



alliances

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EFFORT TO REBUILD LIBERIA'S UNIVERSITIES UNDERWAY

An \$18.5-million effort to help rebuild Liberia's universities and infrastructure after 15 years of civil war has begun, and University of Michigan professors, staff and students are playing an important role. Through visiting professorships, graduate student fellowships, summer programs for Liberian youth and other endeavors, members of the U-M community are contributing to the revitalization of the nation founded by freed American slaves.

The program, Excellence in Higher Education for Liberian Development, is led by North Carolina-based research institute RTI International. The U.S. Agency for International Development is funding the project that will develop centers of excellence in engineering and agriculture at the University of Liberia and Cuttington University, respectively. The aim is to supply these fields with skilled graduates qualified to meet current and future workforce demand. "Engineering, science and technology are what propels countries into economic greatness and improves quality of life for their residents," said Herbert Winful, a professor in the U-M Department of Electrical Engineering and Computer Science who is U-M's principal investigator on this project. "Much depends on having a scientifically and technically trained populace, and through this project we're doing a small part to enable that in Liberia."

The work began in summer 2011, when three U-M graduate students spent the month of August at Cuttington University running a "Summer Start" program for seventy incoming college freshman and sophomores. The aim is to build students' excitement about their chosen career and enhance their preparation through classes in key academic subjects and hands-on experiences. In fact the "application lab," where students had to design and build a bridge out of popsicle sticks and construct a catapult, was a welcome challenge for the Liberian students, who previously had had little opportunity to engage in hands-on activities or group-work.

"The students' lack of technology and computer skills were definitely our biggest surprise," admits Sara Rimer, a graduate student in Civil and Environmental Engineering. "Fifty of the seventy students had never touched a computer before the beginning of the program, a much higher number than we had expected. Yet all of the engineering teams used a power point presentation for their final project." Her colleague Jose Alfaro, a graduate student in the School of Natural Resources and the Environment adds: "Even if there is a computer facility that the students have access to, the situation is far from ideal: students can only use the



Summer Start students building a model bridge.
Photograph by Sara Rimer





FROM THE DIRECTOR

Greetings to all in the University of Michigan community and beyond with interests in Africa!

Our fourth issue of *Alliances* explores further the varied terrain of U-M collaborations, activities and scholarly engagements with African colleagues and topics. These include the exciting announcement of a new partnership to strengthen engineering education in Liberia, meditations on the challenges to university education in Africa by visiting scholars Kwesi Yankah (former Pro-Vice Chancellor, U. Ghana) and Andrew State (Senior Lecturer, Makerere U., Uganda), reflections on the birth of South Sudan by U-M faculty Amal Fadlalla and Omolade Adunbi, the mesmerizing artwork of UMAPS artist-scholar George Kushiator, and the pharmaceutical sojourns of U-M historian Nancy Hunt.

The past year witnessed a dizzying array of African Studies Center (ASC) programs. The African Heritage (AHI) and African Social Research (ASRI) initiatives each held their bi-annual international conferences, both in July 2011. AHI's conference on *"The Politics of Heritage"* took place in Johannesburg, South Africa (p. 18) while the ASRI conference on *"Access, Accountability and Equality"* was held in Accra, Ghana (p. 16). The ASRI and STEM-Africa initiatives both launched summer intensive courses: ASRI organized two separate courses on statistical analysis of social research data in Ghana (see p. 16), and STEM on engineering skill-building in Liberia (see p. 17). Mathematics faculty Daniel Burns and Nkem Khumbah co-organized in May an *"International Conference on Mathematics"* in Buea, Cameroon, and the final two Mellon-Sawyer seminars on *"Ethnicity in Africa"* were held here in Ann Arbor on *"The Making of the Yoruba"* (April 2011) and *"Ethnicity, Conflict and Cooperation"* (November 2011). The ASC was a key partner in the International Institute's November conference on

"New Media/Social Change," at which Prof. Victoria Bernal (U. of California-Irvine) discussed the role of media in Eritrean diasporan communities in the US and Prof. Annabelle Sreberny (School of Oriental and African Studies) countered simplistic narratives of the 'Arab Spring' in North Africa as driven solely by mass mediated encounters. Moreover, at the invitation of the African Union three U-M faculty (Frieda Ekotto, Comparative Literature/DAAS; Elijah Kannatey-Asibu, Mechanical Engineering; and Nkem Khumbah, Comprehensive Studies/Mathematics) represented the university at curriculum workshops in Nairobi, Kenya; Yaoundé, Cameroon; and Addis Ababa, Ethiopia. These workshops were the final stage of preparation for the official launch in December 2011 of the **Pan African University (PAU)**, which encompasses five academic centers of excellence—one in each region of the continent—to advance higher education in Africa.

In August 2011, we welcomed our newest cohort of African Presidential Scholars (UMAPS—see p. 5 & 6). As in previous years, the range of disciplines and scholarly interests represented by these faculty from universities in Ghana, South Africa, Liberia and Uganda is impressively wide. Among them are scholars focusing on small aircraft design, Ugandan precolonial history, Liberian coastal erosion and the South African 'heritage industry'. You may meet them and learn more about their work at the upcoming *UMAPS Research Symposium* scheduled for February 3rd.

Let me end by welcoming to campus the newest additions to our faculty who work in or on, or who come from, Africa: **Kwasi Ampene** (DAAS/School of Music), the new director of the Center for World Performance Studies at the International Institute, who as an ethnomusicologist researching Asante performance practices and court rituals commands a wealth of knowledge and experience on the performing arts; **Joseph Ansong** (Earth and Environmental Sciences), an applied mathematician here on a five-year NSF-funded postdoctoral fellowship researching how the ocean dissipates energy and affects climate; **Fernando Arenas**

(Romance Languages and Literatures/DAAS), who studies literature, film and popular music of the Lusophone world from Brazil to Cape Verde to Angola as well as the emergence of Afro-diasporic identities in Portugal; **Bilal Butt** (School of Natural Resources and Environment), a geographer examining the complexities of human-environment relations in East Africa with special focus on challenges facing pastoralists and their creative use of information technologies to combat them; **Joyojeet Pal** (School of Information), who analyzes how computer and communication technologies can be employed in resource strapped situations to enable students with disabilities to pursue their educational dreams; **Adedamola Osinulu** (Michigan Society of Fellows/DAAS), who as both a scholar and architect studies the spatialization of Pentecostal Christianity in African cities; and **David Turnley** (Residential College), whose Pulitzer prize-winning photo-journalism and acclaimed documentary films have explored topics from apartheid South Africa to Cuban popular culture.

I attribute the many successes of the ASC to the energies and talents of ASC-affiliated faculty and the ASC staff (especially Associate Director Derek Peterson; Assistant Director Devon Adjei; Sandie Schulze; Thaya Rowe; Henrike Florusbosch; Cindy Middleton; and Unit Manager Marya Ayyash), as well as to the shared commitment of our Africa-based partners and the infectious passion of our students (e.g., p. 9 on the activities of *AfricaAid*). As the Swahili saying confirms: *Penye mafundi hapakosi wanafunzi* ("Where there are experts there is no shortage of students").

Please join us at our upcoming events and avail yourself of the many Africa-related resources and opportunities on our website: <http://www.i.umich.edu/asc/>. We thank you for your continued support of the African Studies Center.

Kelly Askew, Director

Continued from p. 1

computer for 30 minutes at a time, which really is not enough considering how slow the computers are. Plus, there's the problem of energy: the computer lab runs on a generator for lack of regular electricity, but the generator is often out as well."

Reactions from the Liberian college students involved in the Summer Start program show that another of the program's critical aims—to help students see the importance of careers in engineering and agriculture and appreciate the many connections between the two fields—is also being addressed. As one of the participants noted afterwards: "I have come to understand that every engineer connects one watt to the other, whether he or she does geology, civil, mining, or electrical engineering, and even agriculture. We all can work together as a team to build our country Liberia." Others mentioned how much they had personally grown as students by doing group work and being challenged to be creative and critical. One of the female students explained: "I learned to be self dependent in acquiring knowledge. Really most Liberian kids, including myself before [attending Summer Start] rely on their instructors for notes and don't believe in doing extra research, but now that has really changed in me."

Jackson Tamba and Adolphus Nippae, two Engineering faculty from the University of Liberia who currently are visiting scholars at U-M, confirm that word has gotten out about the promising changes ahead at the Engineering division as a result of the EHELD grant. According to Tamba, the latest enrollment figures at the Department of Electrical Engineering are up from 180 students to 315, with even higher numbers for other engineering departments such as civil

and mining. Nippae reflects on how favorably this situation compares to the reality when he was a student: "I graduated high school in 1995, as one of a class of 425 students from the biggest and maybe best school in Liberia. Only two of these highly motivated people went on to get a degree in engineering, because they realized that there were just no resources to do engineering. Many went into different fields, such as business. Many more just dropped out."

The Summer Start program and the research residencies for University of Liberia engineering faculty are only two aspects of U-M's role in the EHELD initiative, which runs through September 2016. The Summer Start program will be repeated for four more summers, alternating between Cuttington and the University of Liberia. In addition to professors Tamba and Nippae, another eight Liberian professors from different areas of engineering will come to U-M for individual research residencies of six months, while two Liberian graduate students will be funded for two years at U-M. Moreover, small teams of Engineering undergrads students, supervised by a faculty member, will have the opportunity to travel to Liberia to work on community-based research. They will use their engineering skills to come up with sustainable solutions in fields such as energy and sanitation, while gaining valuable international experience and learning how to engage stakeholders. Finally, one or more U-M Engineering faculty will teach at the University of Liberia for a total of two academic years, while a librarian from the College of Engineering will help rebuild the university's engineering library.

To the extent that EHELD is also intended as a catalyst for other initiatives, the first reactions are encouraging. As Prof. Winful notes,

"further initiatives are already sprouting up from our work on EHELD. I get emails from Liberian organizations and other entities offering their skills and resources; they are asking 'How can we help?'" An example of a new-found partnership is that with Peace Corps. U-M will train Peace Corps volunteers already living in communities throughout Liberia so they can facilitate one-day sessions about engineering, technology, and agriculture for middle school students. Graduate student Jose Alfaro mentions another example of complementary initiatives. "We quickly realized the importance of sustainability and renewable energy, so while we were still in Liberia, we set up a branch of our student organization Sustainability without Borders at the University of Liberia."

Professor Winful notes that he is pleased with the collaboration between the ASC and the College of Engineering on the EHELD grant. "ASC's director and staff were tremendously helpful in terms of their connections and good relationships with the president of the University of Liberia. Even if it's a technical grant like EHELD, you still have to be mindful of cultural components. And what's really great about ASC is that it actually does include the STEM fields, which is something that sets this African Studies center apart from others." He continues: "The EHELD program—being quite development-oriented—is not something the College of Engineering normally does, at least not on this large, country-wide scale; so one has to work a little harder to convince people to go ahead with it. But as soon as they realize the benefits to the College—for example, how it allows our undergrads to gain experience in sustainable engineering projects and fits into our Global Engineering mission—the support follows." ✨



“PERCEPTION IS REALLY IMPORTANT”

Notes From an Interview with Prof. Kwesi Yankah



Photograph by ASC

Africa Workshop lecture by Professor Yankah.

Dr. Kwesi Yankah is Professor of Linguistics at the University of Ghana, where he also served as the Pro Vice-Chancellor of the University until August 2011. He spent the Fall 2011 semester at U-M as a visiting professor in the Department of Anthropology and presented a well-received talk for the Africa Workshop. In this interview with Dr. Henrike Florusbosch, Professor Yankah addresses the state of higher education in Ghana and on the continent at large.

As a higher education administrator in Africa, what do you see as the most pressing concerns for African universities?

The main policy-level concerns at the moment are continuing low literacy rates across the continent and a lagging commitment of governments to higher education, coupled with a low participation rate. Yet the biggest challenge might be how African universities are perceived. Take university rankings: none of the universities in the top 300 are in Africa, and only five African institutions appear in the top 1,000—all five of these being in South Africa. On the one hand, many African universities have now become part of global networks and are able to attract international students. Yet on the other, most of the international students come for only a

semester or a year, except some from other African countries. This tells you much about the perception of African universities outside the continent: they are considered not to be up to the standards that students from elsewhere want to get their degree from them. This, in turn, shows that we are not fully integrated into the global network of higher education.

The number of faculty holding doctoral degrees is typically low across the continent—and in some countries, the percentage of those with doctorates is even declining. What accounts for these numbers, and are there any differences depending on the country, discipline, or type of university?

There is a big difference between public universities and private ones. Many new universities have sprouted up in Ghana and elsewhere, and most of these are private. For those newer universities, the percentage of faculty holding doctorates does not surpass 30%, while at an institution such as U-G the percentage currently stands at 68%. The problem is that most universities cannot afford to make having a PhD a prerequisite for teaching, because the human resources are simply not there. But the requirement to have a doctorate in order to work as a lecturer is in fact on the books for all Ghanaian universities, both public and private. However, in practice it has not been possible to adhere to this rule—at least not until recently.

I do think the numbers are likely to improve. At U-G, for example, we have appointed only PhDs as lecturers for the past two years now—new hires without a PhD are appointed as assistant lecturers. So, we are going back to the policy that was always on the books, and insist on strict compliance. U-G is also taking a more active role in facilitating that those who have been appointed as assistant lecturers do in fact obtain their PhD. In two years, over fifty faculty members have received fellowships allowing them to work on the PhD, and we also try to boost the faculty's capacity to write research proposals that will be competitive in an international arena.

What are the most important obstacles facing graduate students in Ghana and across the continent?

The biggest problem is resources. There are various shortcomings in the general academic infrastructure, particularly in

regards to library and bibliographic resources, limited Internet access, and poor science labs. Lack of human resources is a problem as well, because some supervisors don't have a PhD themselves. Moreover, supervisors often lack the time to properly advise their students and do not have easy access to the results of new scholarship being done around the globe. Those working on their PhD while also teaching face the difficulty of not having enough time to devote to their writing, as some of them are teaching five courses or work extra jobs to make up for their low salaries. For those who embarked on their PhD right after getting their Masters, graduate school might have been only a “stop-gap measure” to avoid unemployment, so they may be not all that interested in their projects.

Research shows that the proportion of women with higher degrees has slowly started to increase at some universities across the continent, including U-G. What has the University done that might account for this increase, and what other measures would you still like to see?

Our numbers of female students and faculty have indeed gone up at all levels, mainly as a result of the policy of affirmative action for women that we instituted in the mid-1990s. Since then, the number of female students at U-G has risen from 29 to 43%. For prospective students, affirmative action takes the form of preferentially admitting well-qualified women. Some of these students might not otherwise have gotten in, because each year the U-G has to reject even highly qualified applicants. At the faculty level, we have implemented policies such as preferential housing allocations to female faculty, better childcare options, explicit language against sexual harassment, and active recruiting of female administrators.

The Social Science Research Council (SSRC) recently instituted a fellowship program in response to “the shortage of well-trained faculty now reaching crisis proportions in African higher education.” Do you agree that we have reached a crisis?

The problems I have outlined so far are definitely large and require cooperation with other institutions and funding agencies to solve them. But I want to stress that we are not just sitting back with our arms crossed. At U-G, we are implementing a lot of new initiatives—such as the implementation of the rule that faculty need to have a PhD—that aim to address our various challenges.

Another thing we are working on is retention of junior faculty. In the past, a major challenge for African institutions has been that the students we supported to get their PhD abroad did not return. Lately, this trend has been slowing down; at the same time, we are doing a better job linking up our scholars in the Diaspora with their home institutions. We now have a program in place—funded by the Carnegie foundation—that allows Diaspora scholars to spend a year teaching at universities in Ghana. Another Carnegie-funded project at U-G has focused on strengthening our libraries, mainly in the areas of acquisition and improving access to electronic resources. Such resources are key to training the next generation of African scholars and improving their publication agendas.



Photograph by ASC

Africa Workshop lecture by Professor Yankah.

Speaking of publication agendas, what hindrances exist to high-level research and publication for Africa-based scholars?

This is another area where perception is highly relevant. The general perception is that African-based scholars have low scholarly output, and that their scholarship is mostly descriptive and lacking in theoretical founding. Thus, African-produced scholarship is often turned down when it is presented to so-called international journals. What we need instead are African-based publishing options, with African scholars on the boards who understand the parameters within which knowledge is produced.

The University of South Africa Press (USAP) is a wonderful example of this, and the U-G is in the process of setting up a partnership to publish jointly with USAP. The biggest issue is that our scholars do so much knowledge construction—but it is not disseminated properly. Many of our dissertations, for example, remain unpublished, which even leads other scholars to copiously quote from these without acknowledging the sources.

Besides serving in administrative roles at U-G, you are also a linguist. What do you think linguistics and other humanities fields can contribute to the future of Ghana?

The humanities play a tremendous role, and luckily our universities and various funding agencies recognize this. Whenever there is a need to be analytic, make a coherent argument, express yourself clearly, or learn about society, you need to use basic humanities skills. At U-G, we have found that communication skills are crucial for students to succeed, be it in the form of fluent English expression or technical communication; the use of language is key, and this is at the core of the humanities.

What joint initiative between U-M and U-G would you like to see happen in the future?

First of all, let me note that U-M's African Presidential Scholars program (UMAPS) has really worked well in the last few years. It is good that the field of eligible disciplines has been broadened to include fields like medicine, because African Studies is much broader than commonly perceived. The big thing I'd like to see happen in the future is for us to find a way of sharing access to library and other academic resources. Working here as a visiting scholar this semester, I find the biggest difference is the accessibility of so many resources, particularly through electronic databases. Finding a way where U-M could share its access to these electronic databases with its African counterparts would make a huge difference for our faculty and students.



“What we need are African-based publishing options, with African scholars on the boards who understand the parameters within which knowledge is produced.”

MEET THE U-M AFRICAN PRESIDENTIAL SCHOLARS FOR 2011-2012

The U-M Presidential Scholars (UMAPS) program remains a key initiative of the African Studies Center. UMAPS contributes to capacity building in the African academy by providing opportunities for early-career faculty based in Ghana, South Africa, Liberia or Uganda to spend up to six months in Ann Arbor. The program simultaneously promotes greater internationalization of U-M by bringing talented Africa-based faculty to campus, thus enriching U-M through the inclusion of African perspectives.

During their residencies at U-M, UMAPS scholars are paired with a faculty member and have full access to the University's resources to work on research proposals, academic degrees, and grant proposals. Scholars also participate in a weekly practicum organized by the ASC and present their work at seminars and conferences in and around Ann Arbor.

The scholars in the 2011-2012 cohort are:

FLORENCE A. ASIIMWE is a senior lecturer in the Sociology Department at Makerere University (Uganda). Her dissertation explored the obstacles to home ownership for widowed and married women in Kampala, Uganda. At U-M, she is working on a book manuscript—based on her Ph.D. research—about matrimonial homeownership dynamics.

JOSEPH M. BALLAH is an instructor and acting chairman of the Geography Department at the University of Liberia, where he works on identifying problems and solutions to common environmental challenges. He is using his time at U-M to further his current research project on combating coastal erosion in Monrovia.



E. MATHAKGA BOTHA comes to Ann Arbor from the University of the Witwatersrand (South Africa), where she is a lecturer in the Curriculum Department at the Wits School of Education. Her doctoral research, on which she is working during her U-M residency, examines the effective use of assessment data in South African primary schools in order to improve teaching and learning.

YESUENYEAGBE A.K. FIAGBE is a lecturer in the Department of Mechanical Engineering at the Kwame Nkrumah University of Science and Technology (Ghana), where he lectures in Engineering Drawing, and Hydraulics and Pneumatics. At U-M, he is working on his research project on "Development of Sectional Parametric Design Method for Small Aircraft Configuration."

MORRIS LYSANDER KEN is an instructor in the Sociology Department at the University of Liberia. During his residency in Ann Arbor, he is developing recommendations for integrating early childhood education training into the academic programs of higher learning institutions across Liberia.

GEORGE KUSHIATOR is a lecturer in the Department of Communication Design at Kwame Nkrumah University of Science and Technology (Ghana), who is furthering his

doctoral research on the integration of traditional and digital media techniques in artistic expression. His artistic work is featured elsewhere in this newsletter (INSERT PAGE NO.)

ABRAHAM Y. MENSAH joins us from Kwame Nkrumah University of Science and Technology (Ghana), where he is a senior lecturer in Pharmacology. His larger research interests concern the scientific justification for the folkloric uses of medicinal plants. His work at U-M involves the isolation and characterization of bioactive compounds in such plants by using chromatographic and spectroscopic methods.

SAKHUMZI MFEKANE is a lecturer in the Department of Anthropology and Sociology at the University of the Western Cape (South Africa) who received his PhD from the Wits Institute for Social and Economic Research (WISER). At U-M, he is working on the publication of several chapters from his dissertation, which centered on men, masculinities, and HIV/AIDS.

CHRISTOPHER MUHOOZI is a lecturer in the History Department at Makerere University (Uganda), where he is also doing doctoral research on the social history of the interlacustrine region in East Africa. At

U-M, he continues his research on Ankole, Western Uganda, with a focus on the ethnic contestation between the Iru and Hima in the pre-colonial and colonial periods.

ADOLPHUS NIPPAE is an instructor II in the Department of Electrical Engineering at the University of Liberia. His research project at U-M is "Class J Radio Frequency Power Amplifier (RFPA) at High Frequency and Microwave Filters Design." He hopes to use these advanced design approaches in his teaching at U-L. Nippae's residency is part of the EHEDL program, discussed on page (INSERT PAGE).

SIPOKAZI SAMBUMBU is a lecturer in the History Department at the University of the Western Cape (South Africa) who is engaged in doctoral research on the nature of the authorized heritage discourse in South Africa. Continuing this research at U-M, she will focus on how a highly institutionalized heritage discourse is conceptualized, configured, and utilized within a range of institutions.

ANDREW ELLIAS STATE comes to campus from the Department of Sociology and Anthropology at Makerere University (Uganda); his essay on teaching at Makerere can be found on page 8. His residency at U-M allows him to explore learning and teaching at US universities, particularly in regards to challenges in the learning process.

JACKSON TAMBA is an assistant professor and chairman of the Department of Electrical Engineering at the University of Liberia. The author of many articles, Professor Tamba is currently writing a research paper on the relevance of renewable energy as a long-term energy solution for Africa. His residency at U-M is part of the EHEDL program (INSERT PAGE).

EMMANUEL YAMOAH TENKORANG is a research fellow at the Institute for Development Studies, University of Cape Coast (Ghana), whose research focuses on environment and development. At U-M, he is working on his PhD thesis, which analyzes how the interactions between mining governance institutions, traditional institutions, and other authorities affect local-level development in resource-rich communities.



Top row, l to r: Sakhumzi Mfecane, Morris Lysander Ken, Andrew Ellias State, Abraham Mensah, Jackson Tamba, Sipokazi Sambumbu, E. Mathakga Botha, Emmanuel Yamoah Tenkorang, Christopher Muhoozi, George Kushiator. Bottom row, l to r: Joseph Ballah, Florence Asimwe, Yesuenyagbe Fiagbe, Adolphus Nippae.



THE WORK OF ART

GEORGE KUSHIATOR

Ghanaian artist George Kushiator is one of the 14 African scholars who are part of the 2011-2012 cohort of African Presidential Scholars (see p. 6). While in residence at UM, George Kushiator is exploring the impact of digital tools and technologies on painting, printmaking, and photography, and producing a body of work that contributes to the discussion and understanding of these tools and processes. Here we print two of his recent works, accompanied by comment from him.

My artwork is motivated by intrinsic traditional values of Ghana, functioning as a physical codification of the cultural and spiritual continuum, a conduit that draws the human spirit to its heritage. I draw inspiration from my environment, experimenting on printmaking, photography and digital media that culminate into integrated digital artworks. To create my artworks, I orchestrate the merging in digital space of two unlike sources. I float a selection of saturated enamel paints in a tray of water, stirring, pushing, agitating, coaxing, dragging and blowing the surface into a flowing arrangement of unstable floating of meandering dots, lines, shapes and color. Color registers its encounter with other color, suspended liquid motion, smooth and undulating with its own weight. Arriving at the desired result, I then lay a sheet of cardboard paper face down, gently pressing it evenly against the floating enamel. The color grips the paper surface release from its liquid matrix to settle into the fibers shaped on one surface, recorded on another in both juxtaposition and superimposition creating harmonious and complementing elements of art.

The printed artwork is then photographed and launched into a digital space. I also upload my own photographs into the digital space. These are then integrated and merged through the process of manipulation in the digital environment, using painting and photographic software like Adobe Photoshop. Moving back and forth between layers and tools, I invite one image to inflect the other until arriving at the convergence I desire to create innovative powerful expressions. ❄



"Marriage," by George Kushiator



"Spiritual Healing," by George Kushiator.



ENHANCING TEACHING AND LEARNING AT MAKERERE UNIVERSITY

ANDREW ELLIAS STATE

Andrew State, Senior Lecturer in Sociology at Makerere University (Uganda), is one of the 2011-2012 cohort of African Presidential Scholars (see p. 6). In this essay he describes the work he has undertaken during his stay at U-M.

Makerere University in Uganda was established in 1922, as a technical college and later as constituent college of the University of London. It is one of the oldest universities in east and central Africa, becoming an independent University with a parliamentary legislation in 1970. Until 1988, Makerere University remained the only recognized degree granting institution in Uganda. Even though there are more than five other public universities and about 24 privately run universities in the country today, Makerere University remains the largest, most dynamic, recognized and leading academic institution in the country. While the university's mission is to provide innovative teaching, learning, research and services responsive to national and global needs, this has been a dream rather than reality.

Makerere has many challenges. The challenges include underfunding, poor administration, deteriorating and inadequate infrastructure, congestion, unending academic staff grievances, and lack of direction among many others. The 1990s era ushered in a period of higher education reform in Africa and in Uganda, as the government opened up Makerere University to partial privatization through privately sponsored admissions program. This drastically increased the number of students that did not match the available teaching space and staff. Because of poor remuneration, many academics find it easier to leave university service for greener pastures in the private sector within Uganda and other higher education institutions elsewhere. This is a great challenge to the quality of graduates. There are noted media debates as to whether it is the university education in particular that is a problem or the entire education system in Uganda in general that has contributed to the general apathy about the quality of graduates to date. I believe that addressing the internal shortcomings at Makerere University, especially in the teaching and learning sector, is the beginning to correcting the problem.

Difficulties caused by the increased numbers of students without corresponding increase in the number of academic staff, the dwindling resources from government to invest in

training and infrastructure, and an absence of pedagogical training services have accelerated the already severe learning and teaching problems at Makerere University. Out of about one hundred departments, it is only in the School of Education where teaching skills are taught to prospective teachers in secondary and primary schools. While most departments and faculties recruit teaching assistants and assistant lecturers, there are no additional skills given on commencement of duty and there are no institutional mechanisms to help newly recruited university lecturers adjust to their new positions. The Appointments Board, an

opportunities. Even though curriculum review has constantly been part of university teaching and a periodic requirement, the exercise seems futile in the absence of required skills, such as familiarity with a teaching syllabus and course objectives, being an effective teacher, getting students to actively involved, fostering critical thinking, involving students in community service, using questions and case studies in teaching, etc. In addition, it is difficult to know how to incorporate one's area of specialization in a course design, into the weekly schedule of topics and learning activities, or into the reading assignments or the writing and analytical activities. This is



A lecture class at Makerere University.

independent board of the University council charged with recruitment and promotion of university employees, only asks the departmental chairs to allocate duties and supervise lecturers. This translates to a low quality of service delivery to the students, including teaching skills and lecture hall learning. This is a big problem and usually is reflected in the quality of graduates and the continued poor public opinions from prospective employers.

Comparatively, most higher education institutions in the western world have centers of learning and teaching excellence where newly hired faculty members are nurtured into the practice of teaching and how to become effective teachers in the lecture theatres. Makerere University lacks such

not in any way to suggest that good teaching and learning does not take place at Makerere University but rather argues for enhancement of good practices already in existence. Makerere University is currently trying to reposition itself and regain its glory. The university has the mandate to take positive and proactive steps to ensure provision of quality teaching, learning, research and outreach services relevant to the needs of the institution and society. Cognizant of the growing public concerns about the deteriorating standards at the University, and the provisions of the legal framework that requires institutions of higher learning to ensure set standards conform to the National Council of Higher Education (NCHE), many teaching units have embarked on revising and revamping of the curriculum. This is

Courtesy of Andrew State

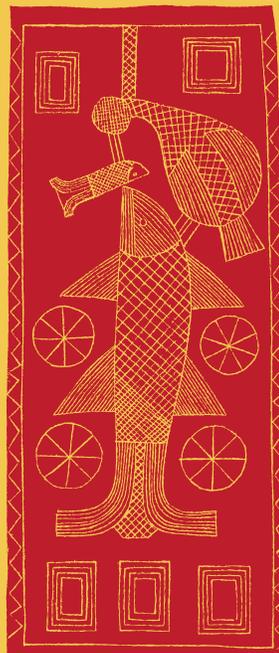
mainly to meet the growing challenging of the ill-prepared graduate and making the disciplines relevant at the national and international levels. Given that Makerere University is a dynamic community, the major objective for curriculum review is to provide a stimulating and innovative environment for teaching, learning, research and training. In April 2009, the University Research, Administrative and Financial Reforms (URAFR) Committee was constituted by the Acting Vice Chancellor to start the reforms process. The main task of the Committee was to recommend reforms in the University's core and support processes, which would lead to a lean and efficient administrative structure. In addition, the Makerere University reforms committee was to produce a working document that guides university officials to ensure quality service.

As a tenured academic at Makerere University, I have noted serious flows and problems that may impede the smooth implementation of planned internal reforms and innovations. There has been no significant attempt so far undertaken to help retool the teaching members of staff to gain knowledge necessary to achieve the objective of making Makerere University a center of excellence in teaching and learning in the region. Specifically there is observed deficiencies in pedagogy delivery based on the old concept of lecturing that leaves students only with capacity to memorize rather than being analytical and possessing problem solving skills. Second, there are widespread accusations about academic staff members lacking knowledge and skills to help the university achieve and accomplish her teaching and learning objectives. Third, it is common to find one teaching academic staff member handling a large class without the necessary skills or any assistance. Without proper guidance and training, teaching in such a scenario can be a nightmare.

I am privileged to be a University of Michigan African Presidential Scholars (UMAPS) and to be working with U-M's Center for Research on Learning and Teaching (CRLT), the oldest center for learning and teaching excellence in the US (established in 1962) to acquire knowledge and skills on how issues of learning and teaching at the University of Michigan are addressed. The six months' stay at the University of Michigan under the umbrella of the African Studies Center (ASC) allows me to interact with different faculty members and attend workshops to learn about the experience of faculty members on teaching, learning, and curriculum development. At the University of Michigan, CRLT serves the teaching and learning requirements in

many colleges and schools. My objective is to learn about what is possible to replicate that enhances learning and teaching at Makerere University. My interaction with CRLT staff shows that establishing a center that addresses issues of faculty development leads to excellent results in terms of students' learning experiences. I hope that there is an opportunity to replicate such programs for the benefits of many universities in Africa. Given my experience gained from associating with the University of Michigan CRLT, I hope on return to propose that Makerere should consider establishing a Center for Learning and Teaching to enhance the university mission of providing innovative teaching, learning, research and services responsive to national and global needs, making Makerere a center for teaching and learning excellence.

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“My objective is to learn about what it is possible to replicate (from the programs and practices offered at U-M’s Center for Research on Learning and Teaching) that enhances learning and teaching at Makerere University.”



NEW STUDENT ORGANIZATION FOCUSES ON EDUCATION IN TANZANIA

One of the newest student organizations on campus aims to send young women in Tanzania to secondary school, while simultaneously promoting cultural awareness and educating the campus community about education and gender in Tanzania. Established as an official U-M student organization in April 2010, AfricAid at U-M is a daughter organization of the national AfricAid organization, which supports dozens of schools in villages throughout Tanzania and has so far contributed over \$1,000,000 towards the education of young Tanzanian women.

“AfricAid club members at Michigan are part of a new special initiative, the Kisa project, which allows student organizations and community members to sponsor a female student through high school—a two-year, \$1,000/year commitment,” explains Kelsey Hamrick, co-president of the club. “With this scholarship, a girl will be able to complete her high school education and receive comprehensive weekly leadership training. After graduating from high school, girls will go back to their communities to mentor at least ten other women and start social programs using a stipend included in the fellowship.” Her co-president, Mia Kelly, adds, “The Kisa project has established an interactive online communication website, www.kisaproject.org, which provides a unique opportunity for cultural exchange. We began sponsoring our first student this year—a 21-year-old from Boma Ng’ombe, who hopes to someday be a lawyer. We are all very excited to know her.”

AfricAid at U-M is also invested in teaching the U-M community about key issues in the areas of gender and education in Tanzania and other African countries. The club's inaugural educational event in March 2011 was “A Panel on Gender and Education in Tanzania,” which focused on the social, financial, and cultural challenges Tanzania faced in educating its youth. A second event, on the theme of “The Ripple Effect: Educating Women and Empowering Communities,” is being planned for March 2012.

If you would like to get involved in any of the club's activities, please contact africaidpresidents@umich.edu or visit AfricAid.com.



PHARMACY SHOPS AND VISUAL CULTURE IN KABILA'S CONGO

NANCY ROSE HUNT

My personal research archive contains two photographic series of pharmacy shops, one set taken in Kisangani and the other Kinshasa in 2007. Given how risky it is to use a camera in any Congolese city, I was the photographer for neither set. Instead, I commissioned two Congolese photographers—an amateur in Kisangani and a professional in Kinshasa—to take these photographs for me. I always undertake research travel with a camera, however, and use it in Congo when doing so does not risk trouble or arrest. Indeed, without my own photographic forays, I probably would never have developed the idea to constitute a visual inventory of urban pharmacy shops as a way to gather knowledge and sharpen questions for further research.

Why study pharmacy shops in postcolonial Africa? And, why might it be productive to use visual evidence on storefronts, clinic drug cabinets, and sales rooms to do so? Pharmacy shops have been important medical marketplaces, social venues, and sites of knowledge and care since the privatization of health began to intensify in Africa from the 1990s. A new generation of anthropologists is busy studying the ethics, markets, practices, and meanings, surrounding global pharmaceuticals. At the same time, anthropologists and historians have been turning to documenting visual cultural practices in African cities. Rarely, it seems, do these medical and visual researchers speak to each other. With these research notes, I suggest it may be time to open a new conversation.

My interest in pharmacy shops in the Democratic Republic of Congo began about 2005, when I sought a fresh angle by which to study everyday life in the eastern regions so strongly hit by war since 1996. Pharmacies seemed to offer an oblique location from which to observe illness, suffering and self-medication within one of Africa's most important war and humanitarian zones. My idea was to listen to

conversations and observe transactions, in part to learn if patterns of resort in this zone of "trauma" already embraced psycho-pharmaceuticals.

Instead, with a 2007 Fulbright year in Congo, my location and priorities took me in different directions. I did not yet have time or funding to begin such ethnographic listening, but as I moved through Congolese words, I began



Photo 1. Yainyongo village pharmacy chest. Courtesy of N.R. Hunt.

seeing how my camera could help me pose important questions about pharmacies in this once Belgian colony. Early on, I traveled into southern Equateur in search of a woman healer arrested in 1915. This journey by canoe on small streams led to my spotting—and photographing—a village nurse (a man, of course!) with one functioning technology: a baby scale hung from a tree branch. His clinic spilled out from a small hut and under a tree. To my eyes, chaos reigned; at least, no pharmaceutical debris seemed capable of ever being declared trash. There was no purchasing or restocking system in evidence, and little sense of a desk, examining table, in-patient space, or medicine chest either. The nurse did weigh babies. I saw him

Pharmaceutical businesses in Congo think customers are more likely to be drawn to signs promising powerful spiritual effects.

struggle to ease the agony of one sick infant, but nothing suggested that anyone expected their resident nurse to impose order on or sell any of his decomposing jumble of medicinal supplies. In contrast, in a clinic in a forest village downriver from Kisangani, my camera spied the relatively tidy pharmaceutical cabinet of a functioning clinic, manned by another nurse. The doors to his medicine chest were wide open (photo 1). Charts and

tables covering the clinic walls kept count of numbers served and vaccinated, while signaling competence and efficiency. His medicinal chest was an active pharmacy of sorts. Surely he prescribed and sold medicines contained therein. But little suggests enough capital to buy larger quantities of any item. The charts suggested inspections, fairly regular ones at that.

Thus, district-level health surveillance was still going on within this largely Protestant parastatal health zone. Probably inspectors still cycle in, carrying and selling small stocks of most needed pharmaceuticals, as part of a small battery of means to provide essential medicines, collect patient fees, and fuel this mobile, semi-privatized health system.

During the same journey down the Congo River as far as Yanonge, I shared a cup of tea with the pastor who so warmly welcomed me to the region almost twenty years before. My photographs tell of an important addition to this calm and orderly neighborhood up above the bustling market town: a new, sedate, church-affiliated pharmacy in a structure resembling a modest, mud-walled, village home. Its use of visual icons on its walls announced its identity as a pharmacy (photo 2).

From these first photographs grew the idea to collect many more. I had come to know Kisangani well during a year there in 1989. Since 1996, this city had endured a period as a pivotal axis of war at Congo's "bend in the river." By 2007, it was doubling as a

major entrepôt for diamond sellers with a tidied, upgraded, frontier air to its central business zone. Indeed, the new traffic in artisanal diamonds had produced significant visual change. Fresh paint, clever design, and intense competition among gem purchasers had the city's center looking new and shiny, while the sheer number of pharmacy shops was striking. Keen to find a way to photograph these storefronts, and knowing neither police nor populace would allow me to do it on my own, I asked Rogier Tula, my research assistant from long 1989, to spend a day with my camera collecting images for me.

Most of my 2007 year was in Kinshasa, where I spent at least 20 percent of my time blocked in traffic. Traffic jams became my best time to puzzle over household budgets and the advertising strategies of businesses and persons, using all manner of dress, style, and symbolic power to sell products and themselves. I also witnessed a myriad of pharmacy shops, including the many packed into Kinshasa's special district of wholesale importers and sellers; fancy retail stores resembling Belgian pharmacies with modernist, bilingual (French and Flemish), neon signs that cater to wealthy and expatriate consumers seeking Belgian- and European-made pharmaceuticals; and all manner of retail shops selling generic, especially Chinese-made medications. By the time I commissioned a photographer to go to work for me in Kinshasa—the marvelous, famous, professional press photographer, Etienne Kokolo—he and I expanded our definition of pharmacy to include all medicinal sellers, including those selling handmade suppositories for hemorrhoids and “sexual force.”

All in all, the two city series suggest a more consistent attention to creating a sharp, tidy,

and licit look in Kisangani, where most pharmacies display official registration numbers and the recent paint jobs created a strong, clean look. My photographic archive also suggests two perplexities for further exploration. One is about photographic practice as an aspect of Congo's visual culture; the other is about the visual culture of Congolese pharmacies. The first comes from my inventory of Kisangani pharmacies. Why, I began to wonder, is the same youth present, posing with bicycle in almost all of Tula's photographs? The cyclist had converted his back fender into a second bicycle seat, decorating it with a colorful, specially knitted cover, announcing that this man with bicycle constituted a team ready as taxi for hire. That Tula expedites his work through hiring a cycling taximan is no surprise. The days were hot, the distance to be covered significant. Yet how did it come about that the amateur photographer and the professional taxi-man negotiated their bargain in terms that placed the cyclist-for-hire within most every frame? For these two entrepreneurs with minimal educations and much street smarts, does every photograph need—deserve—a proud human subject? Did the taxi-man's inclusion lower the fee for the unusual city tour they made? Regardless, Tula never imagined I might find the repetition unfitting, irksome—or fascinating!

Is there a parallel lurking here in relation to selling pharmaceuticals? This question takes me to another, more deliberate repetition and my second perplexity. Most of Congo's pharmacies—albeit more in proud Kisangani than grubby Kinshasa—signal their legitimacy and identity through an international icon, long used to brand a pharmacy a pharmacy in Belgium, France, and other parts of Europe. The “Bowl of Hygieia,” still widely recognized internationally, allegedly depicts a healing snake wrapped around a bowl or cup containing a medicinal potion of Hygieia, the Greek goddess of health. This symbol, whose use perhaps dates back to 13th century Padua and at least 18th century France, became standard fare for Belgian and French pharmacy shops by the 1940s, and likely in the few pharmacies found in colonial territories about the same time. When and why the icon began to be supplanted in much of western Europe by today's simpler, green pharmacy cross needs research; the meanings Catholic Belgians among other Europeans made of imagery easily conflated with Eucharistic blessings and a perilous snake is also in order. Still, that

the healing cup with snake icon seems to have survived more tenaciously in former Belgian Africa than in Belgium is intriguing. The big question of course is this: If this is the icon that signals a pharmacy, how do Congolese read this visual sign? My findings powerfully suggest that pharmaceutical businesses in Congo think customers are more likely to be drawn to signs promising powerful spiritual effects; thus, the “Apocalypse” label in photo 3. But, what in the world do owners, clerks, and customers make of this complex symbol with container



Photo 2. Church-run pharmacy in Yanonge. Courtesy of N.R. Hunt.

with cavity and a winding, perhaps poisonous, devilish snake? Thus, when I next go to Congo, I will be seeking evidence on such meaning-making. This work also will find me shifting my evidentiary register from visual clues to vernacular speech, to the more storied kinds of evidence that come from talking with people and observing practice. Still, my current Congolese archive suggests that Hygieia's cup is imagined more as a mortar (a cooking item still used to pound starchy foods and medicinal barks) or as a healing drum. Indeed, the church-affiliated pharmacy at Yanonge (photo 2) included a Christian cross within its visual mix, a dignified gesture signifying grace and trust (in keeping with Congo's more mainline Baptist churches), and quite unlike the advertising ploy of more Pentecostal-leaning pharmacy shops (photo 3) who announce their powers and appeal with labels like “Apocalypse.” ❀



Photo 3. “Apocalypse Domaine” pharmacy in Kisangani. Courtesy of N.R. Hunt.

CONFERENCE INVESTIGATES THE POLITICS OF HERITAGE



Heritage conference delegates. Photo by Tom Bray

The African Heritage Initiative's second international conference was convened at Museum Africa in Johannesburg from 8 to 10 July 2011. The conference proceedings drew a wide and diverse audience, ranging from museum professionals to scholars to activists to librarians. There was much to discuss, for the rhetoric and practice of heritage work stands at the center of Africa's contemporary cultural politics. In Ghana, the Asante state has come to enjoy an extraordinary pre-eminence thanks to its astute self-marketing campaign. In the United States, Asante attire and jewelry enjoy an unrivaled status as markers of African *authenticité*, and tourists flock to Ghana to reconnect with a cultural homeland. In Uganda, new kingdoms seem everywhere to be springing up as the Ugandan state allocates resources (and political power) to neo-traditional polities. These states are not simply relics from the past. Their architects speak the language of developmentalism, and they run forestry projects, administer AIDS prevention programs, and oversee prospecting for oil and mineral resources. In South Africa, ethnic entrepreneurs like the Royal Bafokeng are also businessmen, investing in concrete manufacturing, bakeries, and shopping centers even as they also market their ethnic identity. At the intersection of business, politics, and heritage studies, history is being reconfigured and worked over. The past is being marshaled as a resource to be celebrated, commoditized, and deployed by

corporations, by governments, and by commoners eager to gain revenue and political leverage.

There were about fifty attendees at the Johannesburg conference. Papers were written in advance, and participants were obliged to read through them. Presentations were kept to ten minutes, allowing plenty of time for discussion and argument among the conference attendees. And useful debates did indeed happen—about archives and the politics of (selective) preservation; about the relationship between official and 'popular' renditions of history; about poetry and Botswana's history. One panel—entitled 'Spaces of Heritage'—highlighted the ways in which stone-cut memorials have been edited, replaced, or recomposed in response to changing times. Another panel highlighted the ways in which film, photography and other visual media act as forae where a particular historical milieu is evoked, defined and reconfigured. A third panel, about 'Royalisms', considered how, in Asante and in Zululand, contemporary political entrepreneurs consolidate cultural history around the singular figure of a king. In these and in other panels presenters focused on the editorial work of heritage-making, the creative labor by which texts, artifacts and archives are composed, reorganized, and presented. The conference, in other words, opened up new ways of thinking about curatorial work—as an

act by which narratives are constituted, historical lessons are taught, and political constituencies are created.

The conference's location—at Museum Africa, located in the center of Johannesburg's historical preservation precinct—helped spark the dialogue. One afternoon was spent on a tour through the historical sites of downtown Johannesburg, led by Eric Itzkin, from Johannesburg's Department of Community Development. Another afternoon was spent touring Museum Africa's in the company of Ali Hlongwane, the curator of the museum and host of the conference. In these and in other occasions conferees were brought face-to-face with the hard work of historical reckoning in post-apartheid South Africa. For curators face enormously complicated questions about how to tell the story of apartheid: as mourning and suffering or march to freedom, as the stuff of the digital museum or in the more homespun goods of remembrance, featuring which political party, according to whose position in the current regime.

The conference organizers are presently preparing a volume consisting of papers presented at the Johannesburg conference. Through this means—and through the ongoing work of the Heritage Initiative—we hope to bring our conversations to a wider audience. ✨

SUDAN'S SECESSION AND THE FUTURE:

A CONVERSATION WITH AMAL HASSAN FADLALLA

On July 9 of 2011, Sudan, Africa's largest country, split into two nations. The secession is a result of a long civil war—the longest in world history—between the north and the south that dates back to the country's independence in 1956. The war cost the country over two million people. In 2005 the international community helped put an end to the war through a peace deal. The Comprehensive Peace Agreement (CPA) set forth a transitional constitution according to which the country would undergo a general election in April 2010, after which southern Sudanese were to vote for unity or secession. Southern Sudanese recorded a massive vote for secession from the north in the January 9, 2011 referendum.

Dr. Amal Hassan Fadlalla, of the U-M Department of Afro-American and African Studies, is working on a project on Sudanese transnational activism. She visited Juba two weeks after the secession. In this article she is interviewed by Dr. Omolade Adunbi about this historical moment.

As an eyewitness to the celebrated independence of South Sudan, how would you describe the event of July 9th? And what were the perceptions of Northerners and Southerners of the event?

Well it is interesting to note that I missed the celebration of independence in Juba in part because I was going through the final steps of my initiation as an American citizen. When I arrived in Khartoum I could not find a ticket to fly to Juba. Tickets were extremely expensive and hotels were overbooked despite the fear of violence erupting due to political tension between the northern and southern governments and militias who split from the SPLM (Sudan Liberation Movement) prior to secession.

I was in direct contact with many friends and colleagues who managed to go to Juba, who were reporting on the event. I also followed it on Sudanese media. It was an unprecedented, hyper-emotional moment for Sudanese in both the North and the South. While most southern Sudanese were joyful, people in Khartoum expressed mixed feelings of sadness and ambivalence. The saddest moment for many was when the flag of the Sudan was lowered and that of South Sudan was raised at the event. Many people I spoke with appreciated the fact that Sudan's flag was not returned to the North but was kept in the South. This political gesture soothed the pain

of the split and gave hope that even if borders were redrawn, the historical relations between the two nations will thrive.

I managed to go to Juba two weeks after the event and engaged in conversations with activists and other individuals there. I noticed that the mood had changed from one of jubilation to one that acknowledged the pros and cons of division and the challenges that may face the two nations. I also noticed that people in both the North and the South speak about the split in a careful and diplomatic manner, often mixed with humorous comments such as "nothing actually happened except the map of the Sudan looks ugly now," or "the only thing that will change is waiting longer to get a passport or visa to cross back and forth."

Many will argue that what we perceive as division within Sudan is a historical divide embedded in colonial policies implemented in many African countries. Do you see this as accounting for the split?

Indeed, the British politics of divide and rule left its mark on Sudan and may be traced to recent problems. The British perceived the North, with its Islamo-Arabic culture, as more organized, civilized, and easy to rule. Northerners were left to govern according to their practices, but the South was depicted as part of the dark heart of Africa with its animist religions, which were ranked lower in the natural scale of being compared to Christianity and Islam. The British believed the black South was in need of civilization through missionaries and the introduction of new laws to bring it to order.

Therefore, the two regions were administered differently. According to the "closed district ordinances," Northerners had to use permits to travel to the South, and Arabic was rejected as the official language there. After independence southern elite demanded self rule which ignited the war between the two regions. The advent of the Islamists to power in 1989, however, was the worst in the history of North-South relations because of the rise of fundamentalism in the Arab region and the Sudanese regime's adoption of an ideological package that saw jihad as the way to assimilate Southerners to the grand Islamic project. Thus, it is possible to locate today's division in both colonial policies of divide and rule, and postcolonial ideologies of dominance and exclusion.

Infrastructure development was a major challenge for most if not all of Africa at independence. Do you see this as a major issue that will confront both Sudans?

Of course, especially given that Sudan is the largest country in Africa and is also one of the poorest nations in the world. For the South, however, the story is even worse because of over four decades of war and suffering. The discovery of oil in the South has helped both North and South to be able to invest some oil revenue in infrastructure development. Many people I met in Juba mentioned that Juba was like a little village 10 years ago, but now the city is expanding with new roads, hotels, and restaurants. The same is true for



Dr. John Garang's Statue, Freedom Square, Juba. Courtesy of Amal Fadlalla.

Khartoum. But these are the capital cities, and in most African countries the population centers fare better than the rural areas. After the split, however, the North may lose the oil revenue, but negotiations are underway for the South to export its oil through the North for a hefty fee. The problem is that most of the oil is in the Abyie area, a contested region inhabited by Dinka Ngok and Misriya Arab nomads. The Comprehensive Peace



Billboard in Juba. Courtesy of Amal Fadlalla.

Agreement (CPA) that ended the war between the North and the South and paved the way for the separation of the country did not resolve the Abyie issue. If unresolved, Abyie may unfortunately ignite violence between the two nations and threaten potential development in both regions.

Many scholars, including you, have argued that splitting of the Sudan was avoidable. Do you still see yourself as aligning with this school of thought or, having witnessed the split, do you now feel it was unavoidable? I truly believed it was avoidable. There are two factions in the SPLM (Sudan Liberation Movement): the unionists and the separationists. I think the death of Dr. John Garang in a mysterious plane crash after the signing of the CPA in 2005 has a lot to do with the strengthening of the separationist position in the southern movement. Unfortunately the separationist attitude met a very rigid religious fundamentalist regime in Khartoum. The Khartoum regime saw any compromise to establish a secular constitution as a threat to its governing project which is known as the "civilizing Islamic project." This is why the five years of the CPA implementation were a nightmare in the history of Sudanese politics because they were characterized by constant negotiations and break of negotiations.

During this period the international community, especially the U.S., was heavily present in the Sudan as mediator, and applied pressure to implement the plan. Such interventions generated a sense of vulnerability and fear that a break in negotiations may lead to a return to violence and war, and of course would end any hope of building a southern nation. Most of the elite and activists were hoping that people would revolt against the regime, especially because Sudan is famous for toppling two dictatorships through popular revolutions in 1964 and 1985, and was recently surrounded by the Arab spring. I think the sense of vulnerability, especially in

the North, prohibited any attempt of uprising. Secession came as the easy compromise to end the war and fulfill the CPA. Keeping the nation together required a strong secular government with a long-term vision to foster diversity and multiculturalism.

What I see happening in Sudan now is a turn to a hardened sense of ethnic identification enabled by militarized movements rising from the margin, such as in the case of Darfur, Nuba mountains, Blue Nile, and eastern Sudan. I don't want to be pessimistic, but I can say that such hardened ethnicities may split the country further if a charismatic leadership does not emerge to create a shared vision. If united, such movements may actually unite Sudan again.

In post-colonial Africa, elite interests are often substituted as representing the interests of the people. Do you see this as a possible outcome for the newly independent South Sudan?

I don't want to sound romantic or celebratory about the national project. I see the big nation as a great opportunity to exercise the management of diversity, the promotion of multiculturalism, and the equal distribution of power and resources. There are also global economies that tie African countries and their elites to hegemonic ideologies and unequal terms of economic transactions. South Sudan will be another poor African country linked to such global economies and transnational politics. The South itself has its own history of ethnic conflicts which put a great burden on the emerging class of the majority Dinka ruling elite. From my observation I predict an emerging neoliberal state that might invest more in security and militarization than infrastructure development. The nature of such neoliberal state gives more freedom to NGOs, civil society organizations, and corporate businesses than taking the lead in regulating the economy.

My worry is that the interest of a new emerging national class allied with transnational businesses may fail to meet the needs of the poor and ethnic minorities. In the streets of Juba I noticed big billboards with pictures of southern Sudanese political leaders together with hotel owners and businessmen. Some billboards are adorned with words such as freedom and independence and sponsored by new cell phone companies. This is not to say that such investments are not needed, but it is important to think about how such investment can be geared towards sustainable development in ways that help all sectors of the population and focus on health, education, housing, and employment.

How will the people of Sudan (North and South) navigate this new division considering that many families, friends, and communities will be separated from each other based on what some scholars might refer to as artificial borders? In other words, how will this new form of imposed citizenship be negotiated by both sides?

A southern Sudanese journalist wrote a very powerful article that stirred heated debate about citizenship. She wrote that it is unfortunate to wake up in the morning to face the bitter reality that you are a foreigner in your own country. This feeling is echoed by many southern Sudanese who lived in the North and have created wide social networks. The saddest moment for me was when I arrived at the airport to take the plane to Juba. It was an exodus scene. Southern Sudanese families were loading their luggage and rushing to go south. They were responding to two calls: the call of the government of South Sudan for them to come back to build the nation and the announcement of the government of Sudan that all Southerners will become foreigners in the North after July 9th. The SPLM leadership in the North suggested dual citizenship for those who were born in or lived longer in the North, but the government of the Sudan refused.

It was also sad to go to some public places in Khartoum and to see the decreasing number of Southerners in the city. To me this is how secession produced a new group of non-citizens and ghettoized both Northerners and Southerners. I say this because after secession the Islamists' rhetoric about the North as having a monolithic Muslim identity is hardening and creating new tensions among northern elites from Darfur, South Kordofan, Eastern Sudan, and the Blue Nile, who believe that such rhetoric undermines their struggle as ethnic minorities in the country. This is why I see secession as a defeat for both northern and southern elites (and the international community) who failed to agree on a grand project to contain the tensions and struggles arising from the clash of multiple Sudanese identities. Can you imagine saying to African-Americans, Mexican-Americans, or Arab-Americans, "go home where you belong?" As complex as the situation is, this is how simple I consider it sometimes.

While many are advocating for the unity of Africa, it is sad that we are seeing more fragmentation, such as the case of Sudan.

Where do you think the future of Africa lies? This is a big question, but it reminds me of a conversation I had with a Sudanese activist in Juba when I visited the freedom square

where John Garang's statue stands in front of the new flag of South Sudan. He said that when he met Dr. John Garang he told him that he was sure of Sudan's unity, but what really concerns him was the unity of Africa as a whole. Dr. Garang's vision was shaped by the decolonization rhetoric of Pan-Africanism as a great force that can unite Africans against colonial and postcolonial hegemonies. The activist then pondered how such a great vision shrank into two divided nations and asked

why a great leader like Garang died at such a critical moment. I think fragmentation is the outcome of political hegemonies that fail to take the other into consideration.

This is a real problem for Africa because marginalized ethnic groups are fighting with arms to seek inclusion in or separation from such hegemonic centers. This, however, does not exclude international involvement in African politics. The geographic location of Sudan

and its colonial history, for instance, played an important role in the strong alliances that the Khartoum regime made with the Arab and Muslim world. Those on the opposition, on the other hand, made strong alliances with Western and non-Western secular groups. Therefore, I feel that we have to reexamine the meanings of independence and freedom in the context of multiple hegemonies, political interests, and opposing intellectual visions. ❀

PIONEER HIGH SCHOOL AND ASC COLLABORATE IN TEACHING AFRICAN STUDIES

Twenty 11th and 12th graders from Pioneer High School are getting their first taste of college-level work this semester. They are enrolled in "African History and Culture," an accelerated class, taught by Pioneer's Madeline Micou, that features a line-up of U-M professors who give guest lectures on two of the five weekly class meetings. Says Micou: "The class was a bit challenging for the students at first: they're getting such a range of new information, and had to get some college-level skills such as note-taking up to speed pretty quickly. But they handled it well, and have really started to appreciate the wealth of knowledge that the U-M professors bring."

The class at Pioneer is part of the Rising Scholars program, a partnership between the Ann Arbor School District and U-M's Center for Educational Outreach, the Department of African-American and African Studies, and the African Studies Center. Established in 2009, the Rising Scholars program seeks to address Ann Arbor schools' achievement gap between students from different ethnic and socio-economic backgrounds. High-achieving 8th graders from economically disadvantaged families or under-represented groups are invited to become Rising Scholars in the summer before entering high school. In high school, they take classes together, learn what it takes to get into selective colleges and universities, and are challenged to take the more demanding classes that are often required for admission at schools such as U-M. The African studies class is currently offered at Pioneer only, although the Rising Scholars Program operates at two other local high schools.

The idea to offer an accelerated class focused on African cultures and history not only provides the students with a chance to learn at a college level, it also serves to build cultural awareness and prepare students for what is envisioned as an every-two-years Rising Scholars overseas trip. They hope to make the first of these trips to Africa or a country with a significant African diaspora. Research has found that international experience is a major characteristic of students who are accepted at top-ranked colleges and universities. This finding convinced parents and educators involved in the Rising Scholars program that the program should include a study abroad component, which led to the initial contact with the ASC. Parents of the Rising Scholars students are in charge of fundraising for this unique opportunity for their children and are now studying options for the first trip, scheduled for the spring of 2013.

ASC's contribution to the Rising Scholars partnership largely depends on the readiness of its affiliated faculty to guest lecture to the high school students. Over twenty faculty members across U-M's schools and departments—including Obstetrics, Public Policy, Education, Classics, History, Romance Languages, History of Art, African Studies, among many others—and a number of visiting UMAPS scholars are scheduled to present at Pioneer. Some faculty volunteered to speak on multiple occasions, while others commented that they had long wanted to be part of an initiative such as the Rising Scholars program. A member from U-M Dearborn's Music program suggested she could bring in an entire set of jembe drums for the students to use, and another faculty member arranged to have a visiting filmmaker from Burkina Faso speak to the class and show one of her short films.

Both the high school students at Pioneer and the U-M faculty who have lectured to them so far are expressing their appreciation for the class. According to Warren Whatley, a professor



Rising Scholars in Pioneer's class in African Studies, with U-M guest speaker David Doris. Photo by Madeline Micou

of Economics and Afro-American and African Studies who talked to the class about the economic aspects of slavery, "the students were charming and responsive, especially for a 7:30 am class, and we covered as much as I cover in my undergraduate classes at U-M." The students, for their part, are consistently impressed by the passion the various professors have for their particular research topic and the African continent in general. This enthusiasm can be contagious, as evidenced by the comments of students who noted on their evaluation forms, "I would love to get involved!" The experience of Geoff Emberling from the Kelsey Museum of Archaeology exemplifies the mutual appreciation of the students and faculty for both each other as well as the class and program as a whole. Emberling, whose lecture about ancient Nubia really sparked the students' interest, reports how much he, in turn, appreciated the students' engagement and questions: "I enjoy speaking to different audiences, because they all have their own perspectives. This class was particularly great in that respect—I was talking about ancient burials and the fact that the bodies had often been disturbed by ancient looters. One student asked, 'What happened to the heads?' That's not something archaeologists have generally thought much about, but it opens up a series of new questions for my research." ❀

Updates on African Studies Initiatives

AFRICAN SOCIAL RESEARCH INITIATIVE (ASRI)

Course on Statistical Analysis

ASRI organized the course "Statistical Analysis of Census and Survey Data using Stata" at the University of Cape Coast (UCC), Ghana, from July 11 to July 20, 2011. The course was developed and taught by David Lam from the University of Michigan (UM), Murray Leibbrandt and Cally Ardington from the University of Cape Town (UCT), South Africa,

Coast, the University of Ghana, the Kwame Nkrumah University of Science and Technology, and the Health Research Centers at Navrongo, Dodowa, and Kintampo. The course provided hands-on instruction in a computer lab in the statistical analysis of census and survey data using the statistical package Stata. Instruction was built around the 2000 Ghana census, the Ghana Demographic and Health Surveys, and the Ghana Living Standards Survey. All participants were provided with an individual licensed copy of Stata at the conclusion of the course. Instruction ranged from production of descriptive tables and graphs to multiple

The aim of the course was to introduce quantitative methods to researchers in fields in which training opportunities are limited. The 25 participants were drawn from universities and non-profit research organizations. Most were based in Accra, but two traveled from Kumasi, and one traveled from Tamale. All were regular "producers" of qualitative research on governance and public policy, most with Master's degrees in the social sciences, and nearly all stated that their main reason for attending was to develop the skills needed to incorporate quantitative analysis more fully in their work.

An innovative feature of the course was that introduced basic statistical methods using free, open-source software – specifically, "R" for statistics and "GNU Emacs" as an editing interface. Participants brought their own laptops, and upon arrival they were given a USB drive loaded with the software, data sets, lecture slides, and other documentation. The running example was a two-sample difference-of-proportions analysis, which required students to recode survey data, run basic tables and graphs, and construct confidence intervals. By the end of the course, participants had presented their own analyses using Afrobarometer data. They expressed a strong desire to come back in 2012 to attend a follow-up course.

Conference on Access, Accountability & Equality

In late July 2011 an interdisciplinary group of scholars from U-M, Ghana and South Africa gathered in Accra for ASRI's biennial conference, on "Access, Accountability and Equality."

Over the last few decades, African countries have undergone monumental changes across political, economic, and social dimensions. Many countries have democratized and adopted market principles. Many have made enormous strides in reducing infant mortality, combating malaria, recognizing the rights of women, and improving educational opportunities. Yet many challenges remain. Few African countries are on target to meet the 2015 Millennium Development Goals established by the United Nations. Significant populations lack access to health services, quality education, or gainful employment, and socio-economic inequalities have risen in many countries. Opportunities for African citizens to hold governments accountable for their actions, or to participate meaningfully in politics, remain elusive.



STATA course participants. Courtesy of David Lam.

and Samuel Samuel Kobina Annim from UCC. They were assisted by 10 teaching assistant graduate students from UM, UCC, and UCT. Prof. Kofi Awusabo-Asare was the UCC host for the course, providing outstanding support at all stages.

An ASRI committee selected 58 participants out of a group of applicants that responded to a call distributed mainly to institutions in Ghana. The largest group of participants (28) came from offices of the Ghana Statistical Service, with financial support provided by the United Nations Population Fund (UNFPA). Other participants came from a wide range of institutions, including the University of Cape

regression analysis, with examples drawn from demography, public health, and economics.

Course on Quantitative Methods for Research

ASRI organized a three-day short course on quantitative methods for research on governance and public policy, hosted by the Center for Democratic Development (CDD) in Accra, Ghana, from 19-21 July 2011. The course was developed and taught by Rod Alence from the University of the Witwatersrand (Wits), assisted by graduate students from Wits and the University of Cape Town, along with researchers based at CDD.

The ASRI conference aimed to evaluate development targets and investigate the abiding inter-sectoral challenges of democratic accountability, equality, and access to health and other social services in Ghana, South Africa, and neighboring countries in the region. The papers were data-driven, providing original research based on the analyses of recent surveys, as well as reflection on the quality and comprehensiveness of data sources in the region.

Keynote speakers for the conference were Prof. Ernest Aryeetey, Vice-Chancellor of the University of Ghana, and Prof. Murray Leibbrandt, Director of the Southern Africa Labour and Development Research Unit. Panelists covered a wide range of themes: one panel evaluated African states' progress toward the Millennium Development Goals; another considered inequalities in access to health care in Ghana and South Africa; a third debated the diminished position of migrant populations in African citizenries. A particular emphasis was placed on incorporating early career scholars into the conference, and each panel of three or four participants included at least one early career scholar. ❀

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

The second in a series of conferences on the vital role of mathematics in professional research and society at large was held May 2-13, 2011, in Buea, Cameroon. Like the



Conference closing panel on "Mathematical Science Challenges and Prospects in Africa." Panelists seated: Dan Burns (U-M), Aline Bonami (Orleans-France), Charles Awono (National Polytechnique-Cameroon); Edward Lungu (University of Botswana). Moderator: Nkem Khumbah (U-M). Courtesy of D. Burns.

inaugural conference, held last year, this conference was hosted by the Mathematics department at the University of Buea (U-B) with generous support from U-M, through the ASC and the Mathematics department—including contributions from individual Mathematics professors—as well as the African Mathematics Millennium Science Initiative. The organizational and international scientific committees included U-M faculty members Nkem Khumbah (Comprehensive Studies Program and Mathematics) and Dan Burns (Mathematics).

The conference was held in conjunction with a summer school and a workshop on "Applications of Complex Analysis," which both were partly funded by the France-based Centre for Pure and Applied Mathematics and UNESCO. The combination of mathematics-related events drew 109 participants from nineteen—mainly African—countries, including numerous Cameroonian scholars in the Diaspora. The invited addresses were especially good, particularly that of professor Edward Lungu (University of Botswana) on the mathematical modeling of malaria parasites. In an equally compelling presentation, professor Charles Awono (Ecole Normale Supérieure in Yaounde) outlined the pressing need for computational mathematics in the Central and Great Lakes regions of Africa. Conference participants with careers in the US, including U-M's Khumbah, Burns, and grad student Brandon Steward, put a lot of emphasis on meeting with students who might be interested in pursuing graduate studies (or college) in the US, Canada or Europe. Together with the EducationUSA representative in the US Embassy, Ms. Fatimah Mateen—who drove five hours from Yaounde to Buea—they held study-

abroad presentations for the U-B students. At these presentations, and similar ones in Yaounde and Douala, some students warned of brain drain, asking instead for raising the level of training provided in their own schools. U-M participants took this opportunity to explain the philosophy of the UMAPS program, which focuses on capacity building at African universities and is designed to address challenges such as brain drain. They also highlighted the role of U-M's STEM-Africa initiative, and encouraged Ghanaian and South African participants to nominate future UMAPS candidates.

At a plenary session before closing the conference, all participants committed to two lines of further action. First, they agreed that the issue of computational mathematics would be the main theme of the next Buea meeting, to be held in 2013. Second, U-M faculty agreed to collaborate in organizing another meeting in May 2012 in Yaounde, at which mathematicians from Cameroon will inaugurate the newly created Cameroonian Mathematical Sciences Association. Other regional scientists will be invited to join the Cameroonian society, and encouraged to form their own organizations in their home countries. As part of an ongoing project within the STEM-Africa group, U-M participants also agreed to try and create networks between mathematicians in the Diaspora and the mathematical sciences communities on the continent. ❀



Study Abroad session participants in Douala. Photo by D. Burns.

AFRICAN HERITAGE INITIATIVE (AHI)

The African Heritage Initiative has been involved in a great amount of activity during the past year. Most notable were the two academic conferences organized under the Initiative's auspices. The first, concerning 'The Politics of Heritage', was held in Johannesburg, South Africa. It is described elsewhere in this newsletter (see p. 12). The second workshop, about "Archives in Uganda," was held at Makerere University in collaboration with the Makerere Institute for Social Research. It was the first occasion in which Uganda's archivists, museum curators and librarians have sat together with government officials and scholars to discuss the infrastructure of the country's archives.

Uganda archival landscape is rich and varied. The most important collection, the Uganda National Archives, consists of 1,200 boxes of material. It is presently located in the basement of a government building in Entebbe, near Kampala. There are substantial archives in located in the back rooms, attics and cellars of the district government buildings of southern and western Uganda. The (Anglican) Church of Uganda and the Catholic Church have important collections in their care, and there are useful collections kept at old leprosy museums and hospitals. Makerere University boasts a very significant collection of newspapers and private archival collections, deposited into its library by important Ganda politicians of the early 20th century. There are useful but uncatalogued files kept in the basement at the High Court of Buganda. And a great number of private individuals have kept their papers stored in private libraries.

The condition of these archives is generally poor. There are bright spots: the Church of Uganda papers have recently been re-housed, catalogued, and digitized with funding from Yale Divinity School; and the Catholic church archives are kept in good order by a dedicated team. But the government archives are in a poor condition. District archives are very often uncatalogued and uncared for, thrown into attics or sub-basements together with old typewriters, sinks, tires, and other detritus of government bureaucracy. The National Archives is in urgent need of assistance. Its considerable collection is currently being catalogued with support from the University of Michigan, but there is a real need for a campaign of preservation.

There are now several nascent projects meant to build up an infrastructure for archives management in Uganda. Some ten years ago the World Bank has allocated funds to build a proper building for the National Archives; after a very long delay, the building project is at last going forward. The National Library has—with the support of the Library of Congress—launched an effort to digitize some of the archival files in its collection, and it is actively collecting additional materials. Makerere University's library is steadily organizing, cataloguing and digitizing its important archival collections. The University of Michigan, working with Mountains of the Moon University (in Fort Portal), is involved in a project to organize and preserve the provincial archive in Kabarole District, in western Uganda. And a team from Michigan and Makerere University has been working to catalogue the considerable holdings of the National Archives in Entebbe.

The July 2011 workshop at Makerere was an occasion when those of us involved in archive preservation projects in Uganda could compare notes, coordinate our work, and develop a shared strategy. The morning was spent surveying the field. There were presentations from the National Archivist, the government's Commissioner for Archives, the director of the National Library, and other archivists and librarians about the character and extent of their collections. In the afternoon attendees deliberated over matters of shared interest. One discussion, led by Makerere's David Luyomya, considered the legal framework for archive preservation in Uganda; another discussion concerned the architecture of the planned building for the National Archives; a third discussion centered around the role of technology in archive preservation. These were eminently practical conversations, utterly necessary in a context where government has invested very little in setting standards and organizing a forward course for archive preservation.

It is hoped that the Makerere workshop will give rise to other meetings of this kind. Less formally, we hope that the contacts made at the Makerere workshop will help to enable communication and the sharing of resources among all of us working to reinforce the infrastructure for historical knowledge preservation in Uganda. ❀

COLLABORATION ON EMERGENCY MEDICINE IN GHANA

A 2010 pilot grant from the National Institutes of Health Fogarty International Center allows the Department of Emergency Medicine at U-M and the Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi, Ghana, to move forward with their collaborative effort to develop a postgraduate training program in Emergency Medicine. The grant, which is part of the Medical Education Partnership Initiative (MEPI), provides support for U-M faculty to spend time at the Komfo Anokye Teaching Hospital (KATH) in Kumasi to train emergency medicine providers, including nursing staff.

During an initial visit to U-M, the Rector of the Ghanaian College of Physicians and Surgeons, along with various medical and public health delegates, met with leadership from the Department of Emergency Medicine. Their discussions highlighted the need for emergency medicine (EM) in Ghana and addressed the question of the specific role for U-M as Ghanaian institutions identified EM priorities. Subsequent visits to Ghana (in 2008 and 2009) and ongoing communication with various partners led to the creation of a partnership, the Ghana Emergency Medicine Collaborative. Besides U-M's Department of Emergency Medicine, this partnership includes KATH, KNUST, the Ghanaian College of Physicians and Surgeons (GCPS), Ghana's Ministry of Health, and the University of Utah Section of Emergency Medicine, whose faculty had also been exploring ways to partner with Ghanaian colleagues.

The goal of the Ghana Emergency Medicine Collaborative is to improve the provision and outcomes of emergency care in Ghana by developing the training in and practice of EM in Ghana. In order to be accredited by the GCPS—and thus train physicians in a specialty recognized by the Ghanaian government—the Ghana Emergency Medicine Collaborative submitted to their Ghanaian partners an outline of an EM curriculum drawn from standards set by the World Health Organization as well as input from British emergency medicine physicians



Mpala Ranch manager Mike Littlewood describing the water supply at Mpala.

of Ghanaian heritage and the U.S.-based Accreditation Council for Graduate Medical Education in Emergency Medicine. The curriculum was submitted to the GCPS for accreditation, with the understanding that the initial curriculum will undergo frequent review and refinement to create a truly country-specific curriculum and thus training program.

The first-ever EM residency in Ghana was offered to newly qualified physicians starting in October 2009, when the curriculum was accredited. The first class consisted of seven residents, who were selected through an interview process conducted by two U.K.-trained EM physicians of Ghanaian heritage with the assistance of two members of the Ghana Emergency Medicine Collaborative. The second class, also of seven students, began their training at the KATH hospital in September 2010, while a third class of four commenced their residencies in 2011. In Ghana, young doctors finish medical school and then complete two years as “house officers,” during which time they rotate for six-month blocks in each of four specialties: general medicine, surgery, pediatrics, and obstetrics and gynecology. With the graduation of the first class of in-country EM physicians in 2012, there will be a fifth option, Emergency Medicine, which will be open to at least some “house officers.” Furthermore, there are plans to expand the specialty of Emergency Medicine to other regions in Ghana once the first class graduates. With the support of colleagues at KATH and U-M, these graduates will establish departments of Emergency Medicine at other hospitals so that eventually the entire country is served by specialty-trained physicians and nurses.



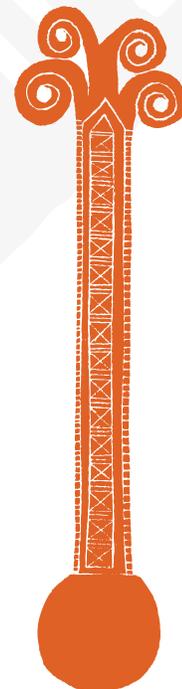
UNDERGRADUATES TRAVEL TO KENYA FOR COURSE ON SUSTAINABILITY

The interdisciplinary course on “Sustainability Challenges and Opportunities in East Africa”—taught by Joe Trumpey (Art and Design) and Steve Wright (Civil and Environmental Engineering) during the winter semester of 2011—included a “place-based” component that was held in Kenya in August of that year. The course—one of a series of place-based courses sponsored by the Graham Environmental Sustainability Institute—focused on the interconnections surrounding a resource—water—that many American undergrads take for granted.

The Kenyan part of the course took place at the Mpala Research Center and Conservancy. Before coming to Mpala, the students in the course had studied various aspects of water conservation, re-use, and challenges to the provision of a secure water supply. For example, they examined the problem of competing demands for river water as local farms have started to produce flowers for the export market. This activity decreases the availability of water for other users, even if the farms might otherwise impact the local economy positively through increased employment opportunities. The students also investigated the solutions that are currently being implemented or proposed at Mpala in the face of this and similar challenges (such as drought), including the potential for water conservation; finally, they considered how these solutions might be made more

broadly relevant to surrounding communities.

During their time at Mpala, the U-M students were joined by their counterparts from the University of Nairobi and another student from Tanzania. Together, they did a brief assessment of local conditions, before dividing up in three project groups that included students from both schools. The first group addressed re-use of “gray water” from the kitchen and laundry facilities at the Mpala Research Center. They proposed to use the gray water in a vegetable garden that would be established to meet part of the food needs for the Center. The second group evaluated an existing plan to utilize surface water runoff captured behind small “weirs” during the rainy season, to augment supply during the dry seasons. One of their findings was that bacterial pathogens were present in the water, which means that it must be treated before it can be used. The third group analyzed options for reducing water consumption in typical activities at the Center. According to Wright, one of the professors for the course, the place-based component at Mpala added an important dimension to the class. In particular, he found it gratifying to witness how their time in Kenya gave the students a chance to rethink some of what they thought they knew. “When students arrive at the place and start to see how some of the impressions they formed in the initial discussion phase prior to the trip don’t quite match up with the reality on the ground,” he said, “they have to readjust their impressions.”



SUPPORT THE AFRICAN STUDIES CENTER

Please consider **making a contribution** to the African Studies Center. Your help will enable us to expand our outreach capacity and activities, offer funds for faculty and student research and training, and enhance area study and language training at the U-M. There are four areas in which we seek financial backing:

First, the **African Presidential Scholars Program** (UMAPS) brings early career faculty members from Ghana, South Africa, Liberia, and Uganda to the University of Michigan for residencies lasting up to six months. The program addresses head-on what the *Chronicle of Higher Education* has identified as the current "crisis" in African higher education: namely, chronically underfunded universities with a shortage of PhD-holding faculty who are unable, for lack of resources, to train new cohorts of PhD scholars. The program goals are twofold: (1) to help integrate the next generation of African scholars into international academic networks and support the attainment of their doctoral degrees, thereby helping their home institutions build capacity, and (2) to promote greater internationalization of U-M by bringing talented Africa-based faculty to our campus to collaborate in research, scholarship and teaching. The UMAPS program aims to help retain and strengthen faculty in African institutions of higher education while simultaneously enriching U-M through the inclusion of African perspectives... a win-win scenario.

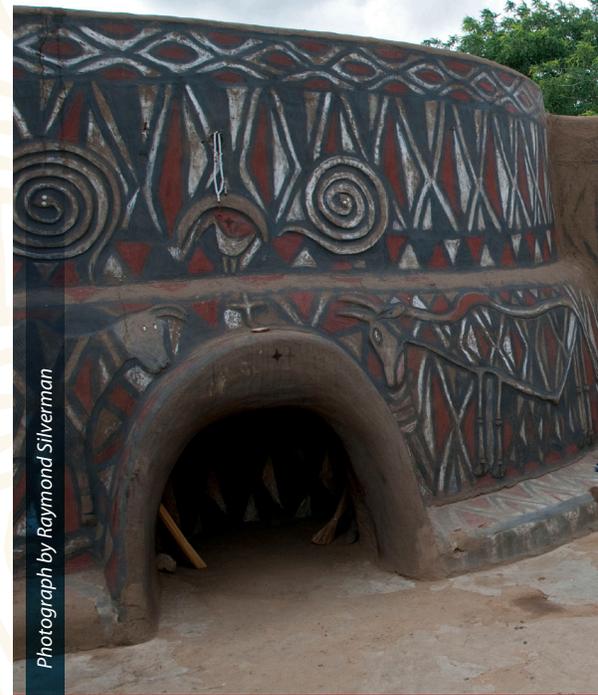
Second, the **African Heritage Initiative** (AHI) advances the critical study of heritage work in Africa. At the intersection of business, politics, and history, "African heritage" is being reconfigured and marshaled as a resource to be celebrated, commoditized, and deployed by corporations, by governments, and by commoners eager to gain revenue and political leverage. The African Heritage Initiative brings together scholars from Ghana, South Africa and U-M to query the many assumptions circulating about "heritage" and uses to which it is put. A long-term goal is to build a graduate program triangulated between U-M and our South African and Ghanaian partners (with the future option to expand into other regions of Africa), and to deepen our intellectual engagement with the vast domain of African heritage through research projects with African colleagues already deeply engaged in these issues.

Third, the **African Social Research Initiative** (ASRI) works to expand African social scientists' capacity to utilize quantitative data. African researchers and policy-makers are trapped: they must reluctantly depend on international consultants and institutions to (1) collect statistical data on demographic,

governance, health, education, social and economic concerns, (2) analyze this data, and (3) issue policy recommendations on how to address and overcome problems. African policy-makers cannot be expected to create sustainable programs without accurately knowing whom they seek to benefit and how those benefits can best be realized. The ASRI initiative seeks to expand the famed U-M Institute for Social Research training programs in survey data collection and analysis to Africa. Following on the success of a 12-year-long short course in statistical analysis in Cape Town, South Africa, U-M and South African faculty will pilot a second short course in Cape Coast, Ghana beginning in 2011. The chief object of the African Social Research Initiative is making knowledge accessible in order to enable better, more informed decisions.

And fourth, the **STEM-Africa Initiative** is unique in its engagement of science as a trans-Atlantic affair. When academics and policy makers think of "African studies," the default position is often to focus exclusively on African history, culture, language and arts. The natural or "hard" sciences are thought to lie beyond the mandate of African studies. Yet science thrives in Africa. In a continent unparalleled in its biodiversity, featuring more endemic species of flora and fauna than any other, and where the stakes of human/wildlife interactions are critical due to large predator populations, science is a life and death reality. Understanding particle physics, harnessing solar and wind power, engineering solutions to persistent water scarcity, and developing mathematical models for averting health crises are all concerns that drive African STEM scholars in their pursuit of innovation. STEM-Africa seeks to nurture emerging scholars on the continent and advance research collaborations in STEM disciplines between the U-M and partnering institutions in Africa.

The ASC seeks an endowment to support the continuation of the U-M African Presidential Scholars Program, as well as funding to advance the exciting collaborations of our African Heritage, African Social Research, and STEM-Africa initiatives. We hope that you will contribute generously to our effort to build the Center's financial security by sending your pledge or gift today. Please return with your check to: African Studies Center, The University of Michigan, 1080 South University Ave., Suite 3603, Ann Arbor, MI 48109-1106. You can also make donations directly through the 'Giving' section of our website, at www.ii.umich.edu/asc. All donations to ASC are tax-deductible to the extent allowed by law and will be counted as part of the University of Michigan Capital Campaign. Thank you for your support.



Photograph by Raymond Silverman

The compound of mural artist Madame Akanvole Agumbire. Sirigu, Upper East Region, Ghana. June 26, 2009



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