



African Studies Newsletter



Celebrating
60 Years
1953-2013

Looking Back

Past directors John Harris and James McCann look back and say there's lots to keep

Looking Forward

Director Timothy Longman looks towards the future for the center and gives some hints on where we're headed.

Updates

Alumni, Faculty and student updates on life, research and work along with a few centered-related anecdotes.

African Studies Center Turns 60

Facing new challenges, continues to adapt and excel

Timothy Longman, Director

The 2013-2014 academic year marks the 60th anniversary of the African Studies Center at Boston University. As you can see from the contributions to this Newsletter, we are planning a variety of events to celebrate this milestone. We hope you will mark your calendars and plan to attend as many of these events as possible. In particular, we hope that alumni and the broader ASC community will join us this spring for our **60th Anniversary Conference**, March 21-22, 2014.

Even as we reflect on our rich legacy as one of the premiere African studies programs in the country, the ASC continues to look to the future and develop new activities. This past year, we added Igbo to the repertoire of African languages we offer. This summer, I took the first group of eight students to Zanzibar for BU's new study abroad program. We are also in the

Continued on page 6

SAVE THE DATE!

MARCH 21-22, 2014

60th Anniversary Symposium

Keynote:

**James Pritchett,
Michigan State
University**

**Friday Banquet
Saturday Panels**

For More Information:
bu.edu/Africa/60th

Faculty News

African Studies Center Director and CAS Associate Professor of Political Science **Timothy Longman** led a six-week study abroad program in Zanzibar, May 27 to July 5. Eight students from BU, the University of Indiana, and Skidmore College studied Swahili and learned about the history of race, religion, and politics in East Africa. The students stayed with Zanzibari families and took field trips throughout the island to beaches, spice farms, palace ruins, development projects, slave sites, and nature preserves.

Professor **Diana Wylie** (History) will spend the 2013–2014 academic year as a Senior Fulbright Research Scholar in Morocco. Since 2010, she has visited the neighboring country of Algeria four times, primarily to research a historic preservation movement in the city of Oran. Now she is taking this research interest to three cities in Morocco: Casablanca, Tangier, and Meknes. She will investigate historic preservation in these cities, looking at what sites are being preserved and what meaning they have for local people. She aims to illuminate the question of what should be preserved and why.

Professor **Kathryn Bard** (Archaeology) reports that she is currently working on a new chronology study of Aksum culture/civilization, based on excavations at Bieta Giyorgis, Aksum, Ethiopia, between 1993 and 2002. She is authoring the paper with Rodolfo Fattovich, Andrea Manzo, and Cinzia Perlingieri, colleagues from the University of Naples l'Orientale. Prof. Bard is also working on a new article on ancient Egyptian state formation.

ASC Outreach Director **Barbara Brown** recently conducted a workshop for

faculty and students at Bridgewater State University, in Bridgewater, MA. The event was attended by more than 30 elementary education students, professors of elementary education, world geography, and art history, and the university's Dean of Education. Following the workshop, Barbara met with the faculty members and Dean. Bridgewater State is starting a global art history program, the first in MA, and has organized summer trips to Tanzania.

Professor **Ruha Benjamin** (Sociology) was invited to South Africa by the University of Pretoria's Institute for Cellular and Molecular Medicine to speak about her book, *People's Science: Bodies and Rights on the Stem Cell Frontier* on September 13, and to participate in a Wellcome Trust-sponsored workshop on "Genomics Research on Indigenous Populations: Exploring the Concept of Genomic Sovereignty with the San Community of Southern Africa," from September 10–12.



Affiliated Researchers

Pamela Allara (Affiliated Researcher) reports that the ASC has been a valuable setting for her research into race issues in contemporary South African art, particularly citing the Walter Rodney Seminar series and her collegial exchanges with Diana Wylie and Cynthia Becker. In 2012, Pamela published an article in *African Arts* and curated an exhibition at Tufts University, "The Boston-Jo'burg Connection: Collaboration and Exchange at Artist Proof Studio, Johannesburg, 1983–2012," which traveled to the Southern Graphics International Conference, "Print/MKE," at the University of Wisconsin, Milwaukee, in March 2013. Also in 2012, she was elected to the Board of the Arts Council of the African Studies Association. In addition to writing reviews for H-AfrArts, Pamela is the founder of "Friends of Artist Proof Studio," which raises funding to support the educational programs of that community-based printmaking studio.

John Gay (Affiliated Researcher) recently completed the fourth novel in his series set in Liberia, *The Day of Reckoning: No More Mr. Taylor*. It is currently available as an e-book from New World African Press and will shortly appear in paperback. The series tells the story of twins born in 1931. One twin remained in the traditional society, while the other pursued an often difficult and disappointing embrace of modern culture. The series details the family's uneasy accommodations and reconciliations between traditional and modern life across more than seven decades. The culmination of his "55-year love affair

Continued on page 21

The ASC in Transition

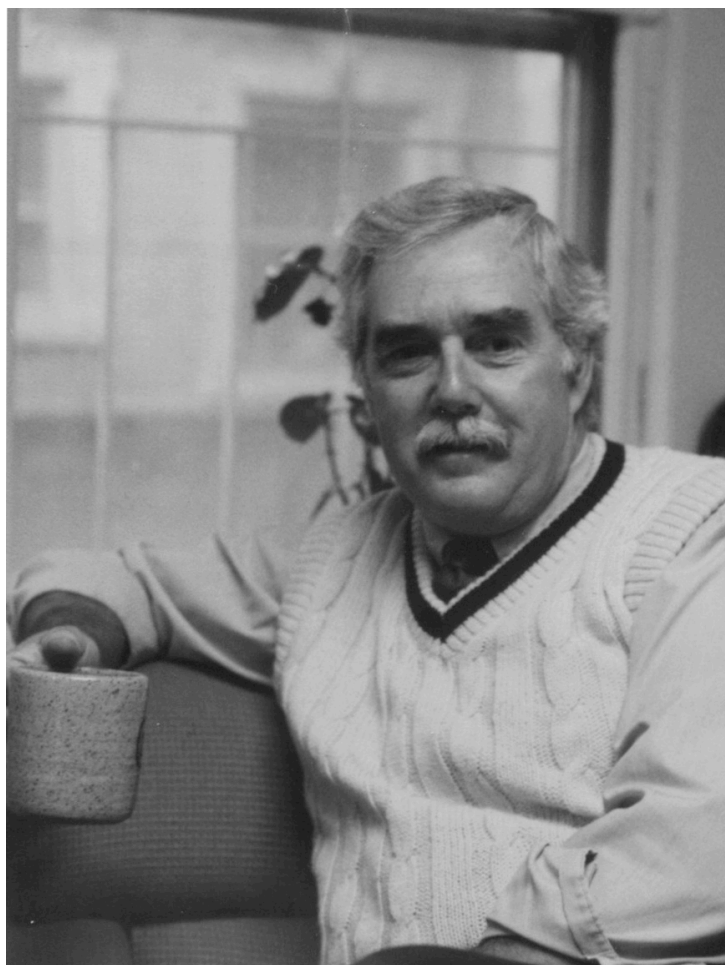
1974–1988

John Harris, former Director

The African Studies Center was founded in 1953 under the direction of William Brown with the support of a major grant from the Ford Foundation. During the first years of its existence the Center built a strong core faculty and achieved wide recognition of the excellence of the research and training they achieved. There was notable strength in expertise and research involving the Horn of Africa.

However, by 1973, the Center was facing many challenges. Following the untimely death of its second director, Alphonse Castagno, there was urgent need to find new leadership and establish a strategy for future sustenance and growth. There was additional urgency because the Ford Foundation Grant was set to permanently expire, since the Foundation believed that it had completed its task of establishing viable African Studies Centers in the United States. The Foundation's view was that if these Centers were to survive, they needed to become self-sustaining through finding University-based core funding and other grant and project financing.

In 1974, a search committee was established to consider future directions for the Center and to find a new director who could lead and implement that vision. At the same time, Boston University had made a major commitment to becoming the leading center of Development Studies. Paul Rosenstein-Rodan, considered by many to be the "Father of Development Economics," had retired from MIT and agreed to come to Boston University to lead that effort. He established, and became director of, a new Center for Latin American Development Studies. Gustav Papanek was recruited from Harvard to establish a Center for Asian Development Studies and chair the Economics Department. Other senior appointments were made to bring outstanding development economists to the new centers and the restructured economics department. The future of the African Studies Center was seen to be integral to the University strategy. In 1973 I was asked to meet with the search committee to advise them on options for the future of the Center, and in early 1974 was asked by the committee to become a candidate for director. Following several meetings with the Center's faculty and students, and with the economics department and the



new development centers, I agreed to work with the Center part time in the 1974–75 academic year, and to leave MIT and join Boston University full time in July 1975. My most important task in that interim year was to negotiate with the Ford Foundation to extend the grant for 3 more years and to be able to spend the considerable funds that had not been spent from the original grant. That negotiation was successful and we had the full support of the Foundation for the proposed new directions.

In addition to the marvelous African Studies Library and a dynamic administrator, Dzidra Kencht, the strength of the Center lay in the core faculty. Adelaide Cromwell, Norman Bennett, Dan McCall, Ed Bustin, Harold Fleming, Creighton Gabel, and Mark Karp were from the "founding generation" that had worked with Bill Brown and were supportive of the new directions. Newer faculty included Alan Hoben, Lou Brenner, Alan Best, and Steve Beier. In addition, Adelaide Cromwell had recently founded the center for African-American Studies and continued to maintain strong linkages

Continued on page 4

Continued from Harris page 3

between the two centers. We agreed on a leadership team that included Alan Hoben as Associate Director and Steve Beier as Assistant Director. Of greatest importance was the active support of a new Dean of CAS, Warren Ilchman, and the active cooperation with the various departments and development centers.

The overriding concept that guided our efforts in those years was that the Center would be a place that would sponsor and facilitate multi-disciplinary research on important development issues in collaboration with African universities and research institutions. We would emphasize the graduate-level training of African scholars and encourage them to carry out dissertation research in their home countries in connection with local institutions. This goal was facilitated in part by the active support of the Rockefeller Foundation through their University Development Programs in Ibadan, Zaire, and East Africa, which supported overseas training of potential faculty from those institutions. In addition to graduate training, we hoped to provide facilities and support for visiting scholars from African institutions. Also, we established a regular program for visiting scholars and research associates to provide a "home" for Africanists in the area to have office space and to participate actively in the life of the Center.

We identified rural development, migration, and health delivery as the three initial areas of focus for faculty recruitment and program development. The Ford Foundation grant gave us resources to leverage faculty appointments through sharing faculty salaries between the Center and the relevant academic departments. Over time, this ability was reinforced by the

University providing regularly-budgeted funds for shared appointments.

One of our first new appointments was Sarah Berry who was given a joint appointment in Economics and History with shared funding from the Center. She worked closely with Alan Hoben (Anthropology), Steve Beier (History), David Wheeler (Economics), and others to begin work based on deeper insights into the decision-making and dynamics of African households. They were early in emphasizing the critical role of women in African agriculture. In a short time their efforts were reinforced by the involvement of independent research associates including Jane Guyer, Pauline Peters, and Jean Henn. A number of dissertations were written by African students and a number of field-based projects emerged from the work of this group.

When Steve Beier decided to leave for the private sector, we were able to recruit an outstanding young historian, Jim McCann, who would also take on the role of Assistant Director, and contributed greatly to the rural development group and enlarged its focus to include environmental issues.

In the migration area, we were able to attract Bob Lucas, Dave Wheeler, and Brendan Horton, to the Economics department; Alan Best (Geography); and to link with the International Migration project at MIT. A major applied project that emerged from this group was the National Migration Study in Botswana in which Bob Lucas and I were principals. The Central Statistics Office of Botswana was fully involved in the project, and we involved a large number of historians, sociologists, and anthropologists who had worked in Botswana as part of the pilot phases of the surveys. Three

notable scholars came from this group – Diana Wylie, Barbara Brown, and Pauline Peters who would later play important roles at the Center.

We were able to make a large contribution to improving health delivery systems in a 20-country area of West and Central Africa through joint participation with the Medical School and Nursing School at BU, the Center for Disease Control in Atlanta, and were sponsored by the World Health Organization. Core ASC participants included Mead Over (Economics), and the project was the vehicle for several dissertations by African scholars including Germano Mwabu, now professor of Economics at the University of Nairobi and generally considered the leading African health economist.

At the same time that we were building capacity in these development-oriented areas of expertise, the Center was able to use its budgetary leverage to work with the Art History Department to hire Jean Borgatti, and with the Department of Foreign Languages to hire John Hutchison to build capacity for teaching of African languages, and to also hire Eileen Julian to teach Francophone African literature.

As the Ford Foundation grant was expiring, it became evident that we needed to obtain longer-term support for the core activities of the Center. We identified Title VI programs of the US Department of Education as the most promising source. In order to compete for these funds, and associated FLAS graduate fellowships, we needed to expand our African Language programs which we did under leadership of John Hutchison, and to establish an outreach program which we did under the

Continued on page 6



1993-2005: Looking Forward by Looking Back

Jim McCann, former director

This fall the ASC celebrates its 60th anniversary (or is it a birthday?). Let's mark the milestone and look forward by looking back. I have been fortunate to be part of African studies in three settings. As an undergraduate I saw Northwestern as a venerable and self-confident program in a private university. For my M.A. and Ph.D. it was Michigan State, a big public university, whose African Studies Center was growing under a Title VI grant and the development agenda, with large numbers of African graduate students in agriculture, history, and social sciences. Boston University was different. And therein lies the beauty of a place and a set of people, that grow and move ahead to new places.

When I received a job offer to come to BU I asked the head of the SSRC's Africa program about opportunity. Should I go? Yes, of course, she answered—that is where all the good stuff is happening. And it has always been so.

African studies here came of age—alongside Northwestern, UCLA, and Howard—on the first Ford Foundation area studies program. We had a good library built on the foundations of a fine theology collection. Several faculty members were founders in their Africa fields (Rosberg, Colson, Cromwell,

Bennett, McCall, Brown, and Bustin). Some of these folks went on to other places. Some are still here. And generations of graduate students went back to Africa, to excel as theologians, economists, historians, diplomats, and ministers (both types, churches and governments!).

In the 1960s we were a still-small university in an academic Mecca along the Charles, but one with a large footprint in African studies. And we already had a rich tradition as a community that drew its energy from faculty, students, research fellows from the region and throughout the nation, and the best physical setting of any African Studies program in the United States.

For 60 years we have occupied five different spaces, all prime Back Bay real estate that made the "ASC" a magnet for scholarship and social connections that celebrated Africa. We have enjoyed a community that mixed and matched people

Photo above: Fallou Ngom, associate professor of Anthropology & director of African Language Program, Diana Wylie, professor of History, and James McCann, former director of the African Studies Center and professor of History

Continued on page 6

Continued from Longman page 1

process of launching a new Working Paper series focused on Conflict, Politics, and Human Rights in Africa from our Publication Program.

We now have over 100 affiliated faculty in nearly every university school and department, and we are excited by Africa-focused initiatives with new campus partners. The College of Communication has joined with the Center for Global Health and Development (CGHD) on an international reporting project in Kenya, funded by the Gates Foundation. The College of Engineering has worked with CGHD on designing medical devices for use in Zambia and other African countries.

During the coming school year, we will be applying for renewal of our Title VI funding from the US Department of Education. Title VI not only provides fellowships for graduate and undergraduate students to study African languages and area studies, but also helps to fund a variety of Center activities. The quadrennial application process always provides an opportunity for us to develop new program ideas. We hope to use Title VI funds to develop new language courses specifically oriented toward students of public health, as well as continuing to develop on-line language teaching materials. Equally, we are excited about the prospect of new study abroad programs in South Africa and Senegal in the near future. We are also working to expand opportunities for undergraduates, including creating a major in African studies.

The African Studies Center is a vibrant place, where BU students, faculty, and people from the area with an interest in Africa come together for learning,

research, and community. If you are in the Boston area, please drop by our offices at 232 Bay State Road and say hello. You may be surprised by how busy the ASC remains, even as we celebrate our long history of accomplishments!

Continued from Harris page 4

leadership of Jo Sullivan and Barbara Brown. Our excellent Library facility was an important asset and we were able to hire Gretchen Walsh as its director. Another source of strength was our publications program, which began through the editorial offices of the *African Historical Studies Journal*, edited by Norman Bennett, and we were able to combine a teaching appointment for historian Jean Hay with creating a place for her as director of publications.

We were successful in obtaining that support and the Center continues to be a Title VI National Resource Center. This expansion of the scope and complexity of the Center would not have been possible without the superb efforts of Administrators Dzidra Knecht, Debba Andre, and Joanne Hart.

In 1988 we had an external review, which concluded that the Center was a dynamic institution, with a highly decentralized program structure, and with highly motivated persons being provided the necessary resources to innovate and build programs. The core leadership was functioning well with Alan Hoben as Associate Director, Jim McCann as Assistant Director, and Joanne Hart as Administrator. It was clearly time for them to continue to guide the Center's next phases and I am pleased to continue to be part of this Center and University.

Continued from McCann page 5

who chose to engage with one another and a commitment to Africa. The city provided a setting rich with libraries, colleagues, diaspora communities, and passionate commitments to research. The Center served as a place to be, to chat, to laugh, to argue, and to share life. Let's keep that.

There is lots more to say, but let me point to ways in which the BU African Studies Center has excelled and which make this setting an ideal one for students and colleagues. I arrived at BU in 1984—my first job. I just was really lucky. In the time I have been here our ASC faculty and former students have won 7 Herskovits prizes, three Guggenheim fellowships. No other African studies programs can even come close! And don't get me started on the many, many other awards, prizes, and grants.

At Boston University, African Studies draws on the life around us. We are in a city of academic gravitas and global influences. And we are enriched by those attracted to join us as research fellows in our Africa larger community. Many of these folks launched their careers from these fertile grounds even before they got their first job and remarkable careers. Looking back on that list is amazing. If you don't know it, ask me sometime. It is an extraordinary collection of engaged and accomplished academics and global citizens.

Now a new generation is entering the great adventure as students, new members in our faculty, and in the wider community. Sixty years is a short time by some measures, but in African studies it is a collection of years well worthy of veneration. Let's remind ourselves of that.



From the African Studies Library

The African Studies Library shelves contain a rich and varied story of Africa, but its own story has remained largely untold. A series of short anecdotes from former students, faculty and staff provide a glimpse into the library's past and reveal the challenges, frustrations, and rewards of working with such a unique collection. They also reveal the library's impact over the years, academically and personally.

Beth Restrick
ASC Librarian

The library had its beginnings in 1953 with the establishment of the Boston University African Studies Program. In fact, according to Jim McCann (in his article "The African Studies Center at Boston University: A Historical Sketch"*) , some recalled that organizing an Africana library at the university was a consideration among BU faculty before the idea of creating an African Studies Program.

Douglas Wheeler remembers that the library was rather modest in size when he first arrived at the African Studies Center in 1959. He recalls that "the African collection ... was growing and the director and faculty were ordering materials, as fast as they could, and in those days, with the support from foundations, donors, and the NEA funding, the Library and Program had a healthy Africana materials budget." Acquisitions were a challenge, "the Program's library orders were competing with those of other aggressive, well-funded area studies programs."

**The continent was changing dramatically in those years (fourteen African states became independent in 1960) and librarians had to keep the collections current. Without today's conveniences, the labor and cost were great. Jeanne Penvenne mentions how as a student in the 1970s, she was shocked at

the expense involved with simply searching and copying documents at that time.

Acquisitions from Africa were difficult to obtain. Vicki Evalds, the African Documents Librarian in the 1980s, remembers, "I was always writing various government departments asking for documents ... I also asked for national bibliographies, if their country had produced one. This led nowhere 99% of the time." There was one instance however, when an overzealous government official of a recently independent country sent the library literally everything they had—with a bill requesting that the payment be made in US dollars and deposited in a brother's account in a graduate school in the United States. The situation was quickly handed over to university lawyers and the boxes shipped back to the country at the university's expense.

If the acquisition of materials was not challenge enough, cataloging them proved to be formidable. Throughout the years the African Studies Library has relied on the language abilities of many graduate students from Africa to assist in the cataloging of materials.

Continued on page 8

*McCann, J. "The African Studies Center at Boston University: A Historical Sketch" , <http://www.bu.edu/africa/files/pdf/historicalskech1.pdf>.

** Wheeler, D. "Reflections of an African Studies Student & Alumnus, Almost 'Present at the Creation.'"

Continued from AS Library page 7

Rosemary Armato, an African Library Searcher and later Cataloger in the 1970s and 1980s recounts a particularly difficult Amharic collection needing to be cataloged. Fortunately, an Ethiopian student worker was on hand and the bulk of the collection was translated without any problem, but mysteriously two books were repeatedly set aside. According to Rosemary, “finally, I asked what the problem was. Seems that the items were subversive enough that our student didn’t want anyone to know he had seen them, let alone read them. I don’t know what happened to those books. I know I didn’t catalog them.”

Over the years, the Library has developed its own character and charm apart from the main campus library. I have heard many fond recollections of time spent in the library. Jeanne Penvenne remembers late afternoon sunshine in the alcove, “... the whole place was cheerful. It felt cozy and friendly, like a very small town—one knew people’s names.”

It is the people who worked in the African Studies Library who were responsible for fostering this environment. People like Beverly Gray, James (Jim) Armstrong, and Gretchen Walsh, managed the library’s collections and intrepidly assisted the research needs of faculty and students, no matter how difficult. Their work has extended beyond the walls of the African Studies Library, from assisting library collection development in Africa to championing the preservation of endangered materials. Jeanne Penvenne recalls Gretchen and Jim assisting her in a plea to the Center for Research Libraries to preserve Mozambican newspapers disintegrating in the

Biblioteca Nacional de Lisboa. And the “Gretchen Walsh Book Donations Award,” granted by the African Studies Association to assist in the shipping of books to African libraries and schools, is a testament to the passion and desire of the African Studies Library staff to make a difference on the continent.

The Africana Librarians also inspired and encouraged their own staff in ways that were life-changing. Wendy Simmons, Information Resource Office at the State Department, reminisces on her first job out of library school in 1976 as the Africana Cataloger. She credits her early years at the library as a defining period in her life. It was Jim Armstrong who encouraged her to learn Portuguese and she went on to teach cataloging both in Africa and the United States.

The African Studies Library has played an important and varied role in the lives of its users and in many cases it has come full circle: students who once sat in the Alcove in the late afternoon sunlight, toiling away at their research projects are now teaching faculty, returning to the library to introduce their students to the wealth of information that they once used. Students who once consulted the library’s collections are now retired faculty, donating portions of their private libraries amassed over their careers and contributing the ongoing development of the library’s collection.

Rapid advances in technology have changed the landscape of African research and study in recent years and brought new challenges, but the library will continue to play a critical role in the life of the African Studies community at Boston University and beyond.

Recalling BU’s African Studies Library

Jeanne Penvenne, Tufts

I first visited the African Studies Library (ASL) when I was working at Harvard University’s Museum of Comparative Zoology Library, before I matriculated into Boston University’s graduate school. As a student at Northeastern University’s night school, I wrote an undergraduate thesis on Tom Mboya and the labor movement in Kenya. I think I first visited in relation to that thesis, but I can’t be sure.

My deepest day-to-day experience with the ASL was from September of 1972 when I arrived to begin my coursework to September of 1976, when I left to conduct archival and field research in Portugal and Mozambique. During the summer of 1976 I worked with Jim Armstrong to organize the map collection. Eventually the ASL purchased one of René

Pélissier’s collections of books on Portuguese-speaking Africa, and I think I covered the cost of having requested and secured Freedom of Information documents on Mozambique by selling the collections to the ASL. I remember being completely shocked by the price of searching and copying the documents. Jim and Gretchen also helped me navigate my plea for the Center for Research Libraries to undertake microfilming the Mozambican newspapers, *O Africano* and *O Brado Africano* held by the Biblioteca Nacional de Lisboa. I watched them disintegrate as I read them day by day between 1976 and 1978. Thanks to their help the collection was saved.

Continued on page 13

Past Achievements & New Directions

Fallou Ngom, African Language Program Director

Over the last four years, we have made important strides in enhancing the quality of our African Language Program and maintaining our leadership position in African language instruction. Our efforts have focused on three key areas: *developing innovative instructional materials, enhancing the training of our instructors, and sharpening the quality of instruction* across our languages and levels. The teaching philosophy that undergirds our program rests on the belief that the quality of language and culture instruction is fundamentally dependent on the quality of instructional materials and teachers. For these reasons, we have developed unique sets of instructional materials and have invested in the pedagogical training of our instructors in the past four years. With the exception of Igbo (our seventh language introduced last year), we have expanded our program by increasing the number of courses offered each year for our six priority languages (Amharic, Hausa, Zulu, Xhosa, Swahili, and Wolof). We also have developed the capacity to offer any of these six languages up to the fourth year. Individualized directed studies at the fifth and higher levels leading students to superior language and cultural knowledge are also made available in all our languages. We have successfully developed pioneering instructional resources, including the *200-Word Project*, the *African Proverbs Project*, the *Niger Artisan Project*, and two *Ajami Workbooks*.

The *200-Words Project* is the first of the new generation of instructional materials we have developed. It includes textual and multimedia resources customized for elementary and intermediate levels, but usable at the advanced low levels. It comprises a database of specialized words with pictures and video clips that allow students to hear native speakers pronounce each word. Words were identified on their applicability to professional fields such as business, medicine, human rights, body parts, food and drinks, and clothing and professions, among others. The *African Proverbs Project* we developed is equally an essential learning resource for our six African languages at the intermediate and advanced levels. The resources cover our six priority languages and we intend to develop one for Igbo next year. The resources are conceived to capture and to bring to the classroom the intricate nexus between language, culture, and context. To



develop them, we have collected short performances by professional African theater troupes in their local languages using the ten most commonly used proverbs in each culture. The resulting multimedia instructional materials are accompanied by glossaries and exercises developed from the sketches. The videos are invaluable resources for developing language and cultural proficiency. For Hausa and Wolof, the lessons and exercises written in Latin-scripts are also “Ajamized,” thus enabling students to learn the Arabic-based Ajami script of the language as they learn its Latin-script.

To strengthen the quality of our instructional program, we have equally invested in the professional development of our instructors

The *Niger Artisans Project* is another groundbreaking project developed last year with support from BU’s Project-GO, Professor Emeritus John Hutchison, and overseas partners in Niger. The resources of this project consist of twelve conversations with artisans working in Niamey, Niger. The artisans featured fall into a category more closely related to

Continued on page 10

Continued from Ngom page 9

the corresponding Hausa term “ma’aikatan hannu,” or people who work with their hands. This broader definition resulted in a series of interviews conducted by Lori Delucia with a group of interviewees ranging from a vendor who re-purposed old tires to a fashion designer.

We have also developed two *Ajami Workbooks*. These workbooks are the first dual-script introductory courseware of their kind to be produced in United States. Their goals are to equip the first generation of American students and people working in professional fields with the skills necessary to engage in meaningful ways with Wolof and Hausa speakers, especially in rural areas, in their own languages and writing systems. We are now concluding the Hausa Ajami workbook. Like the Wolof Workbook, the Hausa Workbook will be the first-ever workbook designed specifically to teach elementary students of Hausa how to read and write the language in Ajami.

To strengthen the quality of our instructional program, we have equally invested in the professional development of our instructors. We have supported the sustained training of our language instructors in “Communicative” and “Performance-Based” instruction. Our language instructors are trained and certified by the National African Language Resource Center (NALRC) in the most up-to-date teaching techniques customized for African languages, including in the development and use of multimedia resources to enhance the diffusion of language and culture in classrooms. We have maintained excellent working relationships with our colleagues at Harvard and other institutions through the North-East Regional Consortium of



the Programs in African Languages (NERCPAL). We have developed enduring “international linkages” with scholars and institutions in the target countries where our languages are taught and have worked very closely with overseas coordinators. We have supported their professional development, including sending our Senegalese overseas coordinator to NALRC for intensive pedagogical training in 2010. Our overseas colleagues have worked with us in the design and implementation of intensive summer language programs that meet both our academic standards and those set by the U.S. Department of Education.

For the next four years, we plan to build on these successes and continue to address the dearth of effective instructional materials for our seven priority languages, including those with Ajami traditions, such as Hausa, Wolof, and Swahili. We anticipate the introduction of Mandinka, a widely spoken language in West Africa with an equally rich Ajami tradition.

Ajami-related research projects:

With funding from the British Library Endangered Archives Program, we successfully copied over 5,400 pages of Wolof Ajami materials in 2011. The manuscripts were written by the members of the Muridiyya Sufi order founded in Senegal in 1883 by Ahmadou Bamba (ca. 1853–1927), and include satirical, polemical, and protest poetry, as well as biographies, eulogies, genealogies, talismanic resources, therapeutic medical manuals, historical records, instructions on codes of conduct, a translation of the Qur'an in Wolof Ajami, and two volumes of the internal biography of Ahmadou Bamba. The collection is the largest digital repository of Wolof Ajami materials in the world. We intend to secure funding to translate these unique sources of African knowledge and expand our efforts in the preservation and translations of Ajami materials of other languages, including but not limited to Fulfulde and Mande varieties and Swahili, among others.

We are also laying the groundwork for a new interdisciplinary research area we have dubbed *Ajamigraphy*. This area fosters comparative study of handwritten Ajami manuscripts produced by enslaved Africans in the Americas, those in colonial archives in Europe, and those currently in use in Africa today to reconstruct the life stories of their authors and social history. We envision this emerging area to help us capture the cultural, historical, and epistemological continuities embedded in Ajami materials in use in Africa and those produced by displaced Africans in the diaspora centuries ago.

The Ajami materials currently in our

possession (drawn from colonial archives in Europe, archives of hybrid Arabic-Ajami writings of enslaved Africans in the Americas, and Ajami materials from Africa) reflect astounding similarities. They capture the gamut of Ajami literacies and various facets of the lives of their authors. The level of literacy and education, regions and communities of origin, and the socio-cultural background of the writers can be uncovered by studying the forms, orthographies, and contents of their materials, including the formation of the Arabic letters used, the typologies of their modifications and diacritics, and the sacred and de-sacralized doxologies they use, among others.

Mustapha Kurfi (Ph.D. candidate, Sociology), our current Hausa instructor, recently cracked his first Ajami puzzle! Using the *Ajamigraphy* techniques being developing at the African Studies Center, Mustapha answered an important scholarly inquiry from Nottingham, UK, about an old hybrid Ajami-Arabic text written between 1900 and 1912. He uncovered both the specific language in which it was written (Fuuta Jalon Fula also called Pular) and the content of the hybrid Ajami-Arabic material.

We intend to expand the training of our graduate students and research in this area in the next four years and to study other important historical documents with Ajami writings we have collected.

Finally, the ASC and the African Language Program congratulates Dr. Alex Zito who was instrumental in the pioneering efforts in the Ajami program. Dr. Zito defended the first dissertation on the Murid Ajami literature in the United States in 2012. We also congratulate him and his wife for their new baby and wish them all the best! We are also very pleased to welcome back Dr. Zoli Mali, our isiZulu and isiXhosa specialist who was on leave last year. We welcome our new Igbo instructor, Nikki Agba! We thank our professional staff, especially Dada Judith Mmari (our Swahili specialist) whose dedication and professionalism has made our Swahili program one of the best in the country, Mustapha Kurfi (our Hausa specialist), and Lamine Diallo (our Wolof specialist).

Name the Past & Present Directors of the African Studies Center





34 Years of Outreach

Barbara B. Brown, Outreach Director

The Outreach Program has sold more than 10,000 copies of our poster/map How Big Is Africa? to teachers all across the United States. How many students have likely seen it? Middle or high school teachers have 100+ students each year and are likely to teach the same subject for 5 years. If we assume, conservatively, that a typical teacher will use our poster for only 5 years and with only half of his or her classes, then 2.5 million students have seen this poster. That's not counting some of the other places this poster has featured: in a national social studies magazine, on a book cover, in several textbooks, translated into Spanish for the Baptist magazine Nuestra Tarea, and in a corporate publication (to name a few).

Thirty-four years ago, in 1979, Dr. Jo Sullivan walked into the beautiful old Tudor-style African Studies Center building. Up on the 3rd floor, she opened the door to the one empty room and began by dusting. The Outreach Program had begun. Right from the start, Outreach has focused on K-12 education, with four prongs: (1) creating teaching materials and making them readily available for a national audience; (2) leading professional development workshops; (3) consulting for educational publishers; and (4) advocacy for the inclusion of Africa in school curricula.

What do K-12 teachers want? Subject knowledge and compelling teaching materials. One way to develop subject knowledge for power education is through immersion. For this reason the Outreach Program created month-long summer programs with funds from the state, NEH and Fulbright—three at BU and two in Egypt and East Africa. These programs were exhilarating, exhausting, and worth every moment. Participants have become lifelong students of Africa, professional leaders who subsequently led workshops about the continent, authors of articles for national magazines, and consultants for publishers. In addition to these intensive summer programs, each year the Outreach Program leads 12-18 workshops, mostly in Massachusetts, for teachers and for education students.

While professional development is necessary, it is not sufficient. Without balanced and compelling teaching materials, teachers were hesitant to teach about Africa. To fill this need, we created a number of educational resources.

- 2 posters (our signature poster, “How Big Is Africa?” and our more recent “Do Africans See Wildlife? Their Answers May Surprise You.”) Both first appeared as the centerfold in a national teachers’ magazine.
- 2 DVDs, “Inside Africa” for younger students (the only DVD on Africa available for this age group) and “What Do We Know about Africa?,” which first appeared in 1985 as a “slide-tape show”, then moved onto VHS and, this year came out on DVD after much updating.
- For a California company, we prepared comprehensive middle school teaching materials on the empires of Ghana and Mali.
- Sets of travelling kits that we lend out or sell to teachers to use in their classrooms: the

Continued on page 13

Continued from Outreach page 11

Kenyan Kids Kit and the *Ghana Today Kit*. These kits or boxes contain actual items used in the daily lives of children from each country—clothing, toys, schoolbooks—plus photo sets and full curriculum guides, a great way to learn for young, concrete thinkers.

Teachers need access to quality materials as well as teaching tips on a continent they may know little about. The *Teaching Africa Library* at BU's African Studies Center is open to the public for precisely this purpose. The collection currently contains over 1200 children's books, including many from the continent, 200 DVDs, books for high school and beginning college, plus lots of regalia in the form of homemade soccer balls, galimotos, and clothing from around the continent (including blue jeans!). The program's resources are increasingly available online: lesson plans, teaching tips, annotated bibliographies, and more.

In K-12 education the state often controls the curriculum. Africa is a topic that too often is omitted or distorted in K-12 standards. In fact, roughly a decade ago, the Massachusetts Board of Education released draft standards for world history that omitted the study of Africa and Latin America. The Outreach Program worked with a savvy Boston city councilor to form a coalition of scholars and community leaders that included the NAACP and the Urban League. After seven months of advocacy, the coalition persuaded the Board of Education to amend the document to include the study of Africa and Latin America in the state standards.

Outreach is creative, interesting, and often challenging. Two years ago, Professor Fallou Ngom, of the Anthropology Department, and I helped PBS write an episode on Africa for the kids' show *Arthur*. Currently, Outreach is

working with *The Nile Project*, an international project using music to connect Americans and northeast Africans to the diversity of peoples and countries along the Nile. This project is co-sponsored, among others, by the Smithsonian and Lincoln Center. With Tim Longman, the program is also working with *Facing History and Ourselves* to create a curriculum on apartheid incorporating primary source material. Who knows what new project the next email may bring? "There's always something new out of Africa"—and out of Outreach.

Teachers need access to quality materials as well as teaching tips on a continent they may know little about. The *Teaching Africa Library* at BU's African Studies Center is open to the public for precisely this purpose.

Continued from Penvenne page 8

The late day sunshine in the alcove, and the many students laboring over projects, always ameliorated the pressure of papers due, or the frustration of conflicting documentation. Jim Armstrong, Gretchen Walsh, David Westley, and now Beth Resnick were always welcoming and warm. The whole place was always cheerful. It felt cozy and friendly like a very small town—one knew people's names. Years later Jim Armstrong still passes along sources he thinks I may find useful. The ASL is a place where people build relationships for life.

After Norman Bennett and I moved to Nantucket in July of 1978, and our children were born (1979 and 1981) my visits to the ASC and ASL were few. In November of 1984 our family left Nantucket for Duxbury. I then returned to more regular visits to ASC's 270 Bay State Road location and ASL, when I served as review editor of *IJAHS* from 1981 to 1985, and taught at the Metropolitan College in 1987, 1990, and when I replaced Jim McCann on a visiting basis in 1991–92. During all of those times, the ASL was a welcoming peaceful spot, and I was always well served.

Since I was hired at Tufts in September of 1993, I have quite regularly introduced students in my foundation and research seminars to the African Studies Library, the African Studies Center, and the Rev. Dr. Martin Luther King Jr. monument in front of the BU Chapel. Beth is as generous with my students as was Gretchen. Although the technology has vastly changed, the ASL maintains a small town feel. That is a good thing!

Zanzibar Study Abroad Program

Succeeding Swimmingly

This past summer the African Studies Center partnered with the State University of Zanzibar (SUZA) to offer Boston University's first-ever study abroad program in Zanzibar, Tanzania. As the crossroads of African, Persian, Arab, Indian, and European cultures for nearly two millennia, the islands of Zanzibar provided a unique setting to explore issues of religion, ethnicity, race, gender, class, and politics in East Africa.

A diverse group of 7 undergraduate and one graduate students—majoring



in International relations, anthropology, Muslim studies and business—participated in the inaugural Zanzibar summer offering, including one student from Skidmore College and another from Indiana University, Bloomington. The six-week program ran from late May to early July. Participating students took one academic course and one Swahili language course. Tim Longman, Political Science professor and ASC director, taught a 4-credit course, *Zanzibar: Religion, Politics, and Identity in East Africa*, that explored the history of Zanzibar as a center of international trade, slavery, and colonial expansion, the ongoing social and political struggles in Zanzibar and Tanzania, and the ways in which Zanzibar's experience differs from and interacts with the histories of Tanzania and neighboring states.

Language instruction was conducted by SUZA's Institute of Kiswahili and

A Student Reflects On Her Experience In Zanzibar

Truthfully, these past 6 weeks have been some of the most challenging of my life. Zanzibar has taken a lot from me: literally, my blood (mosquitos), sweat (90 degree averages) and tears (language barrier=frustration), as well as some not so important clothes, money and more money.

However, it has given me equal if not more in return: 50 shades of Indian Ocean blue, elephant sneezes, 5 a.m. morning calls to prayer, uninhabited islands, poetry, pottery and dance lessons, 10 pounds of chapati, the capability to speak another language, new ways to greet people, a third place to call "home," and the gift of knowing that I can survive (maybe) without internet, running water, silverware, and seat belts.

It has given me reason to "RE": Redefining my definitions of empowerment, self-expression and autonomy; re-teaching me what it means to be a daughter, woman, and human; reminding me what I take for granted (education, democracy, hot showers, iced coffee, vegetables, and brunch-hmmm why are half of these food?!) and—beyond all—reinforcing how privileged I am to be able to come here and realize this.

Continued on page 19

Field Notes:

A Perspective from a Global Health Corps Fellow in Malawi

Lindsey Kinsinger

The Global Health Corps (GHC) is a U.S. non-profit organization that pairs young professionals from the United States and abroad in paid, year-long internships with health care organizations in the United States and in five African countries. Through these partnerships, GHC hopes to create a world network of passionate adults that will promote health equity on a global scale. I am a GHC Fellow, employed by Dignitas International, which has worked with the government of Malawi since 2004 to improve HIV health delivery in the southeastern region of that nation. With my Malawian GHC co-fellow Kondwani, I work as a monitoring and evaluation (M&E) officer for Dignitas in Zomba, Malawi. Kondwani's in-depth knowledge of the Malawi health system, developed through nine years as an environmental health officer working for the Ministry of Health (MoH), has been critical in every piece of data we review and every decision we make. Our projects focus on analyzing HIV health care delivery at the facility level. By looking at month-by-month patterns of indicators (including number tested, number initiating antiretroviral treatment [ART], and number defaulting on their HIV care), we can investigate why these numbers vary and understand where in the health care access process—at the patient, family, clinic, community, or district level—things may falter or break. We can also determine which facilities are doing exceptionally well, and understand why. By presenting clinic health workers with data from multiple facilities, we can begin to determine what works, how can we learn from it, and most importantly, how it can be replicated.

Malawi is stretched thin for human and financial resources allocated to health care. Healthcare facilities are chronically understaffed, and staff members work tirelessly to provide services to patients in need. Health workers do not have time to sit down, discuss, and understand the outcome data related to the care they deliver. This is where M&E can be valuable. Data is collected at the facility-level, sent to the district coordinators, shipped off to the national government, and then distributed to senior Malawi officials and international donors. Rarely is the data returned to the healthcare workers at the facilities where the numbers are generated.

Dignitas feels strongly about data dissemination to health facilities. By providing mentorship and support to the Ministry



Malawi-based GHC fellows – (L to R) Lindsey, Isabel, Marian, and Kondwani, in front of Zomba Central Hospital, after completing a collaborative project with the Dignitas Teen Club and the Arts and Global Health Center (AGHC) on September 21, 2013.

of Health, we send the data back to the facility level, so facilities “own” their own data and can take charge of their services. Individual facilities thus feel empowered to recognize their strengths, determine how to improve their weaknesses, and set facility-level goals to improve their services. These numbers can also provide justification for resource augmentation, including HIV test kits, personnel, and drugs. By supporting the MoH, Dignitas aims to cultivate a healthcare system that is operated by the government, “owned” by the providers, and accountable to the citizens of Malawi.

When Kondwani and I started our fellowship in July, we noticed that a large percentage of women were not receiving HIV tests in antenatal care (ANC). We were able to help solve this problem once we met with the health care workers from these facilities and presented them with the trends we observed. Many health care workers were unaware that so many women were slipping through the system. Once they saw the numbers, they began to question the processes within their facilities and were able to develop solutions.

Malawi began providing free antiretroviral treatment (ART) medication at a few select health facilities in 2006. Today, over 440,000 patients are on ART (about 3.5% of the population), over 800 health facilities provide HIV testing and counseling services, and over 150,000 people are tested for HIV each

Continued on page 17

Mark Karp, Mentor

Idrian N. Resnick

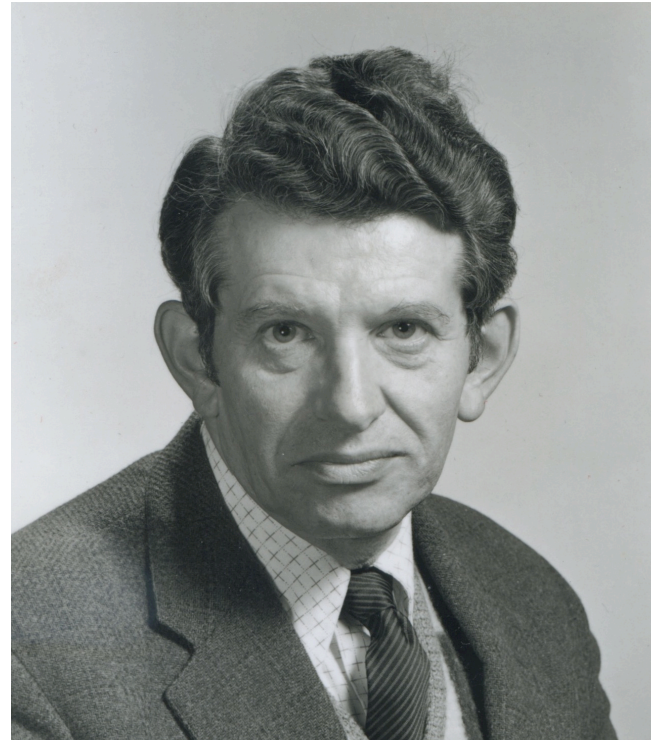
The chain-smoking little man in the baggy brown suit with a hawkish nose and a soft voice wielded the sharp edge of his razor mind to anyone who would listen. He offered himself for debate on any subject on which he was having a thought: the Kennedy-Nixon debates, the Cuban missile crisis, student politics (very light weight in 1960), and, of course, any and all aspects of economics and the political economy of Africa.

More often than not, I stood alone with him in the African Studies Program lobby, trying to keep up with his smoking and his mind; failing at both. As the only graduate student in economics with a “concentration” in Africa—neither economic development nor area studies were recognized as legitimate majors or minors by any but one or two economics departments in the entire United States—I received as much attention from Mark as I wished. I wanted and needed a lot. I became one if not *the* first person in the U.S. to earn a Ph.D. in economics with an “African specialty.” Mark Karp deserves a lot of the credit.

My best Mark Karp story stems from his harsh and demanding treatment of students in his graduate seminar on the economic development of Africa. Each week one of us made a presentation on some aspect of our research or on one or more of the assigned readings. Mark relentlessly probed and challenged, nailing factual gaps and inconsistencies and shredding the logic of our analyses. We trudged through each point (“*And by the way, what is the main point?*”) sometimes wondering if we’d made the right career choice. Nothing we said seemed correct. One student got crushing headaches every Thursday afternoon before the seminar. A couple of us thrived on his techniques. He encouraged those not presenting to confront every aspect of the presenter’s work as combatively as he did.

Mark’s personal openness allowed me one day to ask him why he was so tough on us. At first he hid behind his wanting to teach us how to think and write accurately and clearly. “*Never put the burden on the reader to figure out what you mean. There should only be one meaning to what you write and that’s the one you intend.*” Yeah, yeah, but what’s really behind your method?

On a rainy, melancholic afternoon, he relented, nearly hidden in a cloud of smoke—was he smoking two or three at once?



He told me that early in WWII, he managed to escape from Italy and make his way to North Africa; no mean feat for an Italian Jew. There he remained until the OSS, America’s spy agency, recruited him and brought him to the United States. They needed this economist who could speak Italian, French, English and God knows what else and who had studied North African economies. Mark became part of an elite research and analysis team of five men working in the African Division of OSS. Their boss was Ralph Bunche (the first African American to earn a Ph.D. in political science from an American university, and winner of the Nobel Peace Prize). It was Bunche’s practice to have his men write two-page policy papers on some piece of intelligence that had come in from American spies behind the lines in Europe. Every evening, one man had to sit in a darkened room under a bright “third degree” lamp and have his paper challenged in the most brutal manner by his mates, sitting in the shadows; Bunche was among them. His point was that lives depended on the factual accuracy and analytical clarity of what they sent forward to policy makers. *Write and re-write, challenge your own material, shred your work as if your own life depended on finding the errors and fault lines; nothing but perfection is acceptable.* So they strived and failed, attacked and destroyed one another’s work, to learn how to approach perfection. Incidentally, Bunche put himself on the same firing line once a week. He would come in about twenty

Continued on page 17

Continued from Resnick page 16

minutes before sitting in the hot seat, put a piece of paper in the typewriter, bang out a piece with five copies, finish and pass it around. Never changed a word.

The world was not at war, nor did “lives depend upon our work,” but you would not have known that as a student working with Mark Karp. He altered how we worked, wrote, and taught. He also smoked our brains out.

Idrian Resnick (Ph.D., Economics, 1966), first economics student at African Studies Program (1958ff), first National Defense Act scholarship for an economics graduate student at the Program.

Alumni Updates

Ama Egyaba Baidu-Forson (MA, Economics, 2006–2007, African Outreach Graduate Fellow) lives and works in Philadelphia, where she has worked for more than five years as an economist with IHS Global Insight. She covers 12 West African countries for macroeconomic forecasting, sovereign risk and debt sustainability analysis, investment climate assessment, and economic development issues. Having recently received US permanent resident status, Ama looks forward to visiting her home country of Ghana later this year. She is also considering Ph.D. programs in several economics-related fields.

In 1979, **LaVerle Berry** (Ph.D., History, 1976) left Boston for the publishing world, passing through the book divisions of Time, Inc., and the National Geographic Society. Since 1985 he has been employed in the Federal Research Division, the Library of Congress, where he is the Senior Africa Analyst and Project Manager for Africa and the Middle East. His work involves producing analytic studies for agencies of the executive branch. Berry is

currently the editor of *Sudan: A Country Study*, a decades-long series funded by the US Army. He maintains a research interest in Ethiopia, attending conferences, and publishing papers on kingship—the subject of his dissertation, and on the castles of Gondar. Most recently, he contributed a number of entries to the 5-volume *Encyclopaedia Aethiopica*, 2003—, which is already a standard reference work on the country. Berry anticipates retirement within the year, remaining in Alexandria, Virginia, with time for further research. Since his dissertation is still of scholarly interest, and will soon appear on the website of Tsehai Publishers, Berry hopes to turn it into a monograph, a process he expects will keep him busy in retirement.

Kevin Dunn (Ph.D., Political Science, 2000) is co-author of a new introduction to contemporary African politics, *Inside African Politics*. Dunn, currently associate professor of political science at Hobart and William Smith Colleges, partnered with Pomona College professor Pierre Englebert on this project. Together they have created an accessible and up-to-to date text that

Continued from Kinsinger page 15

month. While there is still much to be improved, Malawi, with the help of organizations like Dignitas, has made tremendous progress in seven short years.

Lindsey Kinsinger was a Swahili student in Judith Mmari’s Swahili I class last year. She is currently taking a one-year leave from the MPH program at the BU School of Public Health to work for Dignitas International as a GHC fellow in the M&E Department. She is currently taking Chichewa lessons in Malawi, and will return to BU in Fall 2014 to continue with her Swahili and MPH coursework. To learn more about GHC, go to: <http://ghcorps.org/>, or e-mail Lindsey at lkings@bu.edu. Applications for the 2014-2015 fellowship open Nov 6. To learn more about Dignitas International, go to: <http://dignitasinternational.org/>
All statistics for this article were taken from the Malawi MoH, Integrated HIV Services Report, April–June 2013.

details a set of core topics, provides broad theoretical grounding, and highlights the contributions of African

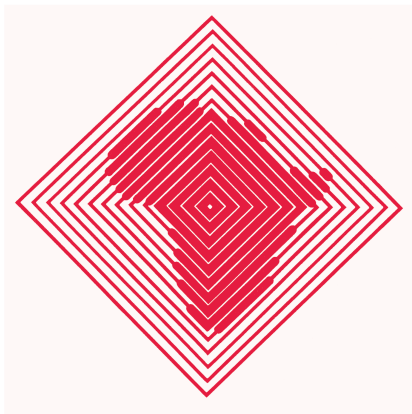


experiences to broader knowledge in the area of comparative politics and international relations.

Jane Parpart (Ph.D., History, 1980) returned to the Boston area in 2012, with her husband Tim Shaw, to teach in the UMASS-Boston’s new Ph.D. program in Conflict Resolution, Human Security, and Global Governance. Jane enjoyed a lengthy

Continued on page 20

Alumni Recollections of the African Studies Center



Ann Brownlee (Ph.D., Sociology, 1976)

My career through the years, and the effect the African Studies Center had on it, was a case of “one thing leads to another,” as so often is true. It has been a challenging and, most often, exciting journey, greatly influenced by the African Studies Center near the beginning. I first became acquainted with Africa with a health-related assignment in Peace Corps in Ivory Coast. After a year back in the United States, I entered a doctoral program at Boston University in Sociology, focusing on health systems research. My dissertation research, including fieldwork in Togo, Cameroon, and CAR, as well as other regions, resulted in a Cross-Cultural Guide for Health Workers (“Community, Culture and Care”), which was published by C.V. Mosby about a year after I graduated.

As my studies concluded, Dr. John Harris, ASC director at the time, asked if I would like to work at the Center half time, organizing “Workshops on Health in Africa” and other activities. I did this for a year or two and, through connections there, helped plan for what eventually became the 10-year BU-led World Health Organization (WHO) Project for Strengthening

Health Delivery Systems in West and Central Africa. I worked half time with the project until work became so demanding that I was asked to come on full time and accepted, eventually seeing the project grow throughout the 20 countries. One major effort was work with African colleagues to strengthen the capability of Africa’s health professionals to conduct applied research to “solve primary health care problems.” The course materials that resulted are available on the Internet and are still being used more than 20 years later!

I eventually expanded my geographical focus, while specializing in some of my work on infant and young child feeding (IYCF). I continued to collaborate with WHO/Geneva and UNICEF and, as part of a WHO Collaborating Center, helped launch the Baby Friendly Hospital Initiative, focused on strengthening support for breastfeeding in health facilities around the world. My field work kept “gravitating” back towards Africa, with short-term projects in Benin, Botswana, Kenya, South Africa, and Zimbabwe.

Looking back, these career highlights, are evidence that I was “well launched” by the African Studies Center. I look back, fondly, on the time I spent there. Our son just returned from teaching computers and science on the Island of Pemba in Tanzania, in Peace Corps, and so the African journeys continue.

Marilyn Dexheimer Lawrence (Ph.D., Political Science, 1974)

I received my doctorate in African Studies in 1974, while serving as Legislative Assistant to Sen. Edward W. Brooke. After six years on the Senate staff, I moved to the Executive branch,

where I served as head Congressional Liaison, first for the White House Drug Abuse office, and then for the U.S. Information Agency. My African studies came in handy in the latter position, as the Agency funded exchanges, exhibits, radio service, Fulbright scholarships, libraries, and many other services that were widely popular in African countries. Altogether, I was able to make 4 trips to Africa, and to visit 20 African countries.

After nearly 25 years of government service, I took early retirement—to get married, run a horse farm, and write! I have published 2 books since my retirement: *Trail Rides with Tequila*, a story about my horse; and *A Place in My Heart*, the story of the early pioneers in my current place of residence, Jupiter, Florida. I also assisted Sen. Brooke in writing his autobiography, *Bridging the Divide*. Life in “retirement” has not slowed down: I volunteer at the Jupiter Medical Center (where I also served as President of the Auxiliary); conduct tours of the Jupiter Inlet Lighthouse as a volunteer docent; and serve in many capacities in my church. It’s been a full life, and I will always be grateful for the start that I got at BU.

Jane Parpart (Ph.D., History, 1980)

When I received my Ph.D. in African History in 1980, the African Studies Center had been the focus of my life for more than a decade. The ASC provided an intellectual and emotional home that nurtured my commitment to interdisciplinarity, my desire to bring a theoretical bent to the study of African history, and my concern with issues of class and gender and international

Continued on page 19

Continued from Recollections on page 18

development. The Center provided guidance during my Ph.D. research in Zambia, supporting my scholarship on gender and class in Africa and my commitment to a global perspective. A unique, cutting edge site for learning and intellectual adventures, I have no doubt that it continues to inspire exciting scholarship. I am eternally grateful to all the people at the Center who supported my sometimes rather circuitous route to the Ph.D. and my scholarship on Africa and the world.

Jeanne Marie Penvenne (Ph.D., History, 1982)

What can I say? In the early 1970s I arrived at the African Studies Center at 20 Lenox Street from my organic farm in Southern Maine smelling of hen dressing and with no conception of what a career as an historian would mean. I had never dared dream of getting a Ph.D., so I began by applying for the Master's program. Everyone I met from my first day as a history graduate student at the African Studies Boston University helped me figure out what I should do. Margaret Ylvisaker immediately told me I should definitely apply for the Ph.D. program because then I would be eligible for much more generous financial aid. She obviously was right and I enjoyed two years of support for my coursework.

The Center was stately and felt like an island of peaceful erudition separate from the bustling undergraduate world of Commonwealth Avenue. John Harris became African Studies Center's director shortly after I arrived. We then had the great bonus of hiring Sara Berry and Steve Baier as West African historians when Louis Brenner left BU for the UK. Around that time Jeanne Koopman, Pauline Peters, and Jane

Guyer were all at the ASC. Jean Hay joined the group shortly after. It was clearly a very, very exciting time.

I was away for field research from 1976 to 1978, and by the time I finished my degree in 1982 African Studies had moved to 125 Bay State Road. By the time I returned to the mainland United States on a permanent basis, in the mid 1980s, the Center had moved to 270 Bay State Road. For me, the African Studies Center was always much less about the place than about the people and their families. My generation included the folks mentioned above as well as Adelaide Cromwell, Daniel McCall, Edouard Bustin, Jim and Sandi McCann, Betty Zeserson, Allen and Susan Hoben, John and Ruth Ann Harris, Dzidra Knecht, Eileen Jullien, Jim Armstrong, Gretchen Walsh, Michael DiBlasi, Irene Gendzier, John Hutchinson, Ann and Bob Seidman, Barbara Brown, and Diana Wylie. Oh, and of course there was and is Norman R. Bennett—one of the first faculty members at ASC, and eventually my partner of more than three decades and the father of our kids and grandfather of our grandkids!

African Studies now has a whole new generation of exciting faculty and staff—new leadership and programs. The Walter Rodney Seminar Series, the Outreach Library, the Language Program, the publications have all secured the program's reputation. I am proud to be a graduate of this fine place.

Pauline Peters (Ph.D., Anthropology, 1982)

I was a student in Anthropology and African Studies between 1976 and 1982. It was one of the most enjoyable and stimulating times of my life. My

supervisors, Allan Hoben and Sara Berry, were superb mentors, and I relished my interactions with other members of ASC such as then Director, John Harris, Edouard Bustin, Creighton Gabel, John Hutchinson, Jean Hay, Jane Guyer (first my teacher and then a close friend), plus fellow students like Bonnie Holcomb, Jeanne Penvenne, and Barbara Brown, among others.

The ASC was then in that lovely old house on Lenox Street, which provided a great interior for all the enjoyable conversations and interactions I remember. Since then, I have kept in touch both with individuals, and being lucky enough to still live and work in the area ("across the river"!), I have been able to attend some of the seminars and other events. In my mind, the BU ASC remains a centrally important place for African Studies in the Boston area.

Continued from Zanzibar from page 14

Foreign Languages. This included formally pairing American students with Swahili-speaking SUZA students for weekly conversation exchange. In addition—and one of the program's strengths—students lived with host families in order to bolster their language skills and immerse themselves in Zanzibari culture. The program also included field trips to various historic, cultural, and environmental sites throughout the island. The students also traveled independently in the region, to Dar es Salaam, the island of Pemba, and Ngorongoro Crater.

Continued from Alumni Updates page 17

tenure at Dalhousie University, Halifax, Nova Scotia, where she was the Lester Pearson Chair in International Development Studies. Now Professor Emeritus at Dalhousie, Jane was visiting professor at the University of the West Indies' Institute for Gender and Development Studies (IDGS) from 2007–2011 and was recently a research fellow in the Gender Institute at the London School of Economics.

Pauline Peters (Ph.D., Anthropology, 1982) joined Harvard in 1982 just after finishing her doctoral dissertation. Over the years she became a Fellow in the now defunct HIID and taught in the department of Anthropology from 1984 until her retirement in 2008. She also taught in the Harvard Kennedy School of Government from 2004 to 2008. Although retired from the teaching faculty, Pauline continues with her research and writing, the two latest papers out this year in the *Journal of Peasant Studies* and *African Affairs*. In the past few years she has spent some time at universities in Taiwan and more recently in South Africa. Pauline continues her association with the University of Malawi where she will be again in November 2013.

Beth Anne Pratt (Ph.D., Anthropology, 2003), and her husband **Simon Heck** (Ph.D., Anthropology, 1997) recently moved to Kampala, Uganda, with their three children. Beth is a consultant and partner with Global Health Insights, a specialist research and consulting cooperative with an emphasis on access to health services and technologies in developing countries. Simon has taken the position of Deputy Manager of the International Potato Center's (CIP) Sweet Potato for Profit and Health initiative, a 10-year, multi-stakeholder

program targeting malnutrition, food security, and market access across 17 African countries.

Jonathan Reynolds (Ph.D., African History, 1995) received Northern Kentucky University's "Excellence in Sustained Scholarly Achievement" in the fall of 2012. This past spring he received both the NKU Alumni Association's "Strongest Influence" award, and the "Best Adviser" Award for his work with the school's Phi Alpha Theta History Honor Society chapter. Currently, Reynolds is working on a text for the Oxford University Press African World Histories series entitled *Sovereignty and Struggle: Africa in the Era of the Cold War*, and is also finishing up a world history text entitled *World in Motion: A Dynamic History of Humankind*, with fellow BU Alum Erik Gilbert. Much of the balance of his time is spent with his children William and Ojie, and wife, Dr. Ngozi Uti. Every so often he puts out a CD with his band, 46 Long.

Jo Sullivan (MA, 1972; Ph.D., History, 1974; Outreach Director, 1979–1989)—part of the ASC for more than 40 years—retired in June 2011, after over 20 years as a public school administrator (principal, assistant principal, assistant superintendent). Her last position was at Randolph (MA) High School, where she worked with students from all over the world, including many from West Africa—Nigeria, Ghana, Cameroon, and Sierra Leone.

Jo reports a great love for retirement. She relishes the time to get together with friends from Peace Corps, BU and Africa days, visiting museums, and reading lots and lots (mostly fiction, but also Africa journals, monographs, and the ASA Children's Africana book award

winners). Her son Peter was married this year on July 4; while her son Colin works at GE in Lynn (and still says that Jeanne Penvenne was the best teacher he ever had). Having never been a morning person, these days Jo finds joy in being in her own home in the daylight and sleeping past 5 a.m.

Terry Walz (Ph.D., History, 1975) has returned to scholarly endeavor, after retiring from non-profit work with the American Research Center in Egypt and Council for the National Interest. As Terence Walz, he coedited with Kenneth M. Cuno, *Race and Slavery in the Middle East: Histories of Trans-Saharan Africans in Nineteenth-Century Egypt, Sudan, and the Ottoman Mediterranean* (Cairo, American University in Cairo Press, 2010), which included his article, "Sudanese, Habasha, Takarna, and Barabira: Trans-Saharan Africans in Cairo as Shown in the 1848 Census." In addition, two short biographies on South Sudanese ex-slaves Bakhita Kwashe (d. 1899) and Daniele Sorur (d. 1900) have been posted on the internet site, *Dictionary of African Christian Biography*, now based at Boston University. In 2012, he received a Franklin grant from the American Philosophical Society to return to Egypt to resume work on private family archives in Upper Egypt, and he plans to continue working on that project, which is under the aegis of a private archives program at the Institut français d'archéologie orientale du Caire.

Current Student News

Karl Haas (Musicology/Ethnomusicology, Ph.D. student), will travel to Ghana in 2014 to conduct dissertation research for his project, "Time and Space, Music and Matter: A Musical Ethnography of the Kambonsi of Northern Ghana." His project is an investigation of *Kambon-waa*, a music/dance genre associated with a lineage of warriors of the Dagbamba people of northern Ghana. These performances display a confluence of the cultural legacy of the Asante warriors who first brought the music to the region in the 18th century with Dagbamba dance-drumming styles. In the first-ever study of this performance tradition, he will argue against the homogeneity of Dagbamba culture by analyzing *Kambon-waa* in terms of the complex inter-cultural flows that define Ghana's past and present. Rooted in precolonial practice, traditional performances in this region remain culturally vital even as their meanings and contexts have changed following colonialism, independence, and more recently, the country's rapid economic growth.

Martha Lagace, (Anthropology Ph.D. student), recently co-authored her first journal article and photo essay, titled "Tropes of Memory." The article deals with genocide memorialization in rural Rwanda. Coauthored with Jens Meierhenrich, of the LSE, Martha's article appeared in the Summer 2013 issue of the journal *Humanity*. *Humanity*, produced by the University of Pennsylvania Press, explores human rights, humanitarianism, and development. Martha is preparing for fieldwork in northern Uganda.

Benjamin Twagira (History Ph.D. student), with funding from Fulbright-Hays, will explore the role that religion played in the development of Kampala during the twentieth century. He will spend time conducting interviews—with older residents—in the various neighborhoods of Kampala. He will also conduct archival research in the national archives in Kampala, and in London where most of the records about Kampala during the colonial period are housed.

Cont'd from Affiliated Researchers p. 2

with Liberia," these novels reflect John Gay's deep care for people and broad humanism.

Laura Ann Twagira (Affiliated Researcher) received the 2013 Young Scholar Book Prize from the International Committee for the History of Technology (ICOHTEC). The prize recognizes Laura Ann's Rutgers University dissertation on women's development of food technology in early 20th-century colonial West Africa, *Women and Gender at the Office de Niger* (Mali). She received the award in Manchester, United Kingdom, in July. A new member of the faculty at Wesleyan University, this semester Laura Ann is teaching "The Environment and Society in Africa," and "Gender and Authority in African Societies."



Winner of the 2013 John S. Perkins Award for Distinguished Service to Boston University, Joanne Hart.

African Studies Center Newsletter Vol. 3, Fall 2013

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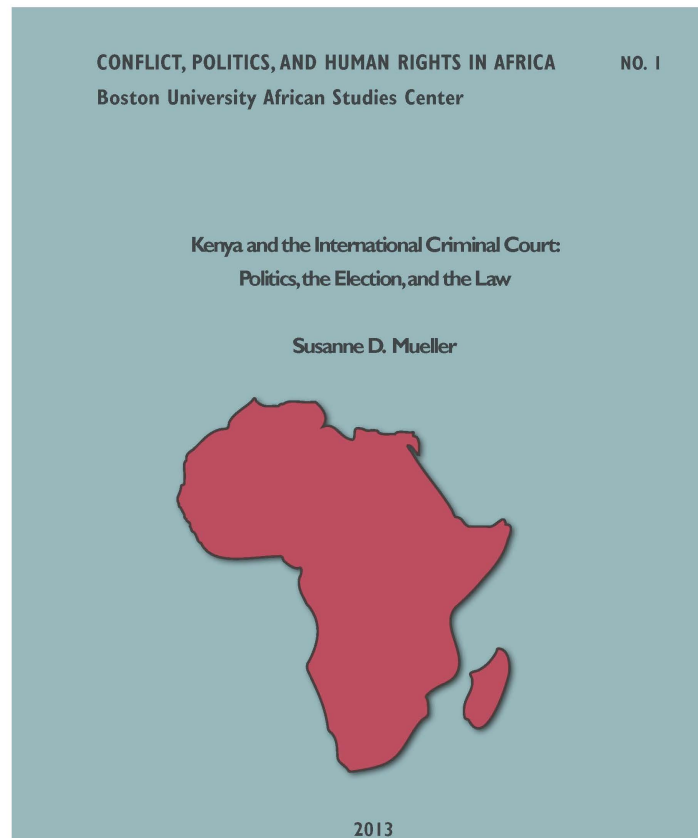
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Martha Lagace, Philip Rotz

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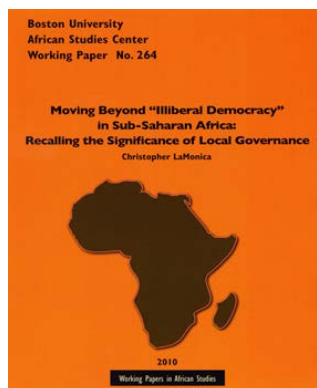
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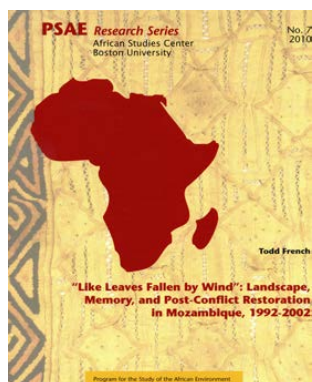
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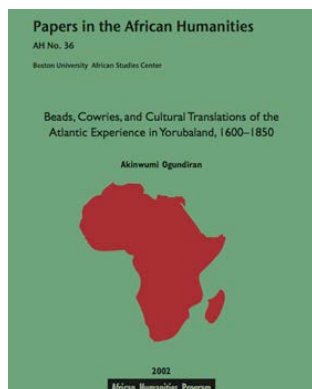
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