogy. His interest in Africa has grown from his scholarship on African American and Nigerian authors, as well as from the work he did for the non-profit *Giving Back to Africa*. He

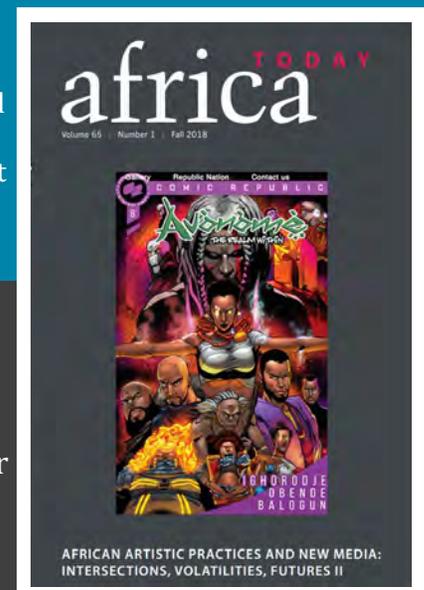
has held positions as an Associate Instructor at Indiana University, an Instructor of General Studies at Lakeland University Japan, and has also taught high school English both in the USA and Japan, where he lived for almost nine years. He holds an MAT in English Education from Tufts University. Outside of academia, he spends as much time as he can training in Brazilian Jiu-Jitsu, cooking with friends, and working on his house.



**Aaron Kessler** is the new *Africa Today* Intern. Aaron is a PhD candidate in English focusing on African American literature and culture. When not working, he likes hiking and going on road trips with his family. Personally interested in African literatures and cultures, he is excited to be working at *Africa Today*!

## Africa Today Celebrates Twenty Years at IU

In 2018, *Africa Today* celebrates 20 years with the African Studies Program and IU Press as its publication home. The first issue was published in 1954, and the journal has remained a leading vehicle for the dissemination of research in African Studies since that time. To mark this occasion, *Africa Today* has a new look with the launching of Volume 65, issue number 1.



## Student Features

### Why African Studies? IU undergraduate alumni discuss what the African Studies Program meant to them

**Justin Aminian** graduated from IU in May with a double major in Marketing and International Business, and a minor in African Studies. His interests focus mainly on politics and development aid. When asked about why he sought out courses in African Studies, Justin responded,



**Justin (second from left)**

*Freshman year I wanted to try some courses in topics I knew nothing about. Those classes ended up being my introduction to the African Studies Program. After taking multiple courses with Dr. Lauren MacLean, I really found a love for the content and continent as a whole, and decided to pursue the minor. My favorite part about the African Studies Program was the diversity of thought presented in its courses. There were many classes which were heavily discussion based, allowing we students to have deep, intellectual conversations on real life situations abroad.*

Justin's career path is International Business, and thus the cultural knowledge and regional expertise may prove invaluable in the future. He states that, "it has already made an impact on my day to day life. Being able to better understand a very misrepresented and misunderstood continent has been eye opening and very impactful on how I look at the entire world each and every day. My African Studies minor has given me a breathtaking perspective on a continent that is much underestimated, often only referred to in terms of poverty porn and safaris. I hope in my lifetime my career somehow intertwines with this incredibly vibrant continent and the many cultures it holds within.

His advice for other undergraduates is that whether or not they decide to pursue a minor in African Studies, "I really encourage anyone reading this to consider even taking just a couple classes to at least expand your mind a little bit on an area of the world we don't hear too much about. It may give you a very refreshing perspective, and who knows, you may end up falling in love."

**Abigail Stoldt** is another recent IU grad. Abigail received her BA in Linguistics and chose the African Languages Minor through ASP. "I wanted to specialize my major but also gain diversity. I have tried to take courses with professors from all across the continent of Africa in order to get a diverse perspective." When asked what she liked most about her African Studies courses, Abigail replied, "The professors are ALWAYS so caring about their students. I have never felt my professors had any agenda other than helping us learn; they are not just here to check a box that they taught us something.... Taking classes in this department is what made me love college. I felt empowered to take my career into my own hands and truly have an opinion."

How will Abigail apply her strengths in African linguistics to her career?

*As a future Logistics officer in the US Air Force, to say my major will have an impact on my career only scratches the surface. I plan to continue my study of Kiswahili and hopefully one-day continue with IsiZulu. I want to be a global ambassador for our military; I want it to be known we care. I also recognize the greatest strength of our country is its diversity and willingness to incorporate other points of view. Language is like the canvas to which culture adds stunning color.*

The many remarkable students who have sought out ASP degrees, such as Justin and Abigail, have in turn greatly enriched the IU African Studies Program. ***We wish them all the best!***



**Abigail (right) with Kiswahili FLTA  
Imelda Mwaluka**

# ASP Welcomes Fulbright Foreign Language Teacher Assistants

2018-2019

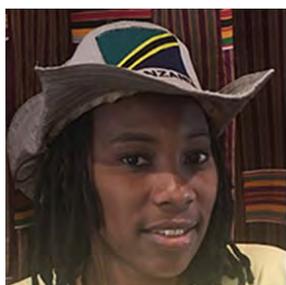


**Ibrahim Odugbemi** graduated with a First Class Bachelor's degree in English from the University of Ibadan, Nigeria, in 2014. He received the Professor Samuel Omo Asein Memorial Prize as the best graduating student in African and Caribbean literature, and the University Scholarship on which he studied for an MA in Literature between 2016 and 2017. He taught GES 101 (English Grammar and Usage) and GES 201 (Effective Writing and Communication Skills) at the Centre for General Studies, University of Ibadan for five semesters. He is a recipient of the 2018-2019 Fulbright FLTA (Yoruba) scholarship.



**Barakaeli Mbise** earned his Bachelor of Arts in Education majoring in History and English from St. Augustine University of Tanzania (Jordan University-Morogoro campus) in 2015. He taught English at Jaffery International School in Arusha, Tanzania, and researched "The History of Teaching and Learning Resources," a case study of Bangata secondary school in Arusha, for his undergraduate degree. In his spare time, he enjoys playing football (soccer), listening to music, and learning more about American culture and language. He is a recipient of the 2018-2019 Fulbright FLTA (Swahili) scholarship.

2017-2018



**Imelda Mwaluka** received her Bachelor of Arts in Education from the Mwenga University College of Education in Tanzania in 2013. Her interests lie in education and cross-cultural communication. She speaks six languages, including Kiswahili, English, Chagga, Nyakyusa, Maasai and Meru. Imelda has taught English and Geography for several secondary schools in Tanzania, and wishes to pursue a career in education. She was the recipient of the 2017-2018 Fulbright FLTA (Swahili) scholarship.



**Mathew Ajibade** was the recipient of the 2017-2018 Fulbright FLTA (Yoruba) scholarship. Mathew assisted with the teaching of the Yoruba language. He holds a Bachelor of Arts degree in Linguistics from the University of Ibadan, Nigeria. As his final year project, he translated into Yoruba Chinua Achebe's *Things Fall Apart*, and has translated several papers into both English and Yoruba. He taught both English and Yoruba languages at the high school level in Nigeria before winning the Fulbright Foreign Language Teaching Assistantship award. Mathew is now pursuing a Masters in Linguistics at IU Bloomington.

## African Studies Alumni at 2018 ASA

African Studies Program director John Hanson and associate director Tavy Aherne visit with some of the more than thirty IU ASP alumni and faculty who met for dinner while at the recent African Studies Association Meetings in Atlanta.



## SPEA Students in Uganda



*Isaac Joyner with students*

Through a partnership with the Foundation for Sustainable Development (FSD), the Advancing Community, Collaboration, and Training (ACCT) International Uganda program offers upper-level undergraduates and masters level graduate students opportunities to obtain hands-on experience in asset-based community development. Students spend a full ten weeks in-country in or near Jinja, Uganda, living with a host family and working full-time at a local non-governmental organization (NGO).

ACCT International Uganda was founded in 2012 by four students in IU's School of Public and Environmental Affairs, a total of thirty-seven IU/ACCT students have jointly designed projects with local NGO staff on projects as varied as healthcare, HIV-AIDS, microenterprise, elder care, youth development, school programming, food security, the environment, human rights, and women's rights.

In the summer of 2018, seven IU/ACCT students participated in the credit-bearing program which focuses on course-related work along with the internship in Jinja, Uganda. Jinja is known as a hub for non-profit and international development activity in the country.

One of those students was **Isaac Joyner**, a junior with a triple major in International Studies, French, and Chemistry. Having heard about the ACCT program in a course on global development during his freshman year, he joined the program last summer to intern in Jinja with Kidron Valley Ministries, which included a primary school, orphanage, and health clinic. Going in, he knew that his role would be to work "with," not "for," to empower the local organization to sustain the project. "The buzzword of the whole thing was empowerment," Joyner explained. "To take a step back and build on the positive points."

With \$300 of seed money from FSD, each participating student looks at the assets already there in the community and talks with locals concerned with finding an income generating activity with promise of sustainability. For Joyner, it was a poultry project to raise money for a nearby primary school. His project had three broad goals: to acquire the needed supplies, to work with a team of students and garner staff support, and to create some scaffolding to structure the income generated. But this did not come without some unexpected challenges. "Twenty of the fifty chicks died (of bronchitis)," Joyner recalled. "But we managed it together. My supervisor got medicine and we gave the vaccinations ourselves."

Managing problems together with the local NGO is what students learn to do. And Joyner describes those challenges as some of the most valuable takeaways of his experience. "They slowed me down and made me realize that my internship wasn't so much about doing some giant project, but about giving away some of that agency and allowing the community I was working with to take it on themselves."

In addition to completing one week of intensive study of development theories and readings before departure, students also spend their first two weeks in-country learning more about the context, the ethics of cross-cultural



*Rose Leila Johnson with her ANPPACAN colleagues*

engagement, and the importance of building social capital through strong relationships with their NGO colleagues. “I really appreciated (the coursework) because it made us think critically about what we were doing,” said **Rose Leila Johnson**, a Masters of Public Affairs student studying non-profit management and public policy analysis. “It made me think in ways that I certainly would not have otherwise.” Johnson completed her internship at the African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPACAN), which features programming that benefits at-risk families and children through income generating activities and self-protection initiatives such as health education. “They knew so much more than I did about what their community needed,” said Johnson. “They knew that in order to make things last, we have to use what is already there.”

Johnson partnered with another ACCT program participant, **Esther Herbers**, who was working on a reusable sanitary pad sewing project with a group of women from Nakanyonyi Orphan Care and Family Support (NOCFS). She helped coordinate the sewing while Johnson aimed to promote the reusable sanitary pads to girls at a local school. “The drop-out rate (for girls) after menstruation is 17 percent,” said Johnson who worked with child rights groups in local schools and wanted to focus on a child-serving organization. “This organization (ANPPACAN) was a 100 percent perfect fit for me.”



*Esther Herbers with NOCFS members*

ACCT students participating in the summer program are given a list of NGOs based in Jinja and select their top three choices before they are placed. They also have a Skype interview with the site team coordinator to help ascertain their interest areas. Herbers, a senior in SPEA’s Law and Public Policy program, worked with The Aids Support Organization (TASO) in Jinja where she facilitated business training with 10-15 women to help them learn to manage their finances in order to sustain a small business. She researched the ins and outs of the organization and met with an associated women’s group about twice per week. She was very grateful for her lead supervisor at TASO who “really understood what sustainability meant” and helped her understand the importance of building relationships when doing assets-based community development. “If you really want to help people, you have to let them make it their own,” said Herbers who hopes to work for another grass-roots organization in the future and is interested in becoming an Americorps volunteer.



The ACCT International Uganda summer program also welcomes PhD students. In 2016, **Tapati Dutta** completed independent research while a PhD student in IU’s School of Public Health. She spent three months in-country at TASO’s Masaka, Uganda office collecting data for a qualitative study on why men either failed to seek care or dropped out of care for AIDS/HIV treatment and the impact this has on their families. She worked with a local research partner at TASO and a consultant in conducting her fieldwork, which involved visiting patients and their families. She notes there were challenges, yet Dutta emphasized, “Critical thinking only comes with adversity.” Dutta had the chance to present her findings at TASO headquarters in Kampala. She says doing fieldwork through the ACCT program, “You have the ability to understand yourself better as a researcher. It expands your spectrum.”

While on hold for 2019, the ACCT International Uganda program will continue. As the only service-learning program offered through SPEA, its value cannot be overstated: “This will inform my work for the rest of my life,” said Johnson. “Uganda taught me what the world has to offer.”

For more information visit, <https://spea.indiana.edu/student-experience/overseas/summer/uganda.html>  
-Jennifer Lund

## Olduvai Field School in Tanzania



When **Alexandra Jacobs** found herself on an airplane heading to Arusha, Tanzania last summer, she admitted to feeling a little bit terrified. “It’s really scary the first couple of days,” said Jacobs, a junior studying biological anthropology and a first-time inter-continental traveler. “Can I really survive for six weeks in Africa in a tent?” But following in the footsteps of famed British paleo-anthropologist Mary Leakey to do fieldwork in Olduvai Gorge was, in her words, “an extraordinarily hard-to-come-by opportunity.”

Jacobs participated in the six-week Olduvai Field School program sponsored by IU’s Department of Atmospheric Sciences and Geology, which fulfills the IU GenEd World Languages and Cultures International Experience requirement. The program features a combination of field instruction and excursions with the chance for students to gain skills in field observations and data recording and interpretation. The field instruction portion of the course exposes students to geological and archaeological sequences in Olduvai Gorge, Laetoli where some of the first human footprints were discovered, and the Ngorongoro volcanic highlands and rift escarpments. Students also take single-day and multiple-day field trips to visit Serengeti National Park, Ol Doinyo Lengai volcano, and the volcanic craters of Ngorongoro and Embagai. Unique as one of the only programs in the country to offer such an experience to undergraduates, it is also known for the integration of principles of stratigraphy and sedimentology with those of tectonics, volcanism and paleoclimate to understand their impact on changing environments and human evolution.

“I really surprised myself,” said Jacobs who had to accustom herself to new living conditions at the base camp, which included sleeping quarters in a tent and a solar shower bag for washing at the end of a dusty day in the gorge.

The daily routine alternated between fieldwork and classes, including regular interaction with locals. Explorations of the gorge were led by a man from the Masaai with intimate knowledge of the terrain. “He was keen on helping us learn Swahili,” Jacobs remembered. She also noticed some cultural differences, “They (Masaai) appear to have a much greater appreciation for life and an incredible respect for elders.”

Students also had the chance to work alongside colleagues of Dr. Tim White, a noted University of California-Berkeley paleoanthropologist known for leading teams that discovered some of the oldest specimens of our human ancestors. They learned how to excavate sediment. and identify bones and other chief geological features.

The six-weeks at Olduvai Gorge revealed to Jacobs the commitment and the privilege that it takes to be an anthropologist in the field. “It takes a really special person,” she emphasized. “Exploring a new country and learning about its associated culture was eye opening.”

For more information visit:

<http://www.indiana.edu/~olduvai/>

-Jennifer Lund



# Undergraduate Student Focus: The Media School's Summer Program in Uganda

*What can I say about Uganda other than it was the most transformative, educational experience of my life?*

How do I encapsulate my experiences there? The people I met, the places I saw and the things I did? I struggle with this whenever someone asks me, "How was Africa?" They say this as though I saw the entire continent, of course. But I struggle. What do I say first?

Do I tell them about the animals I saw on Safari? Or do I tell them about the sources I met for my stories? Or perhaps I speak to the food, the dancing, the music, the history. Normally I have to think of this on the fly, but here, for once, I have a chance to organize my thoughts properly even though I'll never be capable of succinctly summarizing all of those experiences regardless of word count.



I spent a month during the summer of 2018 in Kampala, Uganda, reporting on HIV/AIDS as part IU's The Media School's experience reporting abroad. This was a trip made possible only by Professor James Kelly's experiences teaching in East Africa for years and the relationships he cultivated there. Without that experience and those connections, we would have been hopelessly lost and underprepared.



I'd travelled before — to Okinawa, Iceland, Mexico, Canada, England, France. But Africa? I leapt at the chance.

I don't know what I was expecting it to be like when I got there. As open-minded as I pride myself on being I must admit that I, too, was subject to preconceptions of poverty, crime and malnutrition I'd seen my entire life on news programs and in cinema. I knew the continent, and the countries within, were diverse; still, I couldn't get the images out of my mind.

This is why I knew I needed to go. I needed to see the place I'd heard so much about. We landed at the airport in Entebbe and stepped outside where we met our drivers for the next month. We met our hosts at the guesthouse we were staying at, and they were among the kindest families I had ever met.

The real learning came in my reporting, however. I met people in all capacities of the medical profession, each of whom seemed more inspiring than the last. I met a young woman born with HIV who had once considered and attempted suicide now leading a call for youth to accept their status and live positively.

I met another woman born with HIV preparing to give birth to a child she will have to raise on her own after the abandonment of the father.

Perhaps most inspiring was Christine Ssentumu, a barmaid in the fishing community Ggaba on the coast of Murchison Bay in southern Kampala. She lures in sailors, whose community has a high prevalence rate of HIV, with the promise of alcohol before she persuades them to test and talks to them about their health.

I could go on and on about what I learned while I was there. I could talk about the Rwenzori mountains and the beauty of the star-strung sky free of light pollution. I could talk about the one night we stayed in a westernized hotel and saw a rich white American rudely ordering about black workers and the guilt we felt staying there. I could talk about the courage and talent of our coworkers at the *Daily Monitor*, the newspaper where we interned.

I shucked my preconceptions of Africa. I met kind-hearted citizens and foreign aid workers. I met self-righteous missionaries. I met passionate doctors and village health workers. Overall, I learned that people are people, no matter where you go.

**-Cody Thompson**

## SPEA's curriculum-linked study abroad to South Africa and Swaziland

Which country includes the right to a clean and sustainable environment in the Bill of Rights of its Constitution?  
Answer: South Africa!

As one of the world's most biodiverse countries, South Africa has seventeen national parks, nine transfrontier conservation areas (reserves shared with bordering countries), twenty-two marine protected areas, and eight World Heritage Sites.

Students in IU's School of Public and Environmental Affairs (SPEA) 2018 summer program to South Africa and Swaziland visited ten of these natural areas as part of a 3-cr course titled *A Case Study in Environmental Management*. Spending two weeks in-country at both public and private wildlife reserves, the course offers hands-on experience with everything from safe game capture and bio-monitoring research in Kruger National Park to exploring coastal tide pools at Sodwana Bay Protected Marine Area. Students also had opportunities to camp overnight and track animals at Timbavati Game Preserve and stay in traditional Swazi "beehive" homes to learn about the culture and meet local families.



One thing that seemed to stand out for program participant **Lindsey Nelson**, a 20-year old SPEA junior studying Environmental Management, was the anti-poaching plane and anti-poaching dogs during a visit to South Africa Wildlife College. She reflected that she gained more empathy for the challenges involved in preventing illegal poaching. "Poaching is lucrative for local families, but at the same time it's a double-edged sword" said Nelson. "How can you take care of people in your community while still protecting these animals?"

She emphasized the importance of having a broad perspective when considering conservation issues and taking all the factors into consideration. "You can't plan environmental policy without taking into account the surrounding communities that will be affected by it," she said.

Nelson was one of twelve IU students who participated in the program last summer.

For more information visit:

<https://spea.indiana.edu/student-experience/overseas/summer/south-africa.html>

**-Jennifer Lund**



## SPEA launches new Study Abroad in Senegal and The Gambia

IU Students wishing for regional expertise in various countries in Africa, study abroad, curriculum-linked study, or pre-professional experiences on the continent, will soon have another option to choose from out of continually expanding opportunities.



*A farmer in Louga, northern Senegal, displays a new drought tolerant and high producing variety of millet that he was testing.*

IU's School of Public and Environmental Affairs will host a new study abroad program in Senegal and The Gambia starting in Summer of 2019. The three-week program will explore issues related to rural livelihoods, sustainable agriculture, and natural resource management as well as a focus on modern resource management problems including rapid urbanization, rural conflict, and forest conservation. Students will also learn from a wide range of NGOs and local experts and practitioners.

Time will be split between Banjul, capital of The Gambia, and rural villages in both Senegal and The Gambia. Program participants will spend ten days in Njawara, a rural Gambian village located on the Mini Minium Bolon tidal plain where they will explore rural farm management, agroforestry, and food sustainability. Another four days will be spent in Diouloulou, a rural Senegalese village, learning first-hand about forest management and refugee resettlement. Other

excursions are set for Kunta Kinteh Island, a key site in the West African slave trade; a Gambian snake farm and sea turtle hatchery; and Serrekunda market, a lively street market known for colorful textiles and other hand-made works. Topping off the program will be a chance to celebrate the Muslim festival of Tobaski, also a Gambian national public holiday.

SPEA lecturer, program director, and new ASP Faculty Affiliate **Jon Eldon** will lead the program. Eldon spent three years in Senegal and The Gambia where he partnered with local and international non-government organizations to manage a large network of on-farm research trials. Applications are open to graduate and undergraduate students from any IU department. Deadline for applications is February 1, 2019.

For more information, visit: <https://spea.indiana.edu/student-experience/overseas/summer/senegal.html>

**-Jennifer Lund**

*Moustapha Tovola left a career in Dakar, a city of 5 million, to return to his farm in the Thies region of Senegal, where he worked closely with Jon Eldon to develop improved soil management practices for this dry region. Picture by Jason Florio.*



## ***Books & Beyond* Student Volunteers: Sharing a Love for Literacy from Bloomington to Rwanda**



***2018 Books & Beyond student volunteers, Kabwende Teachers, and Books & Beyond Director Vera Marinova (far left)***

Indiana University's (IU) *Books & Beyond* project pairs service-learning with community outreach and for the past decade has partnered with over ten IU teaching units on campus. Since 2008, the project has delivered 20,000 volumes of *The World Is Our Home*, an anthology of stories co-authored and illustrated by fourth-, fifth- and sixth-grade students in both Rwanda and Bloomington, Indiana. The books are printed in Rwanda -- stories are in English and Kinyarwanda -- and delivered to students at Kabwende primary school in Rwanda during a three-week camp that focuses on story-writing techniques and English conversation skills. The books are also delivered to the participating primary school students in Bloomington, Indiana (The Project School and Harmony School), whose students not only become published authors like their counterparts in Rwanda, but also experience a cultural exchange through stories written for and by them.

At the heart of these annual collaborations are the *Books & Beyond* project members -- Indiana University undergraduate students, many of whom are also residents of the Global Living-Learning Community. They work all year long to fundraise and put together the annually published anthology of the Bloomington and Kabwende primary students' stories and drawings. Some of these *Books & Beyond* Project members, along with other IU undergraduate students, also travel to Kabwende primary school in Rwanda

***Patricia Davis and Caitlin Wischmeyer distribute books to students at Harmony School (photo: IU college Instagram)***





**Caitlin Wishmeyer (Collaborative Team Leader) and Patricia Davis at a Books & Beyond event (photo: IU college Instagram)**

to participate in the three-week summer camp for hundreds of primary school students.

“I think it’s really cool for [undergraduate] students to do meaningful work in college and see how that plays out,” said **Patricia Davis**, a senior majoring in English and the current student director of the *Books & Beyond* project.

Davis, who has been a member of the project since her freshman year, works closely with *Books & Beyond* director Vera Marinova to oversee multiple teams of students that keep the program running smoothly.

There is the Writing Partners team that works with 4<sup>th</sup>-6<sup>th</sup> graders at Bloomington’s Project School and Harmony School to write stories for the anthology; the Collaborators team that edits and publishes the stories; the Public Relations team that maintains the program’s social media sites and community partnerships; the Fund Development team that plans fundraisers and writes grants; the Documenting team responsible for maintaining a photo and video archive; the Rwandan Community and Culture team that hosts Rwandan culture events and an IU-Kabwende pen pal exchange; and the Evaluations team that conducts surveys to gauge how students (elementary and college students) feel about their growth as a result of their involvement in the program.

Regardless of whether they participate in the *Books & Beyond* project during the school year, IU students are welcome to take part in the one-month summer study abroad program in Rwanda. To prepare prior to the trip, they complete an eight-week second semester course to learn more about the country and culture.

The summer program students are based in Kinigi, Rwanda, which is just a short car ride from Kabwende Primary School and Volcanoes National Park on the Northwest country border. Students spend the first week getting acclimated to the culture through field trips, including a safari experience at Akagera National Park. During the second week, they are paired up with Kabwende teachers to discuss lesson planning for the camp activities. Then in the third and fourth weeks, the students take on various leadership roles, including working with the Kabwende primary school students as writer’s partners in creating themed stories and illustrations for the new edition of *The World is Our Home*; teaching English through kinesthetics; facilitating a Readers’ Theater to prepare the performance of a script from last year’s book for the final ceremony; and teaching practical English with a focus on the pronunciation of different sounds. During the fourth week, they also help to construct a playground at another nearby primary school.



**2018 IUB student volunteers with Michael and Simon**



**Grace Hartman with Kabwende students**

taught a writer’s workshop to 4<sup>th</sup>-6<sup>th</sup> grade Kabwende students on this year’s book theme: *What makes a hero?* She helped the students form plots, characters, and finally complete and fully illustrate stories on heroes in their lives.

“[This was] building into what I love to do,” she said. “Going to another country and teaching it to somebody...it was eye-opening. Helping them to explore their creativity. Helping them to love what I love too.”

**Natalie Callahan**, a senior studying elementary education, came into the summer program with a special interest in globalized education. A highlight for her was working alongside the local teachers. As a pre-service teacher, she was grateful for the liberty she was given to plan her own lessons.



**Natalie Callahan with Kabwende students**

“There was a mutual respect,” she said upon reflection. “They [the Kabwende teachers] saw how excited we were and gave us a lot of freedom.”

**Solomon Mabry**, a senior studying English, taught practical English to Rwandan youngsters attending the summer camp. He couldn’t say enough about the excitement and energy the children shared with the group of IU students. As a first-time teacher, it made him feel more relaxed in the classroom.



“The students were really engaged. They really wanted to get to know us,” he recalled.

In fact, the children and the surrounding community made such an impact on him that he joined the *Books &*  
**Solomon Mabry with his Rwandan colleague and writing partner**

*Beyond* project upon his return to try to raise money to create fellowships to help offset school admission fees.

“They really value education...but they don’t necessarily have access to it,” said Mabry. “Working with the community...it humanized the experience.”

Making those cross-cultural connections is part of what the *Books & Beyond* program is all about. But these three summer program participants also mentioned the positive support they received from each other to help them accomplish their shared end goals.

“We were a huge support system for one another,” said Callahan.

All of this proves that given the chance, anyone can be a hero.

For more information, search for IU in Rwanda, or visit <http://www.indiana.edu/~booksb/>

**-Jennifer Lund**

## **IU ASP Faculty Share Skills and Passion in Rwanda**

Last summer, 50-plus teachers at Kabwende took part in pedagogical, English, and librarian training. **Dr. Betty Dlamini**, African Studies Program senior lecturer led an intensive three-day teacher workshop on teaching English as a Second Language while **Michael Courtney**, outreach and engagement librarian with IU Libraries, taught a two-day workshop focused on the fundamentals of library and information science, classification and organization of library resources, and information literacy in the classroom. The workshops were part of a teacher certificate program that codified their participation and skills building. Dlamini has since launch a creative writing competition for the participating teachers to encourage them to continue developing their skills. You can contribute to ASP outreach efforts such as this by giving to the ASP Enrichment Fund (see pg. 36).

Two other IU faculty teamed up with *Books & Beyond* in Kinigi, Rwanda this past summer. **Dr. Jonathan Racek**, a senior lecturer from IU’s School of Art, Architecture + Design, worked on designing and 3D printing prosthetic arms for four young Rwandans. **Dr. Don Lyon**, director of residencies and clinical professor from IU’s School of Optometry and ASP affiliate faculty partnered with nursing students from the University of Rwanda to provide vision screenings to 250 children and 62 teachers at Kabwende Primary School. 26 percent of the children and 52 percent of the adults needed glasses or additional treatment. Glasses were donated through the nonprofit *Eye Care 4 Kids*. For more information, please visit [Rwanda.iu.edu](http://Rwanda.iu.edu).



*Dr. Betty Dlamini with participants in the intensive writing workshop, Rwanda*

## Global Gateway for Teachers in Tanzania



*Kevin Melrose with his schools' principal and family*

Global Gateway for Teachers' Overseas Program, affiliated with IU's School of Education, sends student teachers to eighteen countries around the world, including one country in Africa: Tanzania. In the spring of 2018, **Kevin Melrose** completed eight weeks of his student teaching in Dar es Salaam, Tanzania's capital city, as a history, geography, and English teacher at two private secondary schools. With anywhere from 10-50 students in each classroom, Melrose had the chance to work with a variety of teachers, but sometimes he taught solo.

"I kept it simple," he said in regards to his lesson planning. "The kids' English abilities ranged drastically from none at all to fluent."

In Tanzania and many other countries in Africa, the language of instruction is still shifting as postcolonial governments negotiate the value of global languages brought by former colonizers and their own local languages and dialects. For Tanzania, the language of instruction in primary school is Kiswahili with a content course in English, whereas in secondary school it flips -- the language of instruction is English with a content course in Kiswahili. Students with little to no formal training in English during their primary school years face some serious challenges when they reach secondary school. Many of them board at the school from outlying villages and all students need to pay tuition fees and purchase uniforms. Melrose spoke of these children with admiration.

"The students focused on being on good behavior," he recalled. "[There is] a lot of respect and admiration for teachers."

Melrose made an effort to keep students engaged by interspersing his teaching vocabulary with Kiswahili words that he had learned through informal tutoring before his departure. But he was delighted to find that music was what really bridged the language and culture divide. He shared African American hip-hop songs while his Tanzanian students brought in their bongo flava music, which he described as "like tropical dance music with rap."

Beyond enriching his own life in countless ways, teaching in Tanzania has served him well in his new position this year as a 7<sup>th</sup> and 8<sup>th</sup> grade teacher for Indianapolis Public Schools. He teaches in a predominantly African American and Latino urban community where one hundred percent of his students are on reduced lunch and behavioral issues often dominate the classroom. He believes sharing stories about his schools in Dar es Salaam creates a kind of dialogue to show his current students the value of education from the perspective of another culture.

"A lot of these kids haven't left the neighborhood. Going to a different country is hard to think about," said Melrose. "But here is what an education can do for you if you value it and pursue it."

For more information on all the programs available through Global Gateway for Teachers, visit <https://education.indiana.edu/programs/global-gateway/index.html>

**-Jennifer Lund**

## Graduate Student's Research Leads to Exhibition at the Mathers Museum

*Kristin Otto is a PhD candidate in Anthropology with a PhD Minor in African Studies. In 2018, Otto also served as a Mathers Museum of World Cultures Research Associate and Guest Curator for the exhibition, Shapes of the Ancestors: Bodies, Animals, Art, and Ghanaian Fantasy Coffins*



The exhibition *Shapes of the Ancestors: Bodies, Animals, Art, and Ghanaian Fantasy Coffins*—on display at the Mathers Museum of World Cultures for the fall 2018 semester—explores the use and artistic practices surrounding the figurative coffins popularly known as “fantasy coffins.” The Ga people of Ghana make and use these coffins to honor the lives of their deceased loved ones, as well as to communicate important information about family identity, status, and power to the wider community. I had the opportunity to curate an exhibition on the topic after a full-sized coffin in the shape of an

airplane (modeled after the collector's own plane) was donated to the Mathers Museum's permanent collection.

During the summer of 2017, I travelled to Accra, Ghana for two weeks and conducted research with the master coffin makers at Paa Joe Coffin Works to inform the exhibition. While there, I learned about not only the cultural practices guiding the use of these coffins, but also the incredible technical skills driving the artistic creation for both local and Western audiences. The exhibition therefore broadly focuses on Ghanaian figurative coffins from multiple perspectives, including the Ga people that use the coffins, as well as the artists that create them and the Western collectors that commission increasingly elaborate and complex forms. The exhibition features four full-sized coffins (airplane, hen, fish, and shoe), as well as a selection of miniature coffins in popular collectible forms, alongside photographs and films that document funerals and the processes of making. The exhibit and its related programs are sponsored by Robert E. and Alice A. Schloss; Themester 2018, an initiative of the IU College of Arts and Sciences; IU Cinema's Creative Collaborations Program; and IU's African Studies Program.



**-Kristin Otto**

*Ga Coffins on exhibit through 2018  
(Courtesy photo: Mathers Museum)*



# ASP Graduate Students' Research Highlights

## Khaled Esseissah, History



Khaled Esseissah is a Ph.D. candidate in History. His research interests broadly include slavery, colonialism, ethnicity, Islamic authority, and identity formation in nineteenth- and twentieth-century Northwest Africa. Khaled is writing his dissertation, which explores the social transformations associated with the abolition of slavery in Mauritania, with a focus on the recent history of the *Harātīn* community and its diaspora. In this work, he investigates how *Harātīn* socio-political actions have changed their status in northwest African hierarchies, and how *el-medh* and mosque-building reflect their investment in religious practices that strengthen their sense of community and political identity.

Khaled has conducted fieldwork and oral interviews in Mauritania on the Muslim initiatives of *Harātīn* communities to gain respectability in colonial and post-colonial Mauritania. His work on *Harātīn* diaspora has developed his research interests in the intellectual connections of the Islamic diaspora, involving African Muslims and the wider Islamic world. Khaled's second

major project examines the contributions made by African scholars to scholarship in the wider Islamic world, and reverses the common trope of Africa as the passive recipient of Islamic learning from the Middle East. This research is at its early stages, but he has already presented on this topic at Harvard Divinity School and the Radcliffe Institute for Advanced Study at Harvard University.

His research in the United States and Mauritania was conducted with the help of several travel grants from IU Bloomington's History Department; a travel award from IUB's Islamic Studies Program; an award from Carnegie Saharan Crossroads; an award from the Institute of International Education's Richard A. Horovitz Fund for Professional Development; and a year-long IUB College of Arts and Sciences Dissertation Research Fellowship.



**Emily Stratton,  
Religious Studies**



With support from a Fulbright-Hays Doctoral Dissertation Research Award, I currently live in Accra, Ghana where I am carrying out an ethnographic project about how young un- and under-employed men in this city carve out meaningful livelihoods for themselves. Like many cities in Africa and elsewhere in the world, sources of income in Accra are unpredictable and uncertain, and as such, young men's physical and social mobility, digital connectivity, food security, access to adequate and reliable housing, bodily health, interpersonal relationships, and even relationships with legal authorities can follow rather volatile ebbs and flows. Although precarity affects all of Accra's city-dwellers in different ways, I find young men to be in a unique position: they live in a socio-cultural context in which their social worth—if not their masculinity altogether—is generally evaluated upon their ability to not only generate but also distribute money. Put another way, the very thing they have the least access to (employment, reliable income) is the very thing that their loved ones, romantic prospects, community leaders, and even government officials use to evaluate them. As such, economic activity often becomes a key domain in which young men work through complex ontological negotiations: their place in the world, their purpose, their sense of worth, their identities, and their understanding of (and even relationships with) God. Thus my project is not simply about how, pragmatically, young men survive in a precarious city, but how they conceptualize what a meaningful livelihood even is in the first place, and from what sources they draw in constructing these ideas.



## Jennifer Lund, Education

My dissertation research is a qualitative case study that examines the cross-cultural co-creation of a learner-centered curriculum at a primary-secondary school in the Democratic Republic of the Congo. The curriculum is negotiated and developed in several stages amongst four core Congolese teachers, in-country Congolese program facilitators, and members of a U.S.-based non-profit organization that funds and administers this teacher development initiative.

In October 2017, I carried out pre-dissertation research on the teacher development program, which is funded and administered by the U.S. non-profit organization mentioned above. The program, which focuses on project-based, student-centered learning combined with a teacher mentoring initiative, is centered at a semi-rural school in a long-term refugee community near the metropolis of Kinshasa. Because the program is in the process of building partnerships with two other schools located within more affluent suburbs of Kinshasa, my initial goal was to familiarize myself with each school site to gain a broader perspective. Over a period of ten days, I observed several middle and high school classrooms at all three schools, took part in one of the monthly teacher learning circles involving teachers and administrators from all three schools, and conducted individual interviews and focus groups with teachers, administrators, and program facilitators. During this first trip, I also had the unforgettable experience of attending a regular rehearsal of the Kinshasa Symphony (*Orchestre Symphonique Kimbanguiste*) where, mentioning that I was a violinist, I was lucky enough to be invited to join the orchestra for the evening!



In May 2018, thanks to support from an Achasa Beechler Dissertation Proposal Fellowship, I returned to Kinshasa to re-visit each of the three schools over a period of almost one month. This time I concentrated on the founding school of the program and its four core teachers who, since 2016, have co-created teaching modules on the topic of sustainability through the creation of a school learning garden. I conducted several formal and informal interviews with each teacher and observed them in action both in the classroom and during their weekly teacher learning circle meetings with fellow teachers, program facilitators, and school administrators.

***Community meeting in the school learning garden***

Now I am working to transcribe and code the teacher and facilitator interviews and to complete further interviews. In addition, I am consulting and analyzing a variety of the program's archival materials and lesson artifacts.

I am grateful to my advisor Dr. Beth Samuelson and my other dissertation research committee members for their support and encouragement. I am also thankful for Congo Protestant University in Kinshasa for assisting me in obtaining my visa and facilitating my in-country transportation.

## Taiwo Ehineni, Linguistics



This last summer I conducted my doctoral research and collected data from people in the Yorùbá community in Nigeria. My research focused on a linguistic analysis of Yorùbá anthroponyms (personal names). Personal names constitute a very significant aspect of the language and culture of the Yorùbá. Hence, in my study, on the one hand, I look at names in terms of their formal structures and constructional patterns. Here, I claim that names do reflect complex linguistic structures and processes, which may showcase or even deviate from other regular patterns in the language. On the other hand, I note that names project, most profoundly, the synergy or nexus between language and culture. In other words, more vividly, Yorùbá names indicate the idea that language reflects culture just as culture informs language. Put differently or lucidly, my study investigates the nature of Yorùbá names to unearth insights into how language as a system is influenced, significantly, by issues of culture and society. In this study, I see a name as a linguistic

construct informed by a cultural context, and argue that formal aspects of language have functional connections. Thus, while several studies in the field of Linguistics view the structure of language from a predominantly scientific and formal perspective of analysis, I contend that, through the study of Yorùbá names, we can interpret the structure of language in relation to socio-cultural perspectives, where the sociocultural ecology informs linguistic configurations.

The data for the study were collected last summer from native speakers of Yorùbá in Nigeria, specifically those from states in the Southwestern Region of the country. The data which included information about names and their meanings were collected through oral interviews and questionnaires. The questionnaires were given to the informants to supply different Yorùbá personal names that they know of, and their meanings. The subjects included older people in the Yorùbá ethnic community since, traditionally, they are known to be more knowledgeable about personal names, the names' histories and the meanings, as well as their associated cultural underpinnings. Significantly, insights from the study would be useful for scholars in linguistics, sociology, history and anthropology – as I look at how language structure interacts with society, history and culture in Yorùbá names.

I am extremely grateful to the African Studies Program for the African Student Research Award, which tremendously helped to cover costs for fieldwork and data-gathering activities while working on this research project.



# Congratulations to IU ASP's FLAS Awardees for 2017-2018!

## 2017-2018 Academic Year

Benjamin Ale-Ebrahim (Advanced Arabic)

Avenel Rolfsen (Advanced Wolof)

Kehinde Ligali (Advanced Yoruba)

Sara Swett (Advanced Swahili)

Meryem Ozel (Advanced Swahili)

Adefolarin Alade (Advanced Yoruba)

Tristan Gold (Intermediate Zulu)



## 2018 Summer FLAS

Benjamin Ale-Ebrahim (Advanced Arabic; Tetouan, Morocco)

Tonya Kenny (Intermediate Wolof; Dakar, Senegal)

Avenel Rolfsen (Advanced Wolof; Dakar, Senegal)

Zawadi Rowe (Advanced Swahili; Arusha, Tanzania)

Stuart Sones (Intermediate Arabic; IU Summer Language Workshop)

Sara Swett (Advanced Swahili; Arusha, Tanzania)

## 2018-2019 Academic Year

Issac Agbetuyi (Advanced Yoruba)

Erin Anderson (Beginning Arabic)

Damilola Fasipe (Intermediate Yoruba)

Tonya Dodez (Advanced Wolof)

Jaclyn Flores (Advanced Yoruba)

Meghan Halaburda (Intermediate Swahili)

Natalia Lange (Intermediate Swahili)

Rene Lloyd (Intermediate Bamana)

Madison O'Day (Advanced Arabic)

Sydney Pleak (Intermediate Zulu)

Macy Richardson (Intermediate Swahili)

Avenel Rolfsen (Advanced Wolof)

Ana Stahlman (Advanced Swahili)

Caitlin Wischmeyer (Intermediate Swahili)

# Student Awards 2018



## Carlton T. Hodge Prize

**Cathryn Johnson**  
PhD Candidate in Political Science

*Awarded for Cathryn's commitment to African Studies. Cathryn has been a frequent participant in African Studies activities throughout her time at IU. She has presented lectures for courses, shared her research at the ASP's Friday Colloquium, and served as an assistant to the Managing Editor of Africa Today. She fostered a sense of community, offered advise and support to fellow students, and volunteered when she saw a need. We wish her well in her future endeavors.*

## O'Meara Travel Awards



Left to right: **Samson Ndanyi**  
(History); **Emily Stratton**  
(Religious Studies); **Cheikh Lo**  
(Folklore & Ethnomusicology)



## African Student Research Award

**Taiwo Ehenini**  
PhD, Linguistics

## Program News

# African Art Symposium in Honor of Chancellor's Professor Patrick R. McNaughton's Retirement



In April of 2017, for two days, former graduate students, IU colleagues, and fellow Africanists feted Chancellor's Professor of African Art History Patrick R. McNaughton in honor of his retirement. Day one included a roundtable discussion of McNaughton's contributions to the field of Art History. Guest speakers included Akin Adesokan, Tavy Aherne, Alice Burmeister, Kathy Curnow, Barbara Frank, John Frazier, Joanna Grabski, Rebecca L. Skinner Green, Maria Grosz-Ngaté, John H. Hanson, Barbara Hoffman, Candace Keller, Dee Mortenson, Elizabeth Perrill, Brittany Sheldon and Teri Sowell. Day two included a tour by Curator Diane Pelrine of the Eskenazi Museum of Art's African art collection, with highlights of works whose understanding has been enriched by McNaughton's research. Keynote lectures focused on McNaughton's interests and legacy. Kassim Koné (Professor, SUNY-Cortland), spoke on "An Exclusive Mande Blacksmith

Musical Genre: The *Jamara*." Susan Elizabeth Gagliardi (Assistant Professor, Emory University) engaged all with her discussion of "Art and Power Launched into the World: Patrick McNaughton's Legacy." Keynotes were followed by a reception in the Eskenazi Museum. Throughout the event, former students spoke of McNaughton's dedication to his students, his warmth and humanity, his stage presence in a classroom, and the supportive atmosphere he and partner Diane Pelrine engendered. All felt very grateful for the benefit of having had not only Patrick, but also Diane to guide them through their graduate studies at IU.

McNaughton joined the IU faculty in 1983, and would go on to become one of the foremost African art historians. His impact on the field -through both his scholarship and the mentoring of more than 40 graduate students- has been profound. Among his published works are the now classic *The Mande Blacksmiths: Knowledge, Power, and Art in West Africa* (IU Press, 1988), and *Saturday City: Sidi Ballo and the Art of West African Masquerade* (2008).



*Patrick McNaughton, Diane Pelrine and ASP director John Hanson at a dinner for Patrick. As always, the McNaughton-Pelrines were welcoming hosts, and served a delicious spread. Numerous former students and faculty were in attendance.*



*Kassim Koné and Monica Blackmun-Visona at the roundtable*

*Barbara Hoffman, Dee Mortenson and Patrick McNaughton at the Eskenazi Art Museum reception*





## Diane M. Pelrine Retires as the Raymond and Laura Wielgus Curator of the Arts of Africa, the South Pacific and the Americas

In August, Diane Pelrine retired as the Associate Director of Curatorial Services and the Raymond and Laura Wielgus Curator of the Arts of Africa, the South Pacific and the Americas at the Eskenazi Museum of Art. Pelrine had held the curatorship for more than 30 years. She also taught in the Department of Art History on the arts of Eastern and Southern Africa, African textiles and fashion, arts and technology in Africa, special topics seminars on issues in African arts, as well as on the arts of the South Pacific. Pelrine also served as a member of the IU's Office of the Native American Graves Protection & Repatriation Act. In 1999, Pelrine served as a Visiting Instructor at the University of Yaoundé, Cameroon.

Pelrine curated more than 30 exhibitions over her tenure, her most recent being *The Arts of Kenya: Beauty in Traditional Forms* (2016). She authored numerous publications, including the exhibition catalogs that accompanied two of her major traveling exhibitions, *Affinities of Form: Arts of Africa, Oceania, and the Americas from the Raymond and Laura Wielgus Collection* (Prestel, 1996); and, *African Art from the Rita and John Grunwald Collection* (Indiana University Art Museum in association with Indiana University Press, 1988).

Pelrine mentored graduate students pursuing degrees in African and Oceanic art, providing many of them with their first experience in guest curating an exhibition. She enriched the museum's collections not only through her impeccable scholarship, but also through her relationships with collectors and donors, such as Rita and John Grunwald, Raymond and Laura Wielgus, Budd Stalnaker, and William Itter. During her tenure leading the Curatorial Services at the art museum, the IU Sydney and Lois Eskenazi Museum of Art rose to become one of the top four academic art museums in the United States.



## Professor Emeritus William Itter Donates African Art Collection to the IU Eskenazi Museum of Art

Professor Emeritus of Fine Arts, William Itter, has been a passionate collector of the arts of Africa, the South Pacific, the Americas, and other world regions. Itter, an artist, taught at IU's Hope School of Fine Arts for over 35 years. He and his late wife Diane Itter, a nationally recognized fiber artist, began collecting art while in graduate school in the 1960s. Itter has also long been a generous benefactor to IU

and its art museum. Itter previously gifted the Eskenazi Art Museum an extraordinary collection of African ceramics, textiles and basketry (some of which were highlighted in the 2009 exhibition, *Form and Surface: African Ceramics, Textiles and Baskets from the William Itter Collection* curated by Diane



Pelrine). His recently announced estate bequest of his collection of over 500 African textiles, ceramics, basketry, and other artworks will be a profound legacy for IU students, faculty, and the public. The gift is estimated at \$4 million; the educational and art historical value of Itter's collection can not be overstated. *For more, see: news.iu.edu*

**Water Jar; Artist unknown; Nupe peoples; Nigeria;**

**20<sup>th</sup> century; clay; H. 12 ¾ in. (32.4 cm)**

**Sidney and Lois Eskenazi Museum of Art, Gift of William M. Itter, 2011.310**



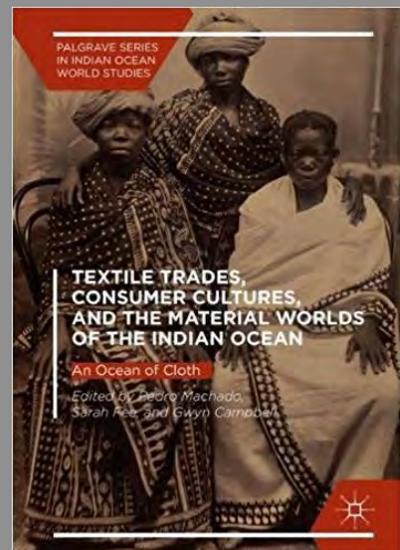
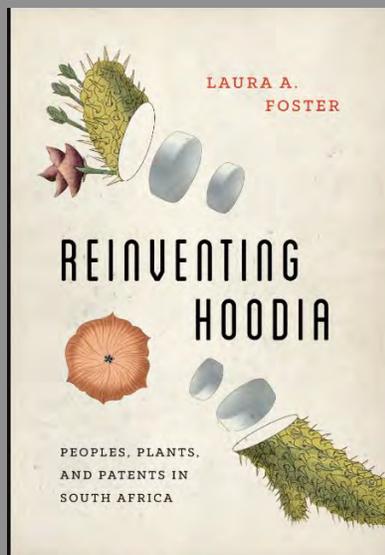
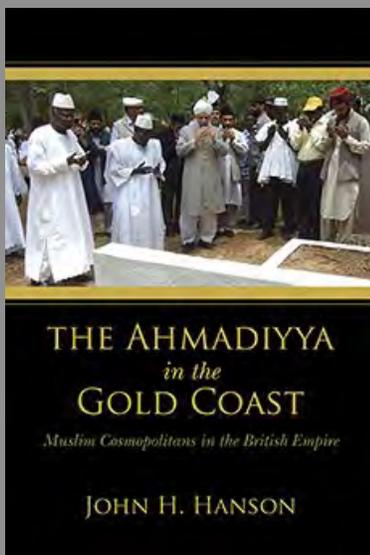
## Ruth M. Stone retires as Laura Boulton Professor of Folklore and Ethnomusicology

Ruth M. Stone retired from her position as Laura Boulton Professor of Folklore Ethnomusicology in the Department of Folklore and Ethnomusicology in 2016. Raised in Liberia, she is widely known for her ethnographies on the Kpelle of Liberia and has been hailed as “one of the most significant ethnomusicologists of her generation” (Daniel B. Reed, 2017). As a Ph.D. student at Indiana University in the 1970s, Stone, influenced by ethnomusicologists Alan Merriam and Charles Boiles, and folklorist Richard Dorson, went on to pioneer the use of phenomenological theory to study musical events as a single unit of study. In establishing the technique of the feedback interview as a method of research, she also distinguished herself by finding ways to combine Western theoretical models with Kpelle concepts in her analysis of Kpelle language.

Stone has held multiple leadership positions at IU, including as co-founder and co-director of the Mellon-funded EVIA Digital Archive, a comprehensive online collection of ethnographic video. She has also served as chair of the Department of Folklore and Ethnomusicology (1995-99, 2003-05); director of the Ethnomusicology Institute (2000-05, 2014-15); director of the Institute for Digital Arts and Humanities (2007-09, 2010-14); and associate vice provost for research (2007-14). A prolific author of 11 books and more than 80 articles, book chapters, and more, she edited the *Garland Encyclopedia of African Music* (1997) and authored the landmark text *Theory for Ethnomusicology* (2007).

Throughout her career, Stone has been a well-loved and respected mentor to her many students and has continued to guide them throughout their careers in academic institutions all over the world. In 2013, Stone was named an Honorary Member of the Society for Ethnomusicology in recognition of her professional service to the field. At IU, she was awarded the Provost’s Medal in 2014.

### ASP Reading List: A Selection of Recent Publications





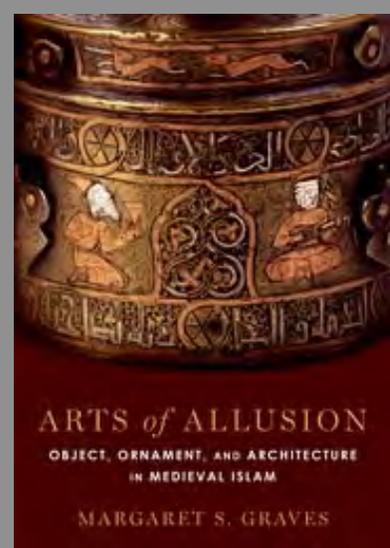
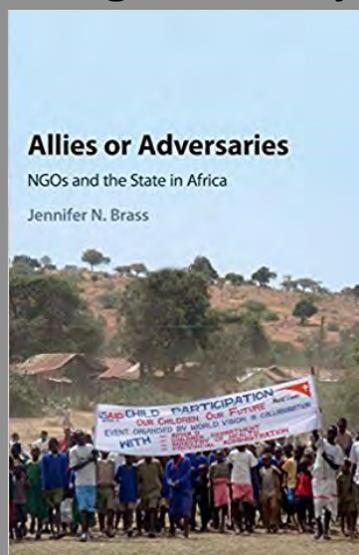
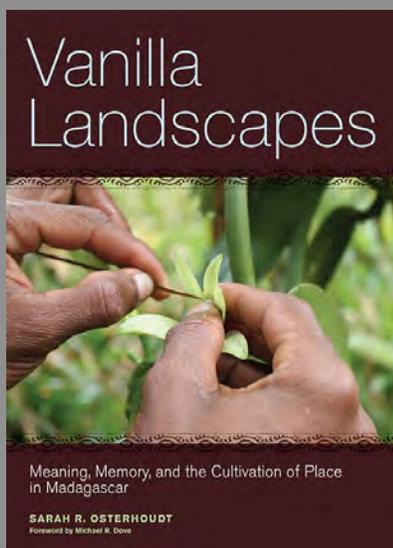
## Mellonee Burnim retires as Professor of Folklore and Ethnomusicology and Director of the Archives of African American Music and Culture

Internationally recognized as a leading scholar of Black religious music, Mellonee Burnim recently retired from her position as Professor of Folklore and Ethnomusicology and Director of the Archives of African American Music and Culture. Throughout her academic career, she has been a champion of music from the African diaspora, most notably as a scholar and performer of gospel music. She established IU's African American Choral Ensemble in 1976. Burnim served as chair of the Department of Afro-American Studies, director of the Ethnomusicology Institute, and director of Undergraduate Studies in the Departments of Afro-American Studies and Folklore and Ethnomusicology. During her tenure, she was invited to teach at Yale University, the University of Malawi, the Theological Center in Atlanta, and the North Carolina Center for the Advancement in Teaching.

Her scholarly work traces the evolution of African American spiritual and gospel music and their contemporary transformations while also looking back to the historical roots of these two genres as well as the socio-cultural and political contexts that shaped them. Her works have been published in a variety of journals and texts, including *Ethnomusicology*, *The Western Journal of Black Studies*, and the *Garland Encyclopedia of World Music*. In addition, Burnim, along with co-editor Portia Maultsby, published two seminal texts on African American music: *African American Music: An Introduction* (2006, 2<sup>nd</sup> ed. 2015) and *Issues in African American Music: Power, Gender, Race, Representation* (2017).

As a dedicated mentor to her students and longtime advocate for diversity across campus, Burnim taught a range of courses on African American religious music and world music, inspiring students to focus on the social values and traditions beyond the notes on the page.

### from IU African Studies Program Faculty



## Bárbaro Martínez-Ruiz named Tanner-Opperman Chair of African Art History in Honor of Roy Sieber



This fall, the African Studies Program and the Department of Art History welcomed Dr. Bárbaro Martínez-Ruiz as the inaugural Tanner-Opperman Chair, in Honor of Roy Sieber. Martínez-Ruiz received his PhD in Art History from Yale University. He comes to IU from the University of Cape Town's Michaelis School of Fine Art where he was the Director of the Graduate Program in Art History and Discourse of Art as well as the Department Head. Most recently, he

held the Leverhulme Distinguished Professorship in the School of Interdisciplinary Studies at the University of Oxford. Martínez-Ruiz's research interests include African and African diaspora art, aesthetics and culture; graphic writing systems; rock painting; Latin American and Caribbean visual culture, art and aesthetics; theories of the avant-garde; and contemporary theory. Martínez-Ruiz has published widely. His most recent book is *Unwrapping the Universe: Art and Cosmology Among the Bakongo* (New York, NY: Diasporic Africa Press-CUNY, 2018). He is also the author of *Green Machine: The Art of Carlos Luna* (Oaxaca-Mexico: El Museo de los Pintores Oaxaqueños Press, 2016); *Kongo Graphic Writing and Other Narratives of the Sign* (Philadelphia: Temple University Press, 2012); and numerous other books and articles.

The Tanner-Opperman Chair, in Honor of Roy Sieber, was made possible by a \$1.5 million gift from an anonymous donor. It is the first endowed chair for the Department of Art History, and recognizes the profound role IU's Africanist Art Historian faculty, alumni, and African Studies Program have played in the development of the field of African Art. For more details on this generous gift, visit <https://news.iu.edu/stories/2017/12/iub/releases/20-tanner-operman-chair.html>.

## Photo-postcards from ASP Students Abroad



Lana Ruck in Tanzania;  
Photo: Kate Miller



Tessa Steiniche in the DRC



Meg Morley in Morocco

## Honoring Iris Rosa, Professor Emerita, African American and African Diaspora Studies, and the Former Director of the IU African American Dance Company



Iris Rosa retired in 2017 as professor in the Department of African American and African Diaspora Studies. She was the founding-director of the Indiana University African American Dance Company, a performing ensemble within the African American Arts Institute. Since joining IU's faculty in 1974, she has connected audiences across the globe to African-derived music and dance, collaborating with dance instructors and choreographers in multiple countries, including Ghana, Cuba, Puerto Rico, Ivory Coast, and China, as well as urban and rural settings in the United States.

Because of her close relationships with Cuban and Ghanaian artists, Rosa, along with her husband and two children, created *Sancocho: Music and Dance Collage* to highlight Caribbean and Latin American lives in the African Diaspora. She maintains that, "Dance reflects life; dance is life." She also directs the Sedra Negra/Black Silk Dance Company.

Committed to bringing Black history alive through staged productions, her signature piece titled *Once Upon a Rural South* brings Black rural life to the forefront. Active in community service, Rosa has choreographed musicals at multiple venues in Indianapolis and exhibited Black dance in museums and cultural centers to educate the public about Black lives around the world.

As a strong collaborator across departments and schools on the IU campus, Rosa is known for bringing people together through the craft of her artistry and spirit of giving back. Through funding from IU's Black Philanthropy Circle, the dance studio in the Neal-Marshall Black Culture Center, also the 15-year home of the African American Dance Company, was dedicated in her name on November 10, 2018.



Zawadi Rowe on FLAS in Tanzania



Susan Kavaya in Kenya



Photo: Chaoran Wang, Rwanda



Dana Vanderburgh in Ghana



## In Remembrance Bernard Woma, IU Alumnus

The Department of Folklore and Ethnomusicology lost a brilliant artist, devoted teacher, and distinguished alumnus on April 27, 2018. Bernard Woma studied in our department even as he taught Ghanaian performance to many undergraduate and graduate students. He was awarded two master's degrees in African Studies and Ethnomusicology at Indiana University.

Bernard was a true cultural treasure from Ghana who toured the world as xylophonist and lead drummer of the National Dance Company of Ghana and Saakumu Dance Troupe. He also performed with renowned artists such as Maya Angelou, Yo-Yo Ma, Glen Velez, as well as symphony orchestras around the world. He played for international dignitaries and presidents such as U. S. president Bill Clinton, Queen Elizabeth II, and Nelson Mandela. In 2009 he was honored as the cultural resource person for President Barack Obama's family when they visited Ghana. He personally taught President Obama's two daughters African music and songs in Ghana.

His numerous appearances in the US included performances with New York Philharmonic at the

*Photo: Dana Vanderburgh*

Avery Fisher Hall, Lincoln Center; South Dakota Symphony Orchestra; Minnesota Orchestra; and Albany Symphony Orchestra. Internationally, he joined with the Berliner Symphoniker in Berlin, Germany, and KwaZulu Natal Symphony Orchestra in Durban, South Africa. He held residencies with the Ethos Percussion Group, organized performances for New York's African Xylophone Festival (AXF), as well as taught at various universities and colleges in the United States. The performance of his *gyil* concerto composition "Gyil Nyog Me Na" in the spring of 2006 at Zankel Hall in Carnegie Hall, New York was a testimony of his musicianship.

Bernard was the Artistic Director of the award winning *Saakumu Dance Troupe* and the founder and director of the *Dagara Music and Arts Center* in Accra, Ghana. He maintained a part-time residence in Bloomington as a base for his busy touring schedule. The Indiana University community benefitted from his generous sharing of his musical talent. His last appearance on campus took place on March 29, 2018 at the retirement festivities for Mellonee Burnim and Ruth Stone. He will be deeply missed.

A *Celebration of Life* was held in Bernard's honor on October 21, 2018 in the Grand Hall of the Neal-Marshall Black Culture Center. Family, friends, former students, and colleagues came together to celebrate Bernard through music, dance and spoken word.

**-D. Reed and R. Stone**



**In Remembrance**  
**Cynthia Kanko, *Africa Today* Managing Editor**  
**and PhD candidate in French**

The African Studies Program mourns the recent loss of our friend and colleague, Cynthia Fati Ama Bako Kanko, on October 28, 2018. Cynthia served as the Managing Editor of the IU ASP journal *Africa Today* from 2015 until her passing. She was also a PhD candidate in French and Francophone studies, in the Department of French and Italian.

The ASP has heard from many scholars around the world who worked with Cynthia over the years in her capacity as *Africa Today's* Managing Editor. They spoke of her warmth and kindness, as well as her skill in shepherding their articles through to publication in the journal. Her fellow editors also will miss her ebullient, positive presence and intellect. Throughout her long illness, Cynthia's calm courage, optimistic spirit, warmth, and generosity remained evident.

Cynthia was born in Ghana, and traveled widely throughout her life, including for her work with *Pax Romana*. Cynthia settled in the US with her daughter, Jerusha, to earn her Masters in French Literature at the University of Iowa before pursuing a doctorate at IU. Cynthia was an active member of St. Paul's Catholic Center, serving as Eucharist minister, Mass coordinator, and Lector. Indeed, Cynthia was embedded in the wider Bloomington community, and thus her loss has been felt widely and deeply. John Hanson shared, "Cynthia would want us to know that her faith sustained her. Cynthia also valued community, and she included all of us in that circle. She mentioned our kindness and support in what turned out to be my last conversation with her. Let us remember the vibrant, caring, and joyful Cynthia, and let us draw on her perseverance. Cynthia was an exceptional person, and our lives have been enriched by knowing her."

**Visiting Scholars**



**Dani Kouyaté**, Film and Theatre Director



**Benjamin Lawrance**, Professor of History, University of Arizona



**Isabel Hofmeyr**, African Literature, University of Witwatersrand



**Gregg Mitman**, Prof., History of Science, Medical History, & Enviro Studies, UW-Madison



**Tamas Geroc**, Institute of World Economics, Hungarian Academy of Sciences



**Hon. Jehan Meshak Deng**, Former State Minister, Health & Environment, South Sudan



**Victor Gama**, Musician; Designer, Contemporary Musical Instruments

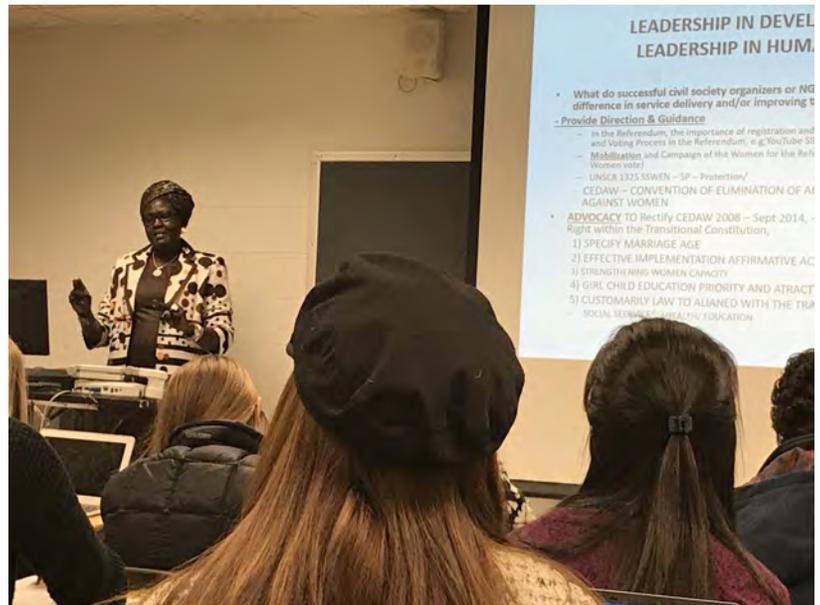


**Jonathon Glassman**, Professor of History, Northwestern University

## 2018 ASP Graduate Seminar (A731) focused on NGOs and Civil Society in African Development

What are nongovernmental organizations (NGOs) and civil society, and what role do they play in the developing countries of Africa? How do these organizations provide services or advocacy, and how is their work shaped by the various contexts that they work in? What tools do NGO and civil society leaders use to manage interactions with other actors, like donors, governments and communities? How do we define and measure NGO success or failure, and what tools can we use to evaluate whether or not a program has reached its goals?

These questions created the foundation for the African Studies Program A731 seminar course, *NGOs and Civil Society in African Development*, in Spring 2018. The course began with an overview of the development conditions across Africa generally, and then narrowed to focus on the roles that civil society and nonprofit organizations play in its society. We then explored large-scale theories of “how change happens,” while acknowledging that understanding this has evolved over time. The next large section of the course delved into how NGOs and civil society organizations interact with their environment, which included national governments, international donors and the local communities in which they work. We emphasized the importance of understanding local contextual factors in these discussions, including the specific physical security and ethical dilemmas that can be common in the field of international development and NGO work.



*The Hon. Jehan Mechak Deng speaks to attendees on the need for strong civil societies*

In addition to these theoretical issues, we covered a range of substantive topics in the realm of development, from health advancements to poverty alleviation and women’s empowerment. Accomplished guest lecturers expanded upon the three of these, each bringing a unique perspective on how to approach development and ensure sustainable progress.

The first guest speaker, Kaitlin Christenson is the director of Access Collaborative, an initiative created by the global health organization PATH, which increases women and girls’ access to modern family planning methods. For example, Access Collaborative is currently working on a self-administered family planning injection. Ms. Christenson’s presentation revealed the importance of partnerships – among NGOs, governments, end-user communities, and health businesses – to support the success of development goals. From a global health NGO employee perspective, working with partners creates



***Kaitlin Christenson, Director  
Access Collaborative, PATH***

shared value, and allows collaborators to each contribute their particular strengths toward product development and implementation. Christenson also emphasized that partnerships present challenges that require flexibility and co-creating to receive optimal results. Ultimately, these complex partnerships create innovations that save lives and advance entire communities by addressing end users’ needs, cultural norms and health system realities.

The second guest speaker, Honorable Jehan Mechak Deng, women’s empowerment activist and former State Minister for Health & Environment of South Sudan, presented on the theme of strong leadership in civil society organizations as drivers for true success. Coming from a country in active conflict, Honorable Deng differentiated between development and humanitarian aid in South Sudan, and called for an increase in development aid for the country. She said that the challenges are to balance current humanitarian aid with future development goals by working with people and their leadership. During her time as State Minister she worked on expanding women’s health access by creating new maternity wards in South Sudan.

Finally, the third speaker spoke to the class as part of a broader unit on how to monitor and evaluate NGO and civil society organization programming. Senior Director of Oxfam America’s international programs, Muthoni Muriu, gave an interactive presentation, asking students to review real Oxfam American mid-program evaluation documents, and advise on how they would use the information that had been gathered to guide or adjust the program in the future. Specifically, students examined a



***Hon. Jehan Mechak Deng, former State Minister for Health & Environment, South Sudan***

program to address gender justice in Senegal, which had a specific focus on women’s engagement in agricultural programming. The conclusions students came to included providing targeted support for vulnerable communities while working with local institutions to remove barriers. Ms. Muriu said that the class came up with ideas that her Oxfam America team had not yet thought of, and she was going to bring the new insights back to Oxfam America to consider moving forward.



***Muthoni Muriu, Senior Director,  
Oxfam America’s international  
programs***

All three visiting lecturers provided different perspectives on various development topics across Africa. The presentations helped highlight the complexities of development, as well as the importance of engaging local communities for sustainable change.

**-Karina Suarez and Jennifer Brass**

## IU Libraries/African Studies Collection News

### ACQUISITIONS

The library has recently acquired a number of new databases and electronic collections, among them: the **Rand Daily Mail (1902-1985)**, a standalone, searchable database of the acclaimed newspaper's coverage of South Africa in the 20<sup>th</sup> century. Content includes articles, advertisements, editorials, cartoons, and photographs. Another significant database addition is that of **Confidential Print: Africa, 1834-1966**, which indexes "official British government correspondence concerning Africa from the Foreign Office and the Colonial Office, beginning with coastal trading in the early nineteenth century and the Conference of Berlin of 1884." Additionally, Africa-related modules within the Ethnographic Video Online and Archives Unbound (*Liberation Movements*; *European Colonialism Early 20<sup>th</sup> Century*; *Liberia and the U.S.: Nation-Building in Africa, 1864-1918*) collections are now available for use through the Libraries' website.

Notable journal subscriptions added to the IU Libraries collections recently include the *Journal of African Military History* and the *Journal of Namibian Studies*.

### COLLECTIONS

The papers of Kenyan author, playwright, essayist, educator, and activist Ngũgĩ Wa Thiong'o are now open for research at the Lilly Library. The Ngũgĩ manuscripts (ca. 1950s-2014) consist of writings, photographs, and correspondence, and are accompanied by an online inventory of the collection, available through the Lilly Library website: <http://www.indiana.edu/~liblilly/>.

### PROJECTS

The Africa Image and Map Portal (AIMP) – an interactive interface created by IU GIS Librarian Theresa Quill, NCSU Libraries Fellow Mia Partlow, and Mireille Djenno, IU Librarian for African Studies – is now live and accessible at <https://theresamarguerite.github.io/AIMP/>. AIMP allows users to discover maps, images, and posters related to Africa in the Wells Library collections. Quill and Djenno presented this project at the Free and Open Source for Geospatial (FOSS4G) Conference in Dar es Salaam, Tanzania, in August.

-Mireille Djenno



*GIS librarian Theresa Quill (left) and African Studies librarian Mireille Djenno (right) in Tanzania*

# ASP's Impact By The Numbers

**1,800+**  
Undergrads



More than 1,800 IUB undergrads enroll in Africa-content courses yearly

Hujambo!  
I nice!

**230** Grads

Average number of graduate students enrolled in African Studies courses each year

**53** years

The ASP has been able to support students through Foreign Language and Area Studies (FLAS) scholarships since 1965.

**550**  
Students

Average number of IUB students enrolled in African language courses annually

**356** IUB students

participated in curriculum-linked study-abroad or internships in Africa over the last 4 years

**57**  
years

**28.5%**  
increase

in African language course enrollments over the past year



ASP offers 7 languages at all levels. In fall 2019, Kinyarwanda will be added.

**7**  
languages

IU's African Studies Program was founded in 1961

**6** ASP has been led by six Directors.

**15** ASP-Africa institutional linkages, in 10 countries

**89**  
Faculty

IU students' learning is enriched by 89 IUB Faculty with research and teaching interests focused on Africa and its global diasporas



**6 & 5**  
degrees

ASP offers 6 undergraduate and 5 graduate degrees

**97** African

scholars, artists and musicians who have visited IUB in the past 4 years

**73%**

of IU Graduate students study an African language through advanced to superior levels

**123,498** articles

from ASP's journal Africa Today were downloaded from JSTOR and ProjectMUSE last year

**756**  
students

Number of IUB students who studied abroad in 15 African countries over the past 4 years



**50**  
years

This year, with the return to Title VI NRC status, the ASP will celebrate 50 years as an Africa NRC

**271** courses

IUB currently offers 271 Africa-content courses from faculty in 18 College departments and 10 professional schools

### As a Title VI National Resource Center, Outreach is a core mandate for the IU African Studies Program

Disseminating accurate information about Africa has been central to the ASP's mission since its inception more than 58 years ago. Our efforts in 2017-2018 have reached thousands of teachers, students, members of the business community, media, public, and informed government personnel (see, ex. *ASP's Impact*, p. 35). Our current endeavors focus on programs with demonstrated high impact, as well as innovative initiatives thoughtfully designed in consultation with experts to reach underserved populations and extend Africa content-knowledge exponentially. Our main objectives are to expand knowledge of Africa in K-12 schools by training teachers and providing quality programs; to enhance post-secondary Africa curricula, language pedagogy and publications; and, to promote greater understanding of Africa by engaging with business, media, government and the general public.

Faculty, ASP Associate Instructors, other African Studies graduates and undergraduates, and ASP sponsored visiting scholars, artists and musicians, share their insights through in-class presentations, performances, hands-on interactive activities, teacher-trainings, digital platforms, museum tours, interviews for radio, television, newspapers, blogs, and more. They volunteer on their own time, and may work collaboratively with community partners (such as Lotus, the Monroe County Public Library, The Project School, Ivy Tech), or IU entities (such as the Center for Rural Engagement or the Wright School of Education). The ASP also works with other Africa National Resource Centers (NRCs) to reach an even broader constituency across the US. In the past year, ASP faculty have regularly engaged US media, such as *Washington Post* online, NPR and numerous public radio stations, *Profiles* podcast, Quartz Africa, *International Business Times*, *The New York Times*, Monkey Cage, [africasacountry.com](http://africasacountry.com), and [allafrica.com](http://allafrica.com).

#### *Did you know?*

- ASP's outreach lending library includes films, printed materials, artifact kits, posters and more, that are lent to teachers free of charge.
- We work with schools, community groups and others to create original presentations to serve individual needs. The ASP does not charge for any requested outreach.
- African Studies students can -and do!- volunteer to assist in outreach initiatives.
- **YOU** can help by contributing to the ASP's Enrichment Fund. Just go to the ASP home page, and look for the IU GIVE NOW button: <http://www.indiana.edu/~afrist/home/>



## ASP Out and About



*Victor Alabi (left) and Imelda Mwaluka (above) with students at Lotus Blossoms (2017-2018)*



*Betty Dlamini, Alwiya Omar, Tavy Aherne and Imelda Mwaluka share "The Language of African Textiles" at IU's First Thursday, 2017*



*Simon Munyanezi with Kabwende Primary School children in the Books & Beyond program, Rwanda, 2018 (photo: news.iu.edu)*



*Alwiya Omar teaches weekly Kiswahili language classes at Harmony School (2017-2018)*



*Betty Dlamini teaches a writers' workshop for teachers in Rwanda, 2018 (photo: news.iu.edu)*

# Indiana University and Developing Young Leaders in Sub-Saharan Africa

Feature by **Teshome Alemneh (PhD)**, Associate Vice President for International Research & Development, and Director, Office of International Development

Since the Summer of 2016, Indiana University (IU) has hosted 75 participants under the U.S. State Department



Mandela Washington Fellowship for Young African Leaders program. The Mandela Fellows from across sub-Saharan Africa have followed a six week executive-style professional development and experience-sharing Civic Leadership Institute at IU. The Fellows have represented 35 African countries, including Angola, Benin, Burkina Faso, Cabo Verde, Cameroon, Chad, Central African Republic, Cote d'Ivoire, Djibouti, Democratic

Republic of the Congo, Republic of Congo, Côte d'Ivoire, Equatorial Guinea, Ethiopia, Gabon, Gambia, Ghana, Guinea-Bissau, Guinea-Conakry, Kenya, Liberia, Mali, Malawi, Mozambique, Nigeria, São Tomé and Príncipe, Senegal, Sierra Leone, South Africa, South Sudan, Swaziland, Tanzania, Togo, Zambia, and Zimbabwe. Fellows come from diverse professional backgrounds such as public health and medicine, media/journalism, law, human rights advocacy, community development, education, disability rights advocacy, conflict resolution, women's rights, and entrepreneurship and tourism.

The program was implemented with leadership from the Office of International Development (OID) and the Office of International Affairs at IUPUI, in collaboration with IU's School of Public and Environmental Affairs, the African Studies Program, the Kelley School of Business, the Lilly Family School of Philanthropy, and the Maurer School of Law. Area businesses and non-profits who have collaborated with the Fellows include COOK Medical Inc., Global Gifts, Eli Lilly Company and Foundation, PacMoore Products Inc., Biocrossroads, Ivy Tech Community College, Cities of Bloomington and Indianapolis, Monroe County Court House, Bring-it-On Radio, WFIU Public Radio in Bloomington, Bloomington Parks and Recreation, Hoosier Hills Food Banks, Mother Hubbard's Cupboard, Bloomington Volunteer Network, Bradford Woods, Sagamore Institute, Lutheran Child and Family Services, Girls, Inc., Second Helpings, Boys and Girls Club of Indianapolis, and more.

The Mandela Washington Fellowship (MWF) program through IU's Civic Leadership Institute has fostered understanding and cultural awareness for both Americans and Africans in multiple ways. The MWF program has expanded the Fellows' current knowledge about U.S. approaches



***Mandela Fellows visit with ASP faculty and staff***

to civic leadership and community service for public good; provided opportunities for sharing personal expertise on the realities in Fellows' communities and reflecting on U.S. approaches and experiences; contributed to preparing Fellows for leadership outside of their current focus or discipline; enhanced abilities of Fellows to develop creative solutions to challenges that they face in their daily lives through a cross disciplinary approach; and provided opportunities for Fellows to interact with Americans in the surrounding community through cultural exchanges, social events, and community service programs. In all of the Fellows' interactions, this intensive engagement through civic leadership initiatives has resulted in greater mutual understanding. As an added benefit, the MWF program also offers community members the chance to learn about some of the international programming that occurs on the IU campus.



Over each of the past three summers, Fellows have been engaged in an interactive seminar-series, guest speaker sessions, discussions and group activities, experience sharing opportunities, and opportunities to facilitate the



**Scholars at Bradford Woods**

exchange of ideas. Leadership training sessions were designed to provide Fellows with leadership skills to enhance their leadership capacities, share their experiences and challenges, and learn from experts and practitioners in the U.S. For example, at Bradford Woods, Indiana University's Outdoor Center, Fellows participated in leadership skill and team and trust building through outdoor exercises. For many, this was one of the highlights of their U.S. experience. A 2018 Fellow, Jacmen Kouakou, summarized the experience at Bradford Woods by saying, "these were challenging exercises ranging from carrying a tennis ball placed on a small box to climbing ropes. These activities helped us to work as a team, set clear goals, and communicate for results."

At the IU Lilly Family School of Philanthropy, Fellows learned the principles and techniques of fundraising, including skills to apply fundraising techniques to the context of a smaller-budget nonprofit, to develop recruitment strategies to grow a fundraising team, and to devise an action plan to effectively fundraise for a charitable organization. In interactive discussions and networking sessions at Ivy Tech Community College, Fellows discussed issues such as creating pipelines for education and employment, community and youth development, and social and community challenges and solutions. Fellows had an opportunity to interact with experts and practitioners from over a dozen local community organizations and governmental departments in a speed networking mode.

Community service activities exposed Fellows to America's service culture while at the same time providing another touch point for understanding how Americans address challenges. These activities also allowed Fellows the opportunity to meet and collaborate with Americans from a range of backgrounds and interests. These community service and volunteering opportunities were highly





appreciated by Fellows, and were first experiences for many in terms of being exposed to a culture of volunteerism and community service. At the Lutheran Child and Family Services in Indianapolis, Fellows engaged with young children—some of whom had experienced abuse, trafficking, incarceration, etc. One Fellow commented on the warmth the children showed to the group asking questions about Africa and engaging with Fellows in an emotional but strong way. At Mother Hubbard's Cupboard (MHC) in Bloomington, Fellows conducted a deep clean of the food pantry, pantry store room, and kitchen, as well as garden maintenance. Mother Hubbard's Cupboard serves the community through food provision. With positive feedback from MHC staff, one Fellow was inspired to begin volunteering with her children upon her return home. At My Sister's Closet, Fellows sorted and sized donated clothing to be sold in the shop. Fellows expressed interest in the organization's model, which funds empowerment activities through the shop, and left a lasting impression on staff and other volunteers at My Sister's Closet. At Hoosier

Hills Food Bank (HHFB), Fellows organized meal kit boxes. Kits are organized specifically to make them easy to use for individuals with limited mobility and vision impairment. HHFB strives to increase access to healthy food for all people in need in ways that cultivate dignity, self-sufficiency, and community. Fellows served in the gardens by picking produce and clearing the beds of weeds, helping fulfill HHFB's mission. At the Hinkle-Garton and Hilltop Community Garden, Fellows helped with weeding and garden maintenance at campus garden facilities. Both Hilltop and Hinkle-Garton focus on giving access to fresh produce for IU students as well as providing locally-grown produce to campus dining facilities. Promoting networking and cultural exchange, Fellows also participated in the City of Bloomington's July 4<sup>th</sup> parade, offering a unique opportunity to feel a part of the community, share their experiences, and also to see the broad variety of community engagement represented in Bloomington. In 2017, their enthusiasm, energy, and colorful clothing ultimately helped the group win Best Parade Walking Entry. At a Cultural Booth at Bloomington Farmer's Market, Fellows were able to showcase their



*Mandela Fellows volunteer in Bloomington*



***Fellows participate in the Bloomington Fourth of July parade***

as his language skills improved and his confidence in speaking English grew, he evolved from seeming quiet and reserved to being one of the most talkative Fellows in his cohort. At the same time, throughout the Institute, he demonstrated growth in his ability to relate to others, his confidence in approaching strangers, his curiosity about the world around him, and ultimately distinguished himself as a leader within the group.

IU's participation in the MWF program represents a commitment of the university to foster global engagement and promotion of people-to-people relationships with Sub-Saharan African countries. In turn, the Fellows have also impacted the university community through their individual country presentations and sharing their life and professional experiences. Julia Owolabi, a 2016 Fellow and public school teacher in Nigeria, said, ***"We come from 74 countries and we all have different ways that we deal with issues. We listen to American experts and we try to compare what we have with our countries with what Americans have...Americans also learn from us and we learn from them."*** IU also considers the presence of these young and dynamic Africans as an opportunity towards more visibility of IU in 20 countries in Sub-Saharan Africa for future collaborations and networking.



traditional clothing and dances. In addition to social and cultural interaction, this also created an opportunity for Fellows to meet and network with local community members.

Over the course of the Civic Leadership Institute, many Fellows noted that they grew in their self-confidence as well as their world view and understanding by meeting Americans from diverse backgrounds. For example, when Kerecou Blaise Traore, a 2018 Fellow, arrived in Indiana, his English skills were not nearly as strong as that of the other Fellows. This may have contributed to his initial reservation, but



***Making a difference at Second Helpings***

***Right:  
Mandela Fellows  
interact with  
community  
members during  
the Farmers'  
Market***



### ***Graduate Students Focus***

## **Global Africa: Dynamic and Connective Scholarship, 7th Annual Graduate Students in African Studies Symposium, 2017**

In February 2017, the student organization Graduate Students in African Studies (GSAS) hosted its seventh annual interdisciplinary graduate symposium. This event is designed to give graduate students from a variety of IU departments, as well as from institutions across the country, the opportunity to present their research, receive critical feedback, participate in discussion, and network with fellow graduate students and faculty. The theme, “Global Africa: Dynamic and Connective Scholarship,” sought to examine how scholarship can address the everyday lives of African men and women within ever-shifting global, political, economic, and social orders.

The symposium began informally on Friday, February 24<sup>th</sup> with a welcome dinner for all symposium participants and attendees at the Mathers Museum of World Cultures. Symposium events resumed the following morning with four sets of panel presentations, and concluded with the keynote lecture and final reception. The first panel of the symposium addressed themes of transnational politics, diasporas, and development, with panels on the growing relationships between China and the African continent as well as interpretations of development and policy. The second panel centered on the politics in and of communication and media, and included presentations on social media and literary/cinematic interpretations of Africa. The third panel focused on issues of performance and public arts such as street arts, music, and drama. The fourth and final panel addressed material arts, including church and spiritual iconography and textiles. Dr. Sean Jacobs, Associate Professor of International Affairs at The New School and the Founder/Editor of *Africa is a Country* gave the keynote speech entitled “Africans in Space.” The symposium planning team was overwhelmed with the support for the symposium, and all events were well-attended and produced engaging conversations and connections.

I would like to personally thank all of those who presented research, chaired a panel, helped to organize, attended, or supported the symposium effort in some way. Special thanks to the 2016-2017 GSAS officers for all of their hard work that helped to make the event a success: Susan Kavaya (Vice President), Molly Keogh (Secretary), Avenel Rolfsen (Treasurer), Tapati Dutta (Treasurer), and Victor Alabi (Student-Faculty Liason). Finally, a huge thank you to our hosts, the Neal-Marshall Black Culture Center and the Mathers Museum of World Cultures, as well as our sponsors, the African Studies Program and the departments of African American and African Diaspora Studies, Anthropology, Folklore and Ethnomusicology, History, Linguistics, the Center for the Study of Global Change, and the IU Student Association.

**-Kristin Otto**



# Non-Europhone Sources and Knowledge Production about Africa in the 21<sup>st</sup> Century

## 8th Annual Graduate Students in African Studies Symposium, 2018

How can we change the way knowledge is produced about Africa? Can scholarship on Africa take new forms— through new media, literature, technology, or art—to address complex realities and combat traditional rhetoric? What kinds of sources, including ethnographic, archival, oral histories, clinical and cultural among others, are used to interrogate the relationships between Africa and the West? How can scholarship about Africa as a place in the world contribute to broader theories and methodologies of research? These were a few of the questions discussed at the 8<sup>th</sup> Annual Graduate Students in African Studies (GSAS) symposium which convened March 23-24<sup>th</sup>, 2018.

The symposium was attended by members of the IU African Studies community and graduate students from other universities such as University of Chicago, Ohio University, Purdue University, and University of Lagos. GSAS invited Dr Fallou Ngom, Director of the African Studies Center at Boston University and Professor of Anthropology to give the keynote address. The address was entitled “Non-Europhone Sources and Knowledge Production about Africa.” Professor Ngom talked about the use of Ajami writing and other African writing systems prior to European colonialism in Africa. Professor Ngom’s talk drew from his most recent book *Muslims Beyond the Arab World: The Odyssey of Ajami and the Muridiyya*, which won the 2017 Melville J. Herskovits prize at the African Studies Association Conference in Chicago, November 2017 for the best African Studies book published in English.

IU students who presented their work were Victor Alabi (Linguistics), Richard Nyamahanga (Linguistics), Kagemuro Jeremiah (SPEA), Zawadi Rowe (Geography), Jenny Parker (Anthropology), Salih Yasun (Political Science), Cheikh Lo (Folklore and Ethnomusicology), Matthew Ajibade (African Studies), Jeremy Coburn (Linguistics), Shreya Das (Dhar India Studies Program), and Liam Kingsley (History).

GSAS is grateful to its 2017-2018 faculty advisor, Dr. Vincent Bouchard, as well as the faculty members who served as panel moderators: Dr. John Hanson (African Studies/History), Dr. Michelle Moyd (History), Dr. Alwiya Omar (African Studies) and Dr. Akin Adesokan (Comparative Literature & The Media School). We appreciate the African Studies Program, Dr. John Hanson, and Dr. Tavy Aherne for their support of our activities, as well as the Department of Religious Studies and IU Student Organizations whose sponsorship made the conference possible. GSAS officers Kehinde Legali, Susan Kavaya, Victor Alabi, Zawadi Rowe and Avenel Rolfsen organized the event.

### -Avenel Rolfsen & Victor Alabi



*Left: panelists are introduced by Michelle Moyd; Right: Keynote speaker Dr. Fallou Ngom with GSAS President Kehinde Ligali, Vice President Susan Kavaya, Faculty and Student Liaison Victor Alabi, Symposium Coordinator Zawadi Rowe, and Treasurer Avenel Rolfsen*

## African Languages Festivals 2017-2018

The African Languages Festival is held each semester, organized through the efforts of the ASP language faculty, ASP Associate Instructors, and the African Languages and Cultures Club. Students raise funds for the event from sponsors including the African Studies Program, Indiana University Student Association, the Black Law Students' Association, the IU Global & International Studies Graduate Program, and the English Department Graduate Program. Every student learning an African language takes part by demonstrating their skills—and having fun! Students performed songs, dances and skits in Akan/Twi, Bamanakan, Kiswahili, Wolof, Yoruba and isiZulu. This fall, we also had a preview of our new language offering, iKinyarwanda, thanks to graduate student Simon Munyanezi.



Don't miss this spring's festival, which will end with a dance party featuring great music from contemporary artists!



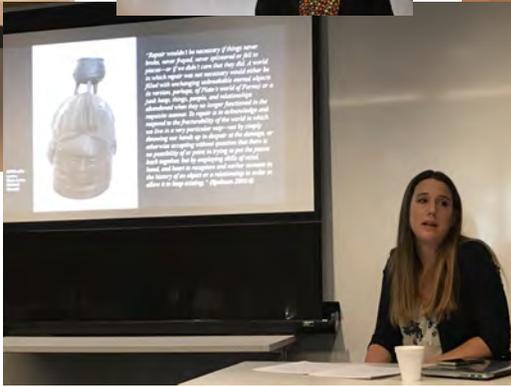
**We thank those sponsors who help make this biannual event successful and a highlight of the academic year!**

**Berlin Conference on New Media, 2017**



**Daniel Reed (above, right) and Vincent Bouchard (far right) present in Berlin**

**ASP's Friday Colloquium series, 2017-2018**



**Greg Mitman and Emmanuel Urey (left) lead discussion of their film, *The Land Beneath Our Feet*, 2017**



**Dani Kouyaté with Beth Buggenhagen (right), and presenting with Vincent Bouchard (below) at film screening of *Medan vi lever*, 2017**



## ASP Fall Receptions, 2017- 2018



**People and Places: Conversations about the Meaning of Land, 2017.** Sergio Fernandez and Jessica Steinberg present (below left); Tavy Aherne introduces issues for the roundtable and panelists (below right).



# African Languages Tea Times, 2017-2018



Akan Language at Wells Library

Me ma wo aha!

Akan  
Ga  
Asante-Twi  
Akuapem-Twi

Call number  
PL80.L6.A63  
East Tower  
Eighth Floor





**Victor Gama, 2018**

*Victor Gama performs Pieces for Acrux and Toha at the Buskirk-Chumley Theater, 2018*



*Thomas Mapfumo is introduced by Daniel Reed (left). Attendees at the free concert for IU First Thursdays turned it into a rousing dance party! 2017*

**Thomas Mapfumo, 2017**



*Her Excellency Njabuliso Gwebu, Swaziland Ambassador to the United States, visits ASP, 2018*



*Kiswahili performance for the IU Summer Language Workshop, 2018*



**African Music and Dance Bonanza, 2017**

## Student News

**Victor Alabi** (PhD student, Linguistics, and ASP Associate Instructor for Yorùbá) was awarded the 2017 African Studies Student Research Award, as well as an IU Conference Travel Award for graduate students. Alabi presented the paper “Musical Mobility: A Stylo-Semiotic Analysis of Music in MZFM’s *The Broken Pitcher* and *The Prodigal Ones*,” at the African Studies Association Meetings in Chicago. He also published the article, “Èdè Yorùbá, Òrò Àyálò àti Òrò Àdàpò, àti Akékòṣò Kíkò ní ìlú Amérikà” in the *Yoruba Studies Review* (Vol.5. No.6. 77-38; 2017). Alabi was one of the organizers of the very successful 2018 Graduate Students in African Studies Symposium. He and his wife Mary welcomed a baby girl, Grace, this fall.

**Tonya Kenny Dodez** (African Studies PhD minor, and PhD student in Political Science) received a Foreign Language and Area Studies Fellowship (FLAS) to study Wolof in Dakar, Senegal over the 2018 summer. She also received a 2018-2019 academic year FLAS to continue her study of Wolof.

**Taiwo Ehineni** (PhD Minor in African Studies, PhD in LING, and ASP Associate Instructor for Yorùbá): In the 2017-2018 academic year, Taiwo Oluwaseun Ehineni published several papers and gave a number of presentations at conferences. He published the paper titled “Prosodic Reduplication in Yorùbá” in *Journal of Universal Language* 74:8, 95-59. His paper “The Pragmeme of Accommodation in Yoruba Funeral Discourse” was published in *Perspectives in Pragmatics, Philosophy and Psychology* edited by A. Capone & V. Parvaresh. He also contributed the paper “A Discourse Analysis of Absence in Nigerian News Media” to the volume on *Exploring Silence and Absence in Discourse: Postdisciplinary Studies in Discourse* edited by M. Schröter and C. Taylor, published in 2018. Furthermore, his paper *From Conceptual Metaphors to Cultural Metaphors: Metaphorical Language in Yorùbá Proverbs and Praise Poems* was published in the latest volume of *Language Matters* 48:3, 130-144. His presentations at conferences include “Tonal Assimilation in Yorùbá Agentive Nominals” at the *48th Annual Conference of African Linguistics* held on April 6, 2017, and “Sociopragmatic Formulas in Nigerian Pidgin and Yorùbá” at the “Prosodic Reduplication in Yorùbá and Constraints” panel at *The Language, Literatures and Cultures Conference*, University of Kentucky, Lexington, April 6-22, 2017. He also presented the paper “An Analysis of Phonological Faithfulness in Yorùbá Loan Words” at the *77th annual IULC Graduate Student Conference*. Ehineni presented, “Yorùbá Names: Language as a Sociocultural Mirror,” at the ASP Friday Colloquium this fall. Ehineni received the IU ASP’s African Research Award, which supports the research of an African student at IU. Ehineni was also awarded one of two African Studies Graduate Student Research Awards from the African Studies Program. From the Department of Linguistics, he was awarded a Conference Travel Grant to present his research at *The Language, Literatures and Cultures Conference*, in Lexington, Kentucky. He was recently appointed as a member of the Steering Committee on Foreign Language Teaching at the IU Center for Language Excellence (CLE). Finally, congratulations are in order, as he successfully defended his dissertation in September. Congratulations, Dr. Ehineni!

**Khaled Esseissah** (PhD candidate in History, and PhD Minor in African Studies) received the 2017 College of Arts and Sciences Dissertation Research Fellowship, which helps advanced graduate students in the College make significant progress on their dissertations. Esseissah presented his research at the African Studies Fall Colloquium, “You Have Your Heroes! We Have Ours’: Asserting Autonomy and Negotiating Social Status in Post-Emancipation Mauritania.”

**Fabienne Diouf** (PhD in Linguistics, and PhD Minor in African Studies) completed her degree in Linguistics and African Linguistics in 2017.

**Carinna Friesen** (PhD Folklore and Ethnomusicology, and PhD Minor in African Studies) completed her degree in Folklore and Ethnomusicology in 2017.

**Cathryn Johnson** (African Studies PhD minor, and PhD candidate in Political Science) received the 2018 Carleton T. Hodge Prize, which recognizes annually an advanced Ph.D. student for their commitment to excellence in African Studies. Johnson also served on the *Africa Today* staff over summer 2018.

**Susan Kavaya** (PhD Minor in African Studies, PhD student in School of Public Health, and Associate Instructor for Kiswahili) received her Master of Arts in African Studies this spring. Kavaya is continuing her studies at the doctoral level at IU's School of Public Health in Applied Health Science with a minor in Health Behavior, and a Certificate in Reproductive Health. In 2018, she presented "Bunyore FADAR Self Help Group- Lessons in Participatory Development," for the African Studies Friday Colloquium Series. As well, Kavaya presented "How International Students' Understanding of their Health Insurance Plans Impacts their Access to Health Care" at Indiana University, Bloomington.

**Molly Keogh** (MA in African Studies) completed her Master's thesis in 2017. It explored the economic role and material agency of handmade batik textiles in Ghana. She returned to Ghana to resume running her clothing brand *Osei-Duro* (oseiduro.com).

**Liam Kingsley** (PhD Minor in African Studies, PhD student in History) was one of the organizers of the international workshop, *A Double Colonialism: New Directions in the History and Culture of Namibia and South West Africa*, held at IU-Bloomington in December 2018.

**Natalie Levin** (PhD candidate, History) was awarded the Andrea S. McRobbie Fellowship in Medieval History. Natalie was also awarded a 2017-18 Fulbright Graduate Research Award. She is based at the Centro Superior de Investigaciones Científicas in Madrid and is consulting manuscripts at the *Biblioteca Nacional, El Escorial, and Real Academia de la Historia* as part of her dissertation research on al-Andalus in the tenth century.

**Mpolokeng Lesetla** (MA in Second Language Studies, and Visiting Lecturer in isiZulu) received her Masters in Second Language Studies in 2017. She has recently been accepted to the graduate program in International Studies. Lesetla served as a Visiting Lecturer in isiZulu this year.

**Kehinde Ligali** (MA student in African Studies) held a Foreign Language and Area Studies Fellowship for Yorùbá in 2017. In summer 2018, she participated in the Fulbright Groups Program Abroad to Nigeria. As well, she was one of the organizers of the 2018 Graduate Students in African Studies Symposium. Ligali has been active in the African Students Association. In 2017, she opened *Arewa*, an online-delivery restaurant with two fellow IU students. Ligali catered the 2018 Fall African Languages Festival with delicious African fare from *Arewa*!

**Cheikh Lo** (PhD student in Folklore & Ethnomusicology, and ASP Associate Instructor in Wolof) was awarded a Patrick O'Meara Conference Travel Award. His article, "Bits and Beats from Senegalese Wrestling," in *Everyday Life on the African Continent: Fun, Leisure, and Expressivity* (Ohio University Press) is in review.

**Sarah Monson** (PhD candidate, Anthropology): Between January and December 2016 Monson was in Kumasi, Ghana doing research for her dissertation project, "Women's Communicative and Economic Strategies in Ghana's Kumasi Central Market" with support from a Fulbright Hays DDRA. Monson's project considers how market traders leverage their verbal skills and market savviness to attract and maintain customers, negotiate the value of local and imported goods, and safeguard against economic uncertainty. She is currently writing her dissertation with support from a COAS Dissertation Completion Fellowship and presented some of her work at the 2017 African Studies Association and the American Anthropological Association meetings. In 2017, Monson published an article entitled, "Ebola as African: American Media Discourses of Panic and Otherization, in the journal *Africa Today* 63(3): 3-27.

**Richard Nyamahanga** (PhD student in Linguistics, and ASP Associate Instructor in Swahili) received one of two African Studies Graduate Student Research Awards from the African Studies Program.

**Kristin Otto** (PhD Minor in African Studies, and PhD student in Anthropology) curated the 2018 exhibition *Shapes of Our Ancestors* for the IU Mathers Museum. She conducted related fieldwork in Ghana, as well as in Sierra Leone, during 2017-2018.

**Meryem Ozel** (Art History BA, and ASP African Languages Minor) received the Palmer-Brandon Scholarship in the Humanities from the College of Arts and Sciences.

**Jenny Parker** (PhD Minor in African Studies, and PhD student in Anthropology) has recently accepted the position of director for the West African Research Association (WARA). She will be based at Boston University's African Studies Center. Congratulations, Jenny!

**Avenel Rolfsen** (African Studies PhD minor, and PhD student in History) received a Foreign Language and Area Studies Fellowship (FLAS) to study Wolof in Dakar, Senegal over the 2018 summer. She also received a 2018-2019 academic year FLAS to continue her advanced study of Wolof. Additionally, Rolfsen was one of the organizers of the 2018 Graduate Students in African Studies Symposium.

**Zawadi Rowe** (African Studies Language Minor) received a Foreign Language and Area Studies Fellowship (FLAS) to study advanced KiSwahili in Arusha, Tanzania over summer 2018. Rowe was also an organizer of the 2018 Graduate Students in African Studies Symposium. This spring, she defended her thesis, *Kenya Diaspora Strategies: Assessing Feasibility from Perspectives within the Diaspora*. Congratulations, Zawadi!

**Emily Stratton** (African Studies Program PhD Minor, and PhD candidate in Religious Studies) was awarded a Fulbright-Hays Doctoral Dissertation Research Abroad Award for 12 months of research in Accra, Ghana for her project, "Youth Precarity in a 'Pentacostalite' City." She received a College of Arts and Sciences Travel Award for the AAA/ASA sponsored international conference in Johannesburg, *Africa in the World: Shifting Boundaries and Knowledge Production* where she presented, "'In God We Trust': Economic Aspirations, Transnational Imaginaries, and Popular Religion Among Youth in Accra, Ghana." As well, she was awarded a Patrick O'Meara Conference Travel Award to support her work. In May, Stratton presented "'America' in Accra: On Studying Religion by way of not Studying Religion" at the *Religion in the 21<sup>st</sup>-Century City* international conference in Accra, Ghana, hosted by the Department for the Study of Religions at the University of Ghana. She is also a semi-regular guest lecturer for "Diversity of Peoples and Cultures" (SOCI 122) for the Department of Sociology at the University of Ghana. Fall 2018, Stratton was an invited guest lecturer at IU, presenting *It's Hard Work to be a*

## **Alumni News**

**Tavy D. Aherne** (PhD, Art History/African Studies), accepted the position of Associate Director for the Indiana University African Studies Program in June 2017. Aherne co-authored with John Hanson the ASP's successful 2018 Title VI Africa National Resource Center and FLAS grant proposals through the US Department of Education, and serves as an editor for *Africa Today*. Aherne received CAHI and OVPDEMA funding for a series of events surrounding land rights issues globally, including a panel entitled *People and Places: Conversations About the Meaning of Land*. Aherne presented the paper "Artful Learning: The Teaching Museum as Model," for the panel, "The Teaching Museum: Best Practices and Future Development," at the Midwest Art History Society Conference, Oberlin, OH, 2017. She was also an invited lecturer for several courses at Indiana University-Bloomington, taught museum studies for the Department of Art History, and served as the Mellon-Moravic Senior Academic at the Eskenazi Museum.

**Ebenezer Ayesu** (PhD, History), is Senior Lecturer at the Institute of African Studies, University of Ghana at Legon. Ayesu just published "Diplomacy, Identity and Appropriation of the 'Door of No Return': Obama and Family in Ghana and the Cape Coast Castle, 2009," in J.K. Osei-Tutu and V.E. Smith eds., *Shadows of Empire in West Africa: New Perspectives on European Fortifications*. This is part of the African Histories and Modernities Series (Cham, Switzerland: Springer International Publishing/Palgrave Macmillan, 2018).

**Kathleen Bickford Berzock** (PhD, Art History) curated the exhibition, *Caravans of Gold, Fragments in Time: Art, Culture, and Exchange across the Medieval Saharan Africa*, and is editor of the associated exhibition catalog. The exhibition runs from January 26, 2019 through July 21, 2019 at the Block Museum of Art, Northwestern University.

**Joanna Grabski** (PhD, Art History), accepted the positions of director of the School of Art and Professor of Art History at Arizona State University. Grabski's 2017 book, *Art World City: The Creative Economy of Artists and Urban Life in Dakar* (Indiana University Press) was a 2018 finalist this year for the ASA's Melville J. Herskovits prize.

**Jennifer Hart** (PhD, History) received tenure at Wayne State University, Michigan. Her 2016 book *Ghana on the Go: African Mobility in the Age of Motor Transportation* (Indiana University Press) was a finalist for the ASA's 2017 Melville J. Herskovits Prize. Hart also received a 2018 Board of Governors' Faculty Recognition Award for her book and contributions.

**Mustapha Ahmad Isa** (PhD, Linguistics) has become Vice-Chancellor of Maitama Sule University in Kano, Nigeria. This position, which is equivalent to a university president in the American system, is an incredible honor. Congratulations, Dr. Isa!

**Samson Ndanyi** (PhD, History) accepted the position of Assistant Professor of History and Africana Studies at Rhodes College. In 2017, Ndanyi was awarded a Patrick O'Meara Conference Travel Award, to present his paper, "'This Title to Include the Words Mau Mau': Visualizing Mau Mau War in Colonial Kenya," at the African Studies Association 60th annual conference in Chicago. Ndanyi completed his dissertation, *The Cinema is a Great Influence in the Life of the Modern Child: Cinema and African Child Audiences in Colonial Kenya, 1926-1963*. His research examines the interplay between instructional cinema and African child spectators. It acknowledges that instructional cinema influenced African child spectators to conceptualize modernity in a new way, but it argues that African children also influenced how colonial

filmmakers produced the films, especially aesthetically. It exhorts us to think beyond the unidirectional approach propagated by colonialists and to consider a bidirectional perspective holding that African child spectators also influenced cinema production. In 2017, Ndanyi also was awarded a Royal Air Morocco-African Studies Association (ASA) Student Travel Award, the Hill Fellowship for a Worthy Graduate Student in Any Field of History, and the IU Arlene Lilly Fellowship for Outstanding Graduate Student. He contributed "Kenya's Supreme Court Justices Willing to Pay the Ultimate Price for Kenya and Africa" to *Africa Cradle*, October 21, 2017: <http://www.africacradle.com/kenyas-supreme-court-justices-willing-to-pay-the-ultimate-price-for-kenya-and-africa/> "Kenya's Return to Despotism," for *Africa is a Country*, September 12, 2017 <http://africasacountry.com/2017/09/kenyas-return-to-despotism/>

**Austin Okigbo** (PhD, History) is Assistant Professor of Ethnomusicology at the University of Colorado at Boulder. He received the Provost's Faculty Achievement Award for his book, *Music, Culture, and the Politics of Health: Ethnography of a South African AIDS Choir* (Roman and Littlefield).

**Donna A. Patterson** (PhD, History) received tenure at Delaware State University. Patterson also had a byline article published in *The Washington Post*, "The travel ban against Chad puts American security at risk."

**Alex Perullo** (PhD, Folklore and Ethnomusicology) announced the release of *Listen All Around: The Golden Age of Central and East African Music*, a 6-compact disc collection and 84-page booklet documenting popular music from the region in the 1950s.

**Nate Plageman** (PhD, History) is Associate Professor, Department of History, Wake Forest University. He received a 2018 NEH Fellowship for his work on *Urban Lines and Shadows: The Making of a City in Western Ghana*. This project examines the spatial, political, and sociocultural landscape of Sekondi-Takoradi, adjoining towns that were amalgamated as Ghana's first "planned city" and site of its principal port and railway terminus, from c. 1900-1970.

**Jeremy Rich** (MA/PhD, History) is Associate Professor of History and Director of Criminal Justice at Marywood University in Scranton, Pennsylvania. He currently is working on a book manuscript, *Binding the Wounds of Independence: Protestant Missionaries, Humanitarianism, and Development in the Democratic Republic of Congo, 1960-1973*. He received a summer research grant from the Association for the Study of the Middle East and Africa for consulting the Red Cross archives in Geneva in the summer of 2017.

**Scott Rosenberg** (PhD, History) is Professor of African History and Chair of the Peace Corps Prep Program at Wittenberg University, Ohio. He coordinates a student/faculty non-profit concerned with addressing childhood malnutrition in Lesotho, called the *Lesotho Nutrition Initiative*: <https://www.lesothonutritioninitiative.com/>.

**James S. Wunsch** (PhD, Political Science) has been appointed to the Rev. John P. Schlegel SJ Distinguished Professorship in Government and Politics at Creighton University.

**Shoko Yamada** (PhD, Education) is Associate Professor of the Graduate School of International Development, Nagoya University, Japan. She is the author of *Dignity of Labour for African Leaders: The Formation of Education Policy in the British Colonial Office and Achimota School on the Gold Coast*. Her latest work, the edited volume *Post-Education-For-All and Sustainable Development Paradigm: Structural Changes with Diversifying Factors and Norms (International Perspectives on Education*

and Society, Volume 29; Emerald Group Publishing) received a special award for academic publications from the Japan Society for International Development.

## **Faculty News**

**Akinwumi Adesokan** (Associate Professor, Comparative Literature and The Media School) published a number of articles in 2017, including: “Technicians of the Secular: Yoruba Poets and their Nigerian Publics,” in *Research in African Literatures*, 48:2; “Agamben at Legon, or, Teaching ‘Theory’ in an African University,” in *Eastern African Literary and Cultural Studies*, 6:7-4; “‘Jesus Christ Executive Producer’: Pentecostal Parapolitics in Nollywood Films,” in *State and Culture in Postcolonial Africa: Enchantings* (ed. Tejumola Olaniyan, Indiana Univ. Press); “The Dimensions of Authorship in Fagunwa’s Fiction,” in *Celebrating D. O. Fagunwa: Aspects of African and World Literary History* (edited with A. Adeeko); and, “D. O. Fagunwa, the African Modern and World Literary History,” (with A. Adeeko) in *Celebrating D. O. Fagunwa: Aspects of African and World Literary History*.

**David Adu-Amankwah** (Senior Lecturer, African Studies Program) was appointed to the IU BFC-Benefits Committee. He continues to serve on the Field Advisory Board of the National African Language Resource Center (NALRC) as a research coordinator, and the BFC-Student Affairs Committee of the IUB Office of Diversity, Equity, and Multicultural Affairs. In his capacity as the Assistant African Languages Coordinator in the African Languages Program of ASP, he served on the Language Advisory Committee. Adu-Amankwah was also a Mentor in the Faculty Mentoring Initiative. He was also patron of the African Languages and Cultures Club. Adu-Amankwah revised his *Tie Ma Mense Wo: Basic Vocabulary for Asante-Twi Learners* and published it under the new title *Siesie Wo Ho Sie: Elementary Akan (Asante-Twi) Vocabulary* with AuthorCentrix Press.

**Osita Afoaku** (Clinical Professor, School of Public and Environmental Affairs) published several articles in 2017, including “Islamist Terrorism and State Failure in Northern Nigeria,” in *Africa Today*, vol. 63, no 4, Summer 2017; and, “Boko Haram and Islamist Fundamentalism in Northern Nigeria: Costs and Consequences of a Broken State,” in *African Studies in a Globalized World* (Albert Awedoba, Jacob Gordon, Esi Sutherland-Addy & Akosua Adomako Ampofo, eds., Institute of African Studies, University of Ghana).

**Heather Akou** (Director, Sage Fashion Collection and Associate Professor, Fashion Design and Merchandising) presented on *Creating African Fashion Histories* for the American Craft Council in 2018.

**Erna Alant** (Professor and Otting Chair in Special Education, School of Education) published *Augmentative and alternative communication: engagement and participation* (San Diego, CA: Plural Publishing Inc., 2017); and, “Empathetic communication: Bridging Differences in a Global Context,” (with B. Samuelson & L. Ogle), in S. Halder & C. Assaf eds., *Cross-cultural and Crossdisciplinary Perspectives on Inclusion: an Auto-ethnographic Approach Traversing Abilities and Challenges* (Switzerland: Springer, 2017).

**Vincent Bouchard** (Associate Professor of French, Department of French and Italian) is a recipient of the College Arts and Humanities Institute (CAHI) Research Fellow award for his project, *The Film Commentator in West Africa: The Cook, the Interpreter, His Assistant, and Their Audience*. This project examines the conditions and reception of propaganda film screenings imposed by colonial institutions and compares them to current video projections by local NGOs in West Africa. In 2017,

Bouchard published "Cinomade and the fight against the HIV/Aids pandemic in Burkina Faso," in *CALL, Irish Journal for Culture, Arts, Literature and Language*, vol. 6, no. 5.

**Jennifer Brass** (Associate Professor, School of Public and Environmental Affairs) was awarded the Outstanding Book Award in Nonprofit and Voluntary Action Research for her publication, *Allies or Adversaries: NGO and the State in Africa*, from the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). In 2017, Brass published "Expectations of Power: The Politics of State-Building and Access to Electricity Provision in Ghana and Uganda," (with C. Gore, E. Baldwin, and L. MacLean) in the *Journal of African Political Economy & Development* 1 (1). In April 2018, she coauthored a blogpost in *The Washington Post MonkeyCage*, "Cape Town Still Has Water - for now. This may take political solutions as well as technical fixes" (with Lauren MacLean, Elizabeth Baldwin, and Christopher Gore). See the *Washington Post* link: [https://www.washingtonpost.com/news/monkey-cage/wp/2018/04/23/cape-town-still-has-water-for-now-this-may-take-political-solutions-as-well-as-technical-fixes/?utm\\_term=.d4a40e628bb2](https://www.washingtonpost.com/news/monkey-cage/wp/2018/04/23/cape-town-still-has-water-for-now-this-may-take-political-solutions-as-well-as-technical-fixes/?utm_term=.d4a40e628bb2).

**Kevin D. Brown** (Richard S. Melvin Professor & Emeritus Director of Hudson & Holland Scholars Programs, faculty Maurer School of Law) in 2017 published "The Enduring Integration School Desegregation Helped to Produce," in *23 Case Western Law Review*, 1055; and, "Benefiting from Breaking the Color Barrier: Tribute to Professor Henry Richardson for Being the Pioneer at Indiana University Maurer School of Law," *97 Temple International and Comparative Law Journal*.

**Beth Buggenhagen** (Associate Professor, Anthropology) in 2017, published "If You Were in My Sneakers: Omar Victor Diop," *Visual Anthropology Review* 33 (1): 38-50; and, "Area Studies and the Challenges of Creating a Space for Public Debate," in *Africa Today* 63 (2). Buggenhagen serves as an editor for *Africa Today*.

**Stuart Davis** (Professor, Linguistics) published a number of articles in 2017, including: "Universal Markedness in Gradable Adjectives Revisited: The Morpho-semantics of the Positive Form in Arabic," (with T. Grano), in *Natural Language and Linguistic Theory*; "Geminates and Weight Manipulating Phonology in Chuukese (Trukese)," in *The Phonetics and Phonology of Geminate Consonants* (Haruo Kubozono, ed., Oxford: Oxford University Press); "On the Weight of Edge Geminates," (with N. Topintzi), in *The Phonetics and Phonology of Geminate Consonants* (Haruo Kubozono, ed., Oxford: Oxford University Press); and, "Some Issues for an Analysis of the Templatic Comparative in Arabic with a Focus on the Egyptian Dialect," in *Perspectives on Arabic Linguistics XXVIII* (Hamid Ouali, ed., Philadelphia/Amsterdam: John Benjamins Co.).

**Barbara Dennis** (Associate Professor, Counseling and Educational Psychology) co-authored with Kagaari, J., Nakasiita, K., Ntare, E., Atuhaire, R., Baguwemu, A., Ojok, G., Okumu, A.S., Kaahwa, G., Byamugisham, G., Semakula, P., Namusoke, J., Mayengo, N. and Thompson, C.E., "Children's conceptions of peace in two Ugandan primary schools: Insights for peace curriculum," in Z. Gross (Ed.), Special Issue: Revisiting Peace Education: Bridging Theory and Practice, *Research in Comparative and International Education* 12(1), 2017. In 2018, she co-authored with Mayengo, N., Namusoke, J., Kagaari, J., Byamugisham, G., Semakula, P., Kagaari, J., Okumu, A.S., Ntare, E.R., Nakasiita, K., Atuhaire, R., Baguwemu, A., Kaahwa, G., Aojok, G., Thompson, C.E., "A study of Ugandan children's perspectives on peace, conflict, and peace-building: A liberation psychology approach," in *Peace and Conflict: Journal of Peace Psychology*.

**Sameeksha Desai** (Associate Professor, School of Public & Environmental Affairs) in 2017 published: "Economic Effects of Terrorism: Local and City Considerations, Priorities for Research and Policy,"

*Geography Compass*, 11 (11); and, "Measuring Entrepreneurship: Type, Motivation, and Growth," *IZA World of Labor*.

**Mireille Djenno** (African Studies Collection Librarian, IU Libraries) co-presented with Theresa Quill (IU GIS Librarian) on the Africa Image and Map Portal (AIMP) at the Free and Open Source for Geospatial (FOSS4G) Conference in Dar es Salaam, Tanzania. In 2017, Djenno also published "Faculty Visions for Teaching Web Accessibility within LIS Curricula in the United States: A Qualitative Study," (with A. Mulliken), in *The Library Quarterly* 87:1. Djenno serves as the book review editor for *Africa Today*.

**Betty Dlamini** (Senior Lecturer, African Studies) was awarded the Statewide Faculty Academy on Excellence in Teaching Recognition by President Michael McRobbie for distinguished contributions to teaching and learning, and was admitted to the Faculty Academy on Excellence in Teaching (FACET) as a 2018 Distinguished Member. She also received the IU Mentoring Services and Leadership Development Recognition Award for the 2017-2018 academic year. Dlamini received grants from the IU Center of Excellence for Women in Technology, the IU Center for Language Excellence, and the Hamilton Lugar School of Global and International Studies. In August 2018, Dlamini served as pedagogical specialist for the IU *Books & Beyond* program in Rwanda, and led a Teachers of English Writing Workshop focused on English as a Second Language (ESL) for the program; her activities were highlighted in "IU in Rwanda." In November 2018, Dlamini presented at the African Studies Association meetings in Atlanta, GA. Dlamini also published a 2017 *K-12 Online Guide for Teachers and students on South African Dance and Music*, as well as "Ematsafa laluhlata ngesheya kwetilwandle," "Gogo logobene nebukhosi," and "Lemini iyeta nakuwe," in *Grade 2 SiSwati Readers* (Manzini: Macmillan Swaziland Publishers).

**Elizabeth Dunn** (Associate Professor, Geography and International Studies) published *No Path Home: Humanitarian Camps and the Grief of Displacement*, Ithaca: Cornell University Press (2017).

**Tom Evans** (Associate Professor, Department of Geography; Co-Director, Center for the Study of Institutions, Population, and Environmental Change (CIPEC)) published "Polycentric transformation in Kenyan water governance: A dynamic analysis of institutional and social-ecological change," (with P. McCord, J. Dell'Angelo, and E. Baldwin), in *The Policy Studies Journal* 45, no. 4 (2017).

**Sergio Fernandez** (Associate Professor, School of Public and Environmental Affairs) published "Performance and Management in the Public Sector: Testing a Model of Relative Risk Aversion," (with S. Nicholson-Crotty and J. Nicholson-Crotty) *Public Administration Review*, 77: 603-614 (2017). Fernandez was also an invited speaker for *People and Places: Conversation About the Meaning of Land* (2018).

**Greg Fisher** (Assistant Professor, Kelley School of Business) in 2017 published "Optimal distinctiveness: Broadening the interface between institutional theory and strategic management," (w/ E.Y. Zhao, M. Lounsbury and D. Miller) in *Strategic Management Journal*, 38(1); "Legitimate to Whom? Audience Diversity and Individual-Level New Venture Legitimacy Judgments," (w/ D.F. Kuratko, J. Bloodgood and J.S. Hornsby) in the *Journal of Business Venturing* 32 (1); and, "Using Theory Elaboration to Make Theoretical Advancements," (with H. Aguinus) *Organizational Research Methods*, 20(3).

**Laura Foster** (Associate Professor, Gender Studies and Maurer School of Law) published *Reinventing Hoodia: Peoples, Plants and Patents in South Africa* (Seattle, WA: University of Washington Press, Feminist Technoscience Series, 2017).

**Jane Goodman** (Associate Professor, Anthropology) published “Acting with One Voice: Producing Unanimism in Algerian Reformist Theater,” in *The Monological Imagination* (Matt Tomlinson and Julian Millie, eds.; Oxford University Press, 2017).

**Betsi Grabe** (Associate Dean of the Media School; Professor, Telecommunications) in 2017 published: “Sampling, Content Analysis,” (with R. Pavelko), in *The International Encyclopedia of Communication Research Methods*, 10.1002/9781118901731.iecrm0223; “Visual War: A Content Analysis of Clinton and Trump Subreddits during the 2016 Campaign,” (with B. Hale) in *Journalism & Mass Communication Quarterly*, April; and, “Putting a Human Face on Cold, Hard Facts: Effects of Personalizing Social Issues on Perceptions of Issue Importance, (w/ M. Kleemans, M. Kim, O. Bas), in the *International Journal of Communication*, 11:23.

**Margaret Graves** (Associate Professor, Art History and International Studies) in 2018 published *Arts of Allusion: Object, Ornament, and Architecture in Medieval Islam* (New York: Oxford University Press). Graves also published “Fracture, Factice, and the Collecting of Islamic Art,” in *Faking, Forging, Counterfeiting : Discredited Practices at the Margins of Mimesis* (D. Becker, A. Fischer, S. Niehoff, F. Sanders, and Y. Schmitz eds., Bielefeld, Germany: transcript Verlag, 2017).

**Vivian Halloran** (Associate Professor, Comparative Literature; Director of Asian American Studies Program; Director of Graduate Studies, American Studies) received a 2017 IU Trustees Teaching Award.

**John H. Hanson** (African Studies Program Director and Professor, Department of History) published *The Ahmadiyya in the Gold Coast: Muslim Cosmopolitans in the British Empire* (Bloomington: Indiana University Press, 2017). He was an invited participant at the conference, *African Studies: Multiple and Relational*, held at the Institute of African Studies at the University of Bayreuth in December 2017. Hanson also was an invited participant at the conference, *The Different and the Similar: Africa in an Ever-Changing, Multi-faceted and Multi-layered World*, held in Seoul, South Korea in October 2018 and sponsored by the Institute of African Studies at Hankuk University School of Foreign Studies, the National Research Foundation of Korea, the Korean Association of African Studies, the Korea Institute of International Economic Policy, and the Institute of African Studies of Bayreuth University, Germany. Hanson also was a participant at the 2018 African Studies Association panel, “Pitch that Article,” as co-editor of *History in Africa: A Journal of Debates, Methods, and Source Analysis*. Hanson co-authored with Tavy Aherne the ASP’s successful 2018 Title VI Africa National Resource Center and FLAS grant proposals from the US Department of Education. Hanson serves as Editor-in-Chief of *Africa Today*, and an editor of *History in Africa*.

**Eileen Julien** (Director, Institute for Advanced Study; Professor, Comparative Literature, and French and Italian) was inducted in 2017 as a Member of the Academia Ambrosiana, Milan, Italy. She also published with E. MacPhail, “DuBellay and Ngugi wa Thiong’o,” in *Entre-Textes. Dialogues littéraires et culturels* (O. Panaïté and V.Klekovkina, eds., London: Routledge, 2017). Julien serves as an editor for *Africa Today*.

**James D. Kelly** (Associate Professor, School of Journalism) received the 2018 Award of Excellence in Education Abroad Curriculum Design from The Forum on Education Abroad for his curriculum-linked study abroad to Uganda. He was awarded an IU Trustees Teaching Award in 2017, and was a 2017 finalist for the Scripps Howard Teacher of the Year through the Association for Education in Journalism and Mass Communication. Kelly is a Fulbright Scholar (Kenya) for the 2018-19 year.

**Patricia Kubow** (Professor, School of Education) won the Joyce Cain Award for Distinguished Research on People of African Descent from the Comparative and International Education Society (CIES) in 2017. Kubow was also a U.S. Fulbright Scholar to Jordan during the 2017-18 year. In 2017, she published "Exploring Western & non-Western epistemological influences in South Africa: Theorizing a critical democratic citizenship education," *Compare: A Journal of Comparative & International Education*.

**Alex Lichtenstein** (Professor, History) was a Research Fellow with the International Studies Group, University of the Free State, and a Visiting Research Fellow with the International Research Center on Work and Human Lifecycle in Global History, Humboldt University, Berlin, in spring 2017. Lichtenstein serves as editor of the *American Historical Review*. In 2017, he published "'We do not think that the Bantu is ready for labour unions': Remaking South Africa's apartheid workplace in the 1970s," in the *South African Historical Journal* 69 (June); and, "Challenging the Law of the Firm: Gender Relations and Shop Floor Battles for Union Recognition in Natal's Textile Industry, 1973-1985," in *Africa* 87(1), (Jan/Feb.). In December 2018, Lichtenstein organized the international workshop, *A Double Colonialism: New Directions in the History and Culture of Namibia and South West Africa*, held at IU Bloomington.

**David Lohrmann** (Professor and Chair, IU School of Public Health-Bloomington, Department of Applied Health Science) in 2017 co-authored with R. Boveja the White Paper, *WHO Health Promoting Schools: An African Perspective*, Indiana University School of Public Health-Bloomington, Department of Applied Health Science. As well, Lohrmann published, "Regression-based prediction of seeking diabetes-related emergency medical assistance by regular clinic patients," (with W.P. Jayawardene, D.C. Nilwala, G.O. Antwi, M.R. Torabi & S.L. Dickinson) in the *International Journal of Diabetes in Developing Countries*.

**Don Lyon** (Director of Residencies; Clinical Professor, School of Optometry) served as Vice Chair for Africa relations for the American Schools and Colleges of Optometry International. Lyon also initiated Optometry as a medical profession in Rwanda and developed curriculum. In 2018, he received funding for a project to provide 2000+ elementary students eye care in Musanze District, Rwanda. Lyon was also an invited specialist to national optometry meetings in Nigeria, Rwanda, South Africa and India.

**Pedro Machado** (Associate Professor, History) in 2017 published the edited volume with S. Fee and G. Campbell, *Textile Trades, Consumer Cultures and the Material Worlds of the Indian Ocean: An Ocean of Cloth* (Palgrave Macmillan). Machado also published "Cloth's Many Waterways: Indian Ocean Textiles and the Deep Histories of Exchange," in Prita S. Meier & Allyson Purpura (eds.), *World on the Horizon: Swahili Arts Across the Indian Ocean* (University of Washington Press, 2017); and, "The Deepest Blue Sea: Gujarati Merchant Shipping and the Commercial Currents of the Indian Ocean in the Eighteenth and Nineteenth Centuries," in E.A. Alpers and C. Goswami eds., *Trans-Regional Trade and Trader* (Oxford University Press, 2017).

**Lauren M. MacLean** (Arthur F. Bentley Chair and Professor, Department of Political Science) was chosen as a 2017-2019 Andrew Carnegie Fellow. The program, which launched in 2015, supports the country's "most creative thinkers." In 2017, MacLean published "Neoliberal democratization, colonial legacies and the rise of the non-state provision of social welfare in West Africa," in the *Review of African Political Economy* 88, no. 597; and, "Expectations of Power: The Politics of State-Building and Access to Electricity Provision in Ghana and Uganda," (with C. Gore, E. Baldwin, and J. Brass) in the *Journal of African Political Economy & Development* 5 (5). In December 2018, MacLean coauthored with George M. Bob-Milliar and Prince Nii Afotey, "Student Protests and the Weakness of Democracy in Ghana," a blog-post for *Africa is a Country*. The post is an analysis of recent student protests and the implications for

democracy in Ghana: <https://africasacountry.com/2018/12/the-weakness-of-democracy-in-ghana>. As well, with George Bob-Milliar, MacLean did the podcast, "A Conversation with Lauren MacLean and George Bob-Milliar on Recent Student Protests in Ghana," for *Ufhamu Africa Podcast: A Weekly Podcast about Life and Politics on the Continent* (December 8, 2018). In June 2018, MacLean received a grant from APSA Special Projects to develop a Climate Justice Research network that involves African scholars and those from India, Mexico, Europe and the US. In April 2018, she coauthored a blogpost in *The Washington Post MonkeyCage* titled, "Cape Town Still Has Water - for now. This may take political solutions as well as technical fixes" (with Jennifer N. Brass, Elizabeth Baldwin, and Christopher Gore). See the *Washington Post* link: [https://www.washingtonpost.com/news/monkey-cage/wp/2018/04/23/cape-town-still-has-water-for-now-this-may-take-political-solutions-as-well-as-technical-fixes/?utm\\_term=.d4a40e628bb2](https://www.washingtonpost.com/news/monkey-cage/wp/2018/04/23/cape-town-still-has-water-for-now-this-may-take-political-solutions-as-well-as-technical-fixes/?utm_term=.d4a40e628bb2). Maclean is part of a team that holds National Science Foundation funding to invite 5-6 Africa-based scholars annually to participate in an intensive methodology workshop (Institute for Qualitative and Multi-Method Research) at Syracuse University: [https://www.maxwell.syr.edu/moynihan/cqrm/Institute for Qualitative and Multi-Method Research/](https://www.maxwell.syr.edu/moynihan/cqrm/Institute%20for%20Qualitative%20and%20Multi-Method%20Research/). She is an affiliate faculty member of not only the African Studies Program, but the Ostrom Workshop and the Lilly Family School of Philanthropy, and serves on the Committee on American and Indigenous Studies. MacLean also serves as an editor of *Africa Today*.

**Vera Marinova** (Director, *Books & Beyond*; Associate Director, Global Living-Learning Community) oversaw the 10<sup>th</sup> anniversary of the award-winning IU *Books & Beyond* program in Rwanda. As well, Marinova initiated the opening of the *Books & Beyond* Bulgaria Chapter, which will allow Bulgarian children to learn about the life and experiences of their American and Rwandan counterparts. Marinova received the NASPA Best Practices in International Education Creating Global Partnerships Award in 2017 for her work with *Books & Beyond*. In 2017, she presented, *Books & Beyond: Models for Creating Multilateral, Student-Centered Global Partnerships* at NASPA, in San Antonio, Texas. In 2018, Marinova co-presented (with B. Samuelson and P. Henry) *Empowering Communities Through International Service-Learning* for the Student Coalition for Action in Literacy Education, Read.Write.Act online conference.

**Michael Martin** (Professor, Cinema and Media Studies, Media School; adjunct professor, American Studies, Center for Latin American and Caribbean Studies) published in 2017, "On the Commerce of Intimacy: Dany Laferriere on *How to Make Love to a Negro*...and *Heading South*," *Black Camera*, vol. 9, no. 1. In 2018, he published with D. Wall and M. Yaquinto, *Race and the Revolutionary Impulse in The Spook Who Sat by the Door* (Indiana University Press). Martin was interviewed in 2018 for "Who Gets to Tell Our Stories? Charles Burnet and the Responsibilities of the Artist" on WFHB's Interchange: Conversations that Challenge the ways we see the World around us. Martin is Editor-in-Chief of the journal *Black Camera*, as well as Editor-in-Chief of the IU Press book series, *Studies in the Cinema of the Black Diaspora*.

**Bárbero Martinez-Ruiz** (Associate Professor and Tanner-Opperman Chair of African Art History) presented the 2018 Keynote Annual Lecture for the Journal of Southern African Studies (JSAS) at the Brunei Gallery SOAS, University of London on his work, "Ma Kisi Nsi: A Quest for Kongo Art." He was recently in Dubai for research on *Unknown Union*, the guest fashion house for the Dubai Fashion Week. In 2018, Martinez-Ruiz was appointed the Tanner-Opperman Chair of African Art History in honor of Roy Sieber, a position which was made possible by a recent \$1.5 million anonymous donation.

**Murray McGibbon** (Associate Professor, Theatre and Drama) directed the May 2017 production of Athol Fugard's *My Children! My Africa!*

**Marissa Moorman** (Associate Professor, History) was a 2017 IU Institute for Advanced Study Research Fellow. The *Journal of African History* (Cambridge University Press) has published Dr. Moorman's article, "Guerilla Broadcasters and the Unnerved Colonial State in Angola (1961-74)," which explores the relationship between Angolan guerrilla broadcasts and their effects on the Portuguese counterinsurgency project in their war to hold on to their African colonies. As well, in 2017, her article "Radio Remediated: Sissako's *Life on Earth* and Sembène's *Moolaadé*" was published in *Cinema Journal*.

**Nader Morkus** (Associate Professor, Director of Arabic Languages Program, Near Eastern Languages and Cultures) published "'You're wrong!' How Egyptians and Americans Correct Others in Everyday Conversations: A Cross-Cultural Investigation," in the *Journal of Less Commonly Taught Languages* (2017 spring issue).

**Michelle Moyd** (Ruth N. Halls Associate Professor, History): Moyd's book chapter "Gender and Violence," which focuses on the East African campaign of World War I, appeared in *Gendering the First World War*, edited by Tammy Proctor and Susan Grayzel (Oxford University Press, 2017). In addition, a co-authored peer-reviewed journal article, "Language is a Public Thing" was published in *Lateral: Journal of the Cultural Studies Association* (Winter 2018). A co-authored op-ed, "US history is a Pandora's box. There has never been a better moment to open it" was published in *The Guardian* in August 2017. Moyd also published the reference article "Resistance and Rebellion in Africa" in *1914-1918 Online: International Encyclopedia of the First World War* in June 2017. Her article "Color Lines, Front Lines: The First World War from the South" appeared in the May 2018 issue of the *Radical History Review*, a special issue entitled "The Global South: Histories, Politics, Maps". Another journal article, "From a Hurt Sense of Honor': Violence Work and the Limits of Soldierly Obedience on a Scientific Expedition in German East Africa, 1896-1897," was published in *Slavery and Abolition* in August 2018. A co-authored book (with Yuliya Komska and David Gramling), *Linguistic Disobedience: Restoring Power to Civic Language* came out with Palgrave Macmillan in July 2018. Moyd gave two conference keynote lectures, the first at Grand Valley State University in October 2017, and the second at the University of Hamburg (Germany) in February 2018, as well as public lectures at Colgate University and Indiana University-Bloomington. She gave invited talks at the University of Notre Dame and Yale University. Moyd also served as Interim Director of the Center for Research on Race and Ethnicity in Society (CRRES) for the 2017-2018 academic year. She was appointed Associate Editor of the *American Historical Review*, the flagship journal of the US historical profession, in August 2018. Also in August, she was appointed Ruth N. Halls Associate Professor of History. Moyd spent several weeks over the summer conducting archival research in Germany and the UK, with funding from the College Arts and Humanities Institute and New Frontiers in the Arts and Humanities.

**Luciana Namorato** (Associate Professor, Spanish & Portuguese) received a 2017 New Frontiers Creativity and Scholarship Grant. As well, she published "Clarice Lispector y la crítica," in *Brasil Cultural* (Publicación Semestral de la Embajada de Brasil en Lima, 5.9); and, "'Neckties of a certain color'— Political Engagement in Machado de Assis's *Esaú e Jacó*," in *Transatlantic Dialogues* (special issue of *Revista de Estudos Literários*, vol. 6).

**Jackson Njau** (Associate Professor, Earth & Atmospheric Sciences) published "The carnivorous feeding behavior of early Homo at HWK EE, Bed II," (with G. Olduvai, Tanzania. M.C. Pante, B. Hensley-Marschand, T.L. Keevil, C. Martín-Ramos, R.F. Peters, I. Torre), in the *Journal of Human Evolution*, 2017.

**Martha Nyikos** (Associate Professor, Literacy, Culture, and Language Education) published "Self-assessment of Linguistic Ability and Strategy Use by Minority Speakers of Mandarin in China," (with K. Newman) in the *NCOLCTL Journal of Less Commonly Taught Languages* (2017).

**Alwiya Omar** (African Languages Coordinator, African Studies): Omar received the 2018 A. Ronald Walton Distinguished Lifetime Achievement Award for her commitment to less commonly taught languages from the National Council of Less Commonly Taught Languages. Omar also taught at the State University of Zanzibar, and led numerous ASP Outreach efforts in the Bloomington community and beyond.

**Karo Omodior** (Assistant Professor, Recreation, Park and Tourism Studies, School of Public Health) presented a guest lecture for the ASP Friday Colloquium, *RE-emerging infectious diseases of Public Health Importance – A Perspective from Sub-Saharan Africa*. In 2017, Omodior published “Modeling insect-repellent use for chikungunya disease prevention among US-Caribbean travelers,” (with Pennington-Gray, L. & Thapa, B.), in *International Journal of Travel Medicine and Global Health*, 5(4); and, “Chikungunya disease awareness among US travelers to Caribbean destinations,” (with L. Pennington-Gray, S. Holland, B. Thapa and S. Kiouis), in *International Journal of Travel Medicine and Global Health*, 5(1). In 2018, he published “Zika Knowledge and Prevention Practices among U.S. Travelers,” (with M. Luetke & E. Nelson) in the *Journal of Travel Medicine & Infectious disease*; and, “Tick-borne disease occupational risks and behaviors of Florida Fish, Wildlife, and Parks Service employees—A health belief model perspective,” (with H. Donohoe & J. Roe) in the *Journal of Outdoor Recreation and Tourism*, 22.

**Sarah Ousterhoudt** (Assistant Professor, Anthropology) is a co-awardee for an Emerging Areas of Research grant (\$5.5 million) for a three-year project on food sustainability. Ousterhoudt also received an NSF Cultural Anthropology Sr. Research Grant for 2017-18. In 2017, she published “The Land of No Taboo: Agrarian Politics of Neglect and Care in Madagascar,” in the *Journal Of Peasant Studies*; and, *Vanilla Landscapes: Meaning, Memory, and the Cultivation of Place in Madagascar* (Bronx, New York: Advances in Economic Botany Series, New York Botanical Garden Press).

**Oana Panaitie** (Associate Professor of French, Department of French and Italian) is serving a 2017-2019 term as Vice-President, Conseil International d’Études Francophones. In 2017, Panaitie published *The Colonial Fortune in Contemporary Fiction in French* (Liverpool: Liverpool University Press); and, *Entre-Textes. Dialogues littéraires et culturels*, Classroom anthology (co-edited with V. Klekovkina, London: Routledge).

**Clémence Pinaud** (Assistant Professor of International Studies) received a CAHI field research grant in 2017.

**Jamie D. Prekhert** (Associate Vice Provost for Faculty and Academic Affairs, and Charles M. Hewitt Professor of Business Law, Kelley School) published *Business Law: The Ethical, Global, and E-Commerce Environment*, (with A.W. Langvardt et al) in 2018. As well, Prekhert authored the Instructor’s Manual for Mallor et al., *Business Law: The Ethical, Global, and E-Commerce Environment* (2018).

**Michael Reece** (Professor, Department of Applied Health Science, School of Public Health; Co-Director, Center for Sexual Health Promotion) published “Knowledge of zika and perceptions of risk among sexually active US adults: results from nationally representative sample,” (with L. Guerra-Reyes, J. Fu, D. Williams, D. Herbenick, B. Dodge and J.D. Fortenberry), in the *Pan American Journal of Public Health*.

**Daniel B. Reed** (Endowed Chair Laura Boulton Professor of Ethnomusicology; Director of the Ethnomusicology Institute; Associate Professor, Folklore and Ethnomusicology) in 2017 published “Reflections on Reconnections: When Human and Archival Modes of Memory Meet,” (Gunderson, Frank

and Bret Woods eds.) in the *Oxford Handbook on Musical Repatriation*; and, "Toward Common Cause: Music and Global Health," (with T. Allison and J.M. Cohen) in the *Journal of Folklore Research*. 24 (1-2). As well, in 2018, Reed published "Ambiguous Agency: Dan/Mau Stilt Mask Performance as Ontology in Côte d'Ivoire and the USA," in *Africa: Journal of the International African Institute* (winter 2018).

**Beth Samuelson** (Associate Professor, Education) received the 2017 Excellence in Mentoring Award from the IU School of Education Graduate Student Association. Her work with *Books & Beyond*, was recognized with a 2017 Best Practices in International Higher Education Award in Student Affairs in Higher Education (NASPA). In 2017, Samuelson published "Empathetic communication: Bridging differences in a global context," (with E. Alant and L. Ogle) in *Cross-cultural global perspective on individuals with special needs: Traversing abilities and challenges* (Santoshi Halder & Lori Czop-Assaf, Eds., New York: Springer).

**Kathy Diane Schick** (Professor, Department of Anthropology and Cognitive Science Program; Co-Director, Stone Age Institute) published "Article original: Why did the Acheulean Happen? Experimental Studies into the Manufacture and Function of Acheulean Artifacts," (with N. Toth) in *L'anthropologie* (2017).

**Antonia Schleicher** (Executive Director, IU Language Resource Centers; Executive Director, Center for Language Excellence; Director, National African Language Resource Center; Senior Research Scholar, African Studies; Professor, Linguistics; Adjunct Faculty, Global Center) was the NALRC Book Series Editor for *World Language Curriculum Incorporating Business Concepts* (6 volumes), 2017.

**Jeanne Sept** (Vice Chancellor, Academic Affairs and Associate Dean of the Faculties; Department of Anthropology Chair) in 2018 published "Glynn Isaac" in *The International Encyclopedia of Biological Anthropology*, Wenda Trevathan ed., John Wiley and Sons, Inc.

**Amadou Beidy Sow** (Senior Lecturer, African Studies) received the 2018 Indiana University Trustees Teaching Award. Sow was also invited by the Malian government to speak on politics at the Université de Bamako in Mali in summer 2018.

**Laura Stachowski** (Director, Global Gateway for Teachers, School of Education) received the Institution of International Education, Honorable Mention in Best Practice in Study Abroad Category in 2017 for her work with IU's Global Gateway for Teachers.

**Jessica Steinberg** (Assistant Professor, International Studies) in 2018 published, "Protecting the capital? On African geographies of protest escalation and repression," in *Political Geography*, Vol. 62. Steinberg was also a panelist for the 2018 roundtable, *People and Places: Conversations on the Meaning of Land* (IU-Bloomington).

**Rex Stockton** (Chancellor's Professor, Department of Counseling and Educational Psychology, School of Education) in 2017 published "Clients' Perceptions of HIV/AIDS Supportive Counseling in Botswana: A Qualitative Study," (with T. Paul, E. Mokalake, D.K. Morran, M.D. Powless, D. Goldberg, S. Li, N. Blackwell and R. Sharma), in the *Journal of Immunology and Infectious Diseases*, 4(1).

**Esi E. Thompson** (Assistant Professor, Media School) has the entry "Ghana" coming out in the forthcoming, *The Sage International Encyclopedia of Mass Media and Society* (D. Merskin, ed.).

**Mohammad Torabi** (Chancellor's Professor, Applied Health Science) in 2017 published, "Is waist circumference  $\geq 102/88$ cm better than body mass index  $\geq 30$  to predict hypertension and diabetes

development regardless of gender, age group, and race/ethnicity? Meta-analysis,” (with D.-C. Seo and S. Choe) in *Preventive Medicine*, 97. As well, he published “Factors Associated with Changes in Fruit Intake during Young Adulthood: A Classification and Regression Tree Analysis of Longitudinal Data,” (with D.K. Lohrmann and W.P. Jayawardene) in the *Journal of the Nutrition Education and Behavior* (2017).

**Estela Viera** (Associate Professor, Spanish and Portuguese) in 2017 published “On Portuguese Cinema” (with C. Rowland) in the Special Issue “Introduction: On Portuguese Cinema,” of the *Journal of Lusophone Studies*, vol. 6, no. 5. As well, Viera published “Cinematic Walls: Pedro Costa’s Mural Imagination,” in the *Journal of Lusophone Studies*, 2.1 (2017).

**Steve Vinson** (Professor, Near Eastern Languages and Culture) in 2017 published *The Craft of a Good Scribe: History, Narrative and Meaning in the First Tale of Setne Khaemwas*, Harvard Egyptological Studies 3 (Leiden and Boston: Brill). As well, he authored the chapter “Necrobibliomania: (Mis) appropriations of the Book of the Dead,” in F. Scalf ed., *Book of the Dead: Becoming God in Ancient Egypt*, Oriental Institute Museum Publications 39 (Chicago: Oriental Institute, 2017).

**David Williams** (John S. Hastings Professor of Law; Executive Director the Center for Constitutional Democracy) in 2017 published “Sometimes Guns Are the Answer: The Path to Autonomy in Tibet, Burma, and South Sudan,” in *Regional Autonomy, Cultural Diversity, and Differentiated Territorial Government: The Case of Tibet—Chinese and Comparative Perspectives* (Law, Development, and Globalization), Roberto Toniatti and Jens Woelk, eds. (Routledge).

**Susan Hoffman Williams** (Walter W. Foskett Professor of Law; Director, Center for Constitutional Democracy Indiana University Maurer School of Law) in 2017 published “Religion, Custom, and Legal Pluralism,” in *The Edward Elgar Handbook on Constitutions and Gender* (Helen Irving, ed.). As well, she published “Customary Law, Constitutional Law, and Women’s Equality,” in *En/Gendering Governance: From the Local to the Global*, Kim Rubenstein and Katherine Young, eds. (Cambridge University Press, 2017).

**Sarah Young** (Associate Professor, Recreation, Park, and Tourism Studies) received a U.S. Department of State Grant - Bureau of Educational and Cultural Affairs (ECA), for *Youth Enrichment through Sport (YES) Africa*, for 2017-2020. Young also had the manuscript “Youth enrichment through sport: The YES Ghana model,” (with W.D. Ramos) accepted for *Recreation, Park and Tourism in Public Health* (forthcoming).

### **ASP Emeriti Faculty News**

**Rev. A.B. Assensoh** (Professor Emeritus of History) concluded an active year of publications and presentations. Assensoh co-presented a research paper titled “The Need for Press Freedom in Africa,” at the 62<sup>nd</sup> Annual UNESCO Media Conference and 2018 World Press Freedom Day Observance Meeting in Accra, Ghana. Assensoh wrote the forewords, “Learning from Well-Documented, Historical, and Ethnomusicological Research,” to Nana Abena Amoah-Ramey’s 2018 book, *Female Highlife Performers in Ghana: Expression, Resistance, and Advocacy*, published by Lexington Books, and the foreword, “In Honor of Professor Sulayman S. Nyang: In Search of True Pan-Africanism and Unity” for the book, *African Intellectuals and the State of the Continent: Essays in Honor of Professor Sulayman S. Nyang*. The 2018 book, published by Cambridge Scholars, honored Emeritus Professor Nyang of Howard University. As well, Assensoh is completing a co-authored biography of Muhammad Ali, to be published in 2019 by Greenwood Press. Dr. Assensoh received a competitive research and travel grant for emeritus professors from the IU Office of the Vice-President for Research (OVPR) to complete his book manuscript, “A Comparative Study of Mahatma Gandhi (India), Kwame Nkrumah (Ghana) and Martin

Luther King, Jr. (USA)”. He was honored with the 2018 *Distinguished Humanitarian Award* of African Studies and Research Forum (ASRF) of Southwest Georgia University, and the 2018 *Life-Time Distinguished Achievement Award* from Marqui’s *WHO’S WHO*, with a citation, a plaque and a certificate; the award is to be listed, in *WHO’S WHO IN AMERICA*, 2017-2018 edition. A.B. Assensoh and Yvette Alex-Assensoh were appointed to the re-constituted Editorial Board of the *Journal of Global South Studies* (formerly *Journal of Third World Studies*). Assensoh served for twenty years (1998-2018) on the previous journal’s board. As well, Assensoh is observing a decade of serving as Co-Review/Book Review Editor for *Journal of African and Asian Studies of The Netherlands*, published by Brill Academic Press of Europe.

**Mellonee Burnim** (Professor Emerita, Folklore) published *Issues in African American Music*, (with P. Maultsby, New York: Routledge Press, 2017).

**Hasan El-Shamy** (Professor Emeritus, Folklore and Ethnomusicology) contributed typological and cultural analysis for George List’s, *Animal Tales from the Caribbean* (Special Publications, IU Folklore Institute, 2017).

**Maria Grosz-Ngaté** (Faculty Academic Research Specialist and ASP Associate Director Emerita), retired from her position as associate director of the African Studies Program in July 2017. From August 2-6, 2017, she participated in the Mande Studies Tenth International Conference in Grand Bassam, Côte d’Ivoire, where she chaired a panel and presented a French version of “Religious Practice and Transnational Modes of Belonging among Mande Adherents of the Bou Kounta *Tariqa*.” She spent two weeks in Mali after the conference to visit friends and lay the groundwork for future research and collaboration. At the African Studies Association annual meeting in Chicago (November 2017) she became vice-president of the association. From December 7-10, she had the pleasure of taking part in an international workshop titled “African Studies – Multiple and Relational” at the University of Bayreuth, Germany, and serving as a discussant. In 2018, Grosz-Ngaté became President-Elect of the African Studies Association.

**Patrick R. McNaughton** (Chancellor’s Professor Emeritus, Professor of Art History) served as Humanities Advisor for the UCLA Fowler Museum exhibition and catalogue, *Striking Iron*. He also published “Art in African “Throwing Knives,”” in *Striking Iron*, the 2018 catalogue for the exhibition on African iron art and technology at the UCLA Fowler Museum of Art.

**Iris Rosa** (Professor Emerita, African American and African Diaspora Studies; Founding Director Emerita, African American Dance Company) retired in May 2017 after 43 years heading the IU African American Dance Company. Rosa was honored through the dedication of the African American Dance Company’s studio floor in the Neil-Marshall Black Cultural Center being named in her honor. Funding was provided through a donation from the IU’s Black Philanthropy Circle. For more on the celebration of her phenomenal contributions to IU, see: <https://news.iu.edu/stories/2018/08/iub/20-african-american-dance-company-dedicates-floor-iris-rosa.html>.

**Darlene Sadler** (Professor Emerita, Spanish and Portuguese): Forthcoming from IU Press is Sadler’s work, *Intriguing Objects in a World-Class Collection: The Lilly Library A to Z*.

**Beverly Stoelje** (Professor Emerita, Anthropology) in 2017 published “Protesting and Grieving: Ritual, Politics and the Effects of Scale” in *Public Performances: The Carnavalesque and the Ritualesque* (Jack Santino, ed., Utah State Press and University of Colorado Press). In 2018, she published “Chieftaincy Dramas: Kinship and Politics in Asante Succession” in *Monarchy* (Ellen Woodacre, ed.). Stoelje continues to serve on the International Advisory Board for *Poetics Today*.

**Ruth Stone** (Laura Boulton Professor Emerita, Folklore and Ethnomusicology; former Associate Vice-Provost for Research; Co-Project Director, Ethnographic Video for Instruction and Analysis (EVIA) Digital Archive) in 2017 published “‘Ebola In Town’: Creating Musical Connections in Liberian Communities during the 2014 Crisis in West Africa,” in *Africa Today* 63(3); as well as, “Mobilizing Musical Performance and Expressive Culture in the Ebola 2014 Epidemic: Introduction,” in *Africa Today* 63(3). Stone was also editor for the 2017 Special Issue of *Africa Today* 63(3).

**Verlon Stone** (Special Advisor to the IU Libraries’ Liberian and African Studies Collections), serves as consultant to the Liberian Center for National Documents and Records Agency under a jointly funded NSF and Carnegie project.

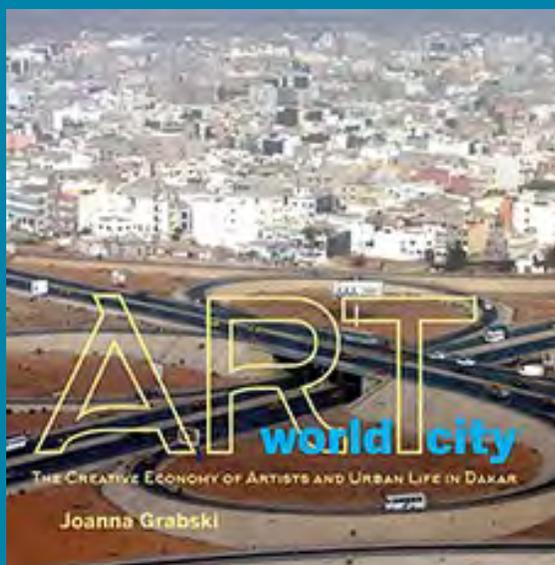
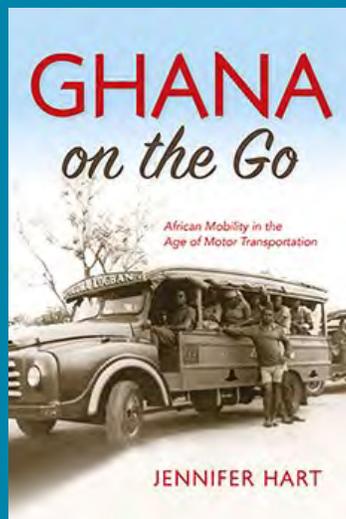
### **ASP Staff News**

**Marilyn Estep** (Administrative Coordinator) was nominated by three departments/programs for a 2018 IU Staff Merit Award (Office of the Provost & Executive Vice President). Estep previously won the IU Staff Merit Award for outstanding service to IU Bloomington in 2002. Her dedication to ASP, especially her exceptional support of African Studies students, was noted.

**Wayne Parkinson** (Student Services Specialist) received the inaugural Hamilton-Lugar School of Global and International Studies Staff Award (2018). He was cited for his dedication to the program, going well beyond his job description to support ASP’s students and faculty--constantly seeking out what he can do to make others’ jobs easier, or make a student feel comfortable and informed. He has initiated projects that have enabled ASP programs to reach a broader community, and has done professional training to increase his skills.

### **Recommended Reading**

Recent publications by IU ASP alumni **Jennifer Hart (History)** and **Joanna Grabski (Art History)** were honored as Finalists for the 2017 and 2018 African Studies Association’s Melville J. Herskovits Award. Congratulations!





*Follow us on social media at: @iuasp*

Photos unless otherwise noted by Wayne Parkinson for ASP



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