



THE DEPARTMENT OF AFROAMERICAN AND AFRICAN STUDIES

AT THE UNIVERSITY OF MICHIGAN

Fall 2011

AFTER 40 YEARS, CAAS IS NOW A DEPARTMENT!



The Center for Afroamerican and African Studies at the University of Michigan was launched in 1970 through a valiant joint effort by members of the faculty, staff, and LS&A Dean's Office, whose commitment was heightened by student activism. Forty-one years later, on a classically overcast Michigan day, the U-M Regents approved the departmentalization of the unit. As Angela Dillard, Former Director of CAAS, noted, "This is more than just a symbolic gesture or mere name change. Rather, it is the culmination of a long process and a change for which generations of students, faculty, administrators and alums have been pressing. It's a coming-of-age and a vote of confidence."

Tiya Miles, Chair of DAAS, observed, "Faculty member Harold Cruse and his colleagues felt back in 1970 that departmentalization, rather than center status, was the ultimate goal for the unit, as departmental status represented to them autonomy and institutional regard as well as intellectual respect for Africana studies. The Regents' decision is the first step toward realizing this goal of the unit's earliest visionaries. The next steps on our path of continued excellence will need to be taken by our incredibly capable DAAS community."

The Center officially became a department on September 1, 2011.

Chair's Letter

DAAS: Education on a Mission

As I write this letter on the day that DAAS's departmental status becomes official, I find myself dwelling on the meanings of the past. It has long been felt by people of African descent that history has the power to ground us, shape our identities, and influence our future directions. This is the nutshell meaning of the West African concept of Sankofa ("go back and take it" or "return and get it"). Pro Vice Chancellor and Professor Kwesi Yankah, who is visiting U-M this term from the University of Ghana, explained the idea to me in greater depth, saying that it calls us to "go back in history as a way of moving into the future" and to "see heritage as a basis for development." Hence, I open with a (very) brief history of the Center for Afroamerican and African Studies, CAAS. Before CAAS was founded in 1970, faculty and LSA deans at the University of Michigan formed its institutional predecessor: The Program in Afro-American Studies. Instructors in the Program lectured in Angell Hall to overflowing crowds caught up in the fervor of 60s social change movements. Topics focused on black history, social criticism, and the pressing issues facing black communities. According to Harold Cruse, director of the Program, "The original scholars who established Afro-American Studies were the products of the Civil Rights movement. They had a 'mission.'" Soon after the founding of the Program, students on campus organized as the Black Action Movement (BAM). They rallied for an increase in black student representation on campus and for greater institutional support for black studies. Their protests led to the expansion of the Program into the Center for Afroamerican and African Studies, founded in 1970. The Center included an added focus on African studies in part because of the dedication of Professor and later Director Niara Sudarkasa, making CAAS one of the first comparative Africana studies units in the country. The Center saw as its reason for being, again, in Cruse's words: "the original ideal of a community-oriented center, socially relevant, politically virile, proudly black, intellectually and academically iconoclastic, and triumphantly unique." CAAS faculty, staff, and students were committed to research, teaching, and community service. Classes included opportunities for students to gain professional exposure to a number of fields of importance to black communities, including public health, education, architecture, and energy innovation. (It should be noted that CAAS professor Allen Roberts was working on solar energy research back in the early 1980s.)

As we look toward the future of DAAS with renewed excitement, we are revisiting the core commitment of community engagement to determine how best to join with local and global communities in research, teaching, and the preparation of our students for influential professional and community leadership positions. A number of DAAS faculty members, such as Nesha Haniff, Lori Hill, Elisha Renne, Stephen Ward, and Larry Rowley are leading ongoing community partnership projects in North Africa, Nigeria, Detroit, and other locales. Professor Emeritus James Chaffers was long engaged in architectural community projects in Ghana and Detroit. (Look for a display of Professor Chaffers's innovative work in a special GalleryDAAS exhibition opening this October!) Anthropologist Omolade Adunbi is renewing DAAS's links to environmental justice issues with his cutting edge research on oil extraction and multinational corporate interests in Nigeria. Director of Undergraduate Studies and prison literacy scholar, Megan Sweeney, is working with our Undergraduate Studies staff specialist, Katherine Weathers, to enhance our many field trips, site visits, and service learning opportunities that heighten students' awareness of issues beyond the classroom. This winter term DAAS will launch a new junior seminar on professional writing to polish our students' communication skills before they go out into the full-time working world. DAAS is also proud to welcome two accomplished new faculty members: ethnomusicologist and musician Kwasi Ampene and Lusophone literary scholar Fernando Arenas. Their research and teaching will contribute greatly not only to DAAS's broad African and Diasporic frame, but also to DAAS's growing commitment to expose students to expressive artistic and cultural forms. As CAAS becomes DAAS, we are still "triumphantly unique" with a diverse faculty and student body whose expertise and interests span Africa, the Caribbean, Latin America, the United States, and Europe. We are grateful for our close partnerships with the African Studies Center, the Center for Latin American and Caribbean Studies, and the African American studies field of the Program in American Culture, all of which enliven our intellectual community. We are eager for DAAS to become a hub, and more, a home, for all of our campus colleagues and students engaged in studies of multiple black worlds and committed to the betterment of communities of African descent. We have not lost that sense of mission on which the first Afro-American Studies Program at U-M was founded. We have not abandoned the vision of a socially relevant, community-oriented intellectual space in the heart of the university.

Harold Cruse reported that back in the early years of CAAS, as now, students wondered, "what can I do with a degree in black studies?" After decades of our unit's existence, the answer has come back to us as a resounding: anything and everything! CAAS graduates are policy makers, lawyers, educators, community organizers, health professionals, politicians, artists, architects, and more. Future DAAS graduates will also claim this wide range of professional options by building on the rigorous, engaged, and relevant liberal arts education that they gain here at U-M. One can also, as I have lately discovered as a former black studies concentrator, become the chair of a newly minted Department of Afroamerican and African Studies. It is a role that I step into with a seriousness of purpose and a resolve to serve our unit, together with my esteemed colleagues, with respect for where we have been and anticipation of where we are headed next.

Warmest regards,

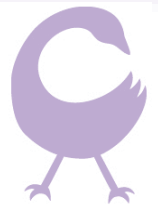


Tiya



Tiya Miles, Chair

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Education on a Mission Forum

We turned to two current instructors in DAAS who were present during the early years for their thoughts on CAAS's mission in the past and DAAS's mission looking ahead to the future. Below is a forum featuring their reflections.

Jon Onye Lockard, artist and lecturer, has taught in DAAS since 1970.

The new Department of Afroamerican and African Studies is an exciting evolution of unbelievable events, talents, skills, objectives, sensitivities, experiences, gender and diversity. The mission has expanded as well as the expectations. Our students are our responsibility, but they are also our children. The status quo is not good enough. If we are to help develop minds, we must also develop character, integrity, curiosity, a strong work ethic, perseverance, nobility and a continuous quest for truth and internal honesty. This responsibility is now more in our hands than ever before and it should be practiced as well as preached. We can do that! We must do that, lest all the titles and degrees earned will not help produce a people with the strength, vision, wisdom and the courage to preach and teach a resistant society.

The Department for Afroamerican and African Studies can do that. We recognize the realities we live in: crime, ignorance, destruction of the family, generations imprisoned, sexual promiscuity, and a visible loss of integrity. I am proud to be a member of the Department of Afroamerican and African Studies from its inception to now, and I feel that we are moving ahead, despite the opposition. We must take advantage of this moment in history and not falter or fail. Otherwise, the work of so many before us will not reach fruition.

Nesha Haniff, health activist and lecturer, has taught in DAAS since 1999.

I was an undergraduate student at the University of Michigan during the first BAM strike. I knew that I had to strike, and so I stayed away from class and supported the strike. I was a student the first year I came to CAAS. It was at the house on Monroe Street with really cool murals by Jon Lockard. It was a big deal because I saw that the administration responded to the strike, and I felt that it was a place where I was comfortable. Seeing other Black people together was an important climate change. I was not alone.

The mission of CAAS was to ensure that Black Studies was a recognized and important intellectual pursuit. To have Black people teaching about Black people was a big deal at this university because then we were still proving everything - that the classes were based on scholarship, that these classes had heft and rigor, that we were not just in existence because of a white liberal conscience, that we had a right to exist on our merit, that we had something to say and offer the university. We were not recipients but participants in shaping knowledge at the University of Michigan.

Now that DAAS is a department, so much has changed. The number of Black students at the University of Michigan has been the lowest ever. Affirmative action is now against the law. The stereotype of Black studies continues both for Black and White students. Even though the world is not colorblind we are being asked to behave as though the world is. Racism has not gone away. DAAS has to pay attention to teaching if it wants to attract students, and I mean dynamic, exciting teaching. DAAS has many wonderful programs and classes and faculty. How we shape them must be reimagined.

New Faces in DAAS 2011-2012



Kwasi Ampene
Professor



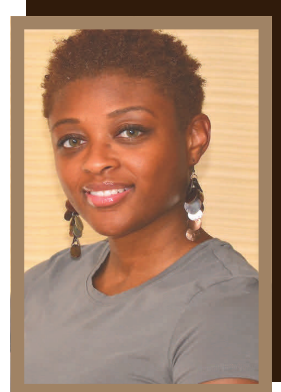
Fernando Arenas
Professor



Adedamola (Damola) Osinulu
Assistant Professor
(Michigan Society of Fellows)



Jessica Welburn
Post-doctoral Fellow
(National Center for Institutional Diversity)



Tanisha Ford
Post-doctoral Fellow
(Du Bois-Mandela-Rodney)



Brandi McCants
Receptionist

Visiting Professor - Anthropology

Kwesi Yankah

UMAPS

University of Michigan African Presidential Scholars Program (UMAPS)

DAAS Welcomes University of Michigan African Presidential Scholars.

The DAAS community extends a hearty welcome to the 2011-2012 University of Michigan African Presidential Scholars (UMAPS). This program, which is in its fourth year, supports early career scholars from universities in South Africa, Ghana, Liberia, and Uganda who wish to spend four to six months at the University of Michigan in order to conduct academic research. By fostering scholarly exchanges and collaboration between students and faculty at the University of Michigan and those at African universities, the program nurtures the current generation of scholars from Africa and enhances partnerships among scholars from different countries. The UMAPS program is coordinated and managed by the African Studies Center at the International Institute with generous financial support from DAAS's own South African Initiatives Office. This year, fourteen UMAPS scholars representing diverse disciplinary interests from early childhood education to the integration of traditional painting methods and digital media are currently in residence. Several DAAS faculty, including Elisha Renne, Adam Ashforth, Martin Murray, and Derek Peterson, are serving as mentors or are collaborating with the scholars on projects of mutual interest.



In follow-up interviews, former UMAPS scholars expressed great appreciation for the library facilities, the support given by their mentors and the staff at UM, the opportunities to share their research, and even the Michigan weather! They spoke of their personal development as scholars and as faculty members. According to Emmanuel Danquah from Kwame Nkrumah University of Science and Technology in Ghana, "The University of Michigan was a life-changing experience."

The African Studies Center is now accepting applications for the 2012-2013 academic year. Information on eligibility and the application process can be found at <http://www.ii.umich.edu/asc/>.

DAAS Welcomes Professor Scott Kurashige



We would like to welcome Professor Scott Kurashige, in the Program in American Culture and Director of the Asian/Pacific Islander American Studies Program, who is joining DAAS as a faculty affiliate. He is the co-author of *The Next American Revolution: Sustainable Activism for the Twenty-First Century*, co-authored with Grace Lee Boggs (University of California Press, 2011) and is the author of *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles* (Princeton University Press, 2008). He adds an important dimension to our multi-faceted Department of Afroamerican and African Studies.

DAAS Welcomes Assistant Professor Osinulu



Adedamola (Damola) Osinulu is an inter-disciplinary scholar with a PhD in Culture and Performance from the UCLA Department of World Arts and Cultures from where he also obtained an MA. In addition, he received a degree in Architecture from the University of Houston and practiced as an architect for several years. He is a recipient of the Michigan Society of Fellows postdoctoral fellowship. His current work sits at the intersection of cultural studies, spatial theory, urbanism, and religious studies. His dissertation, "City on Edge: Constructing Efficacious Pentecostal Sites in Lagos" examined the explosive growth of Pentecostal Christianity in the Nigerian city of Lagos. In particular, based on ethnographic research conducted at three immense Pentecostal sites in and around Lagos, it examined how performative and discursive practices are deployed by Pentecostals to create a perception of efficacy around their sites. This work posits a relationship between the spatial practices of the city and the ritual practices of the Pentecostal space. For the duration of his postdoctoral fellowship, Adedamola will be revising his dissertation into a book manuscript and expanding his research on Pentecostal spaces into other African cities. He will also offer courses on urban religion in Africa and the African diaspora through DAAS.

2011 DAAS Welcome Reception

CAAS has become DAAS! After 40 years, the Center for Afroamerican and African Studies has finally reached department status. The former CAAS (Center for Afroamerican and African Studies) officially became DAAS (Department of Afroamerican and African Studies) on September 1, 2011.

On September 19, 2011 a Welcome Reception was held to celebrate the new DAAS as well as welcome new faculty and staff. All concentrators and minors were given DAAS T-Shirts.



Teach For America®

Teach For America is a national teacher corps of recent college graduates who commit two years to teach and to effect change in under-resourced urban and rural public schools. Teach For America is dedicated to making sure that all children, no matter where they are born, get the educational opportunities needed to reach their full potential. This is done by enlisting top college graduates from all majors to teach for two years in under-resourced communities while receiving a full salary and health benefits. Upon completing the program, Corps members are given an AmeriCorps grant to further their graduate studies. Undergraduate loans are put into forbearance: loan payment will not be required until the full completion of the two years.



Charles Oladipo Ogunro
Boston Corp Member

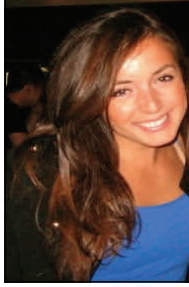
I graduated from the University of Michigan and started the Teach for America program in the summer of 2009. My experience in the 2009 corps has been both extremely challenging and rewarding. I began my first year teaching at

the Joseph Lee Elementary School in Boston's low-income Dorchester community. My first position teaching was as a 4th and 5th grade math instructor in a departmentalized upper-elementary system. As is the case with any new teacher, the first year was the most challenging. As I continued to make strides in my instruction, I realized that education is a process in which I am not only the instructor, but also a learner. I truly enjoy my work at the Lee School and, after receiving my master's degree from Boston University

earlier this year, I elected to continue teaching at my placement school. In



the past year, the Joseph Lee School was awarded Boston's Thomas W. Payzant School on the Move Prize, a \$100,000 grant awarded to Boston's most rapidly improving school. Currently the award is being used to fund academic enrichment programs, improve special education facilities, and bring new technology to our classrooms. I feel honored to be part of a school community with a supportive staff, great students, and commitment to academic achievement.



Anne Thomas
Chicago Corp Member

As a preschool teacher in the Rogers Park neighborhood, I have learned a lot about the world from some of Chicago's smallest citizens and their families. The school where I work opens at 6:30am and closes at 5:30pm to accommodate

hardworking parents that need childcare so that they can work, sometimes two different jobs, to support their families. One of the best parts about being a teacher is the daily interaction with parents, siblings and grandparents of my students. One of the most important lessons I have learned is that all parents care deeply about their children and want them to get the best education possible. Because many parents are in the early stages of their child's education, they have not been disheartened, yet, by an education system that may fail to meet their needs. It is my job to try to educate parents on the importance of constantly evaluating and, if necessary, altering their child's education. They must advocate for their child throughout his or her time in school.



My DAAS classes prepared me for TFA because they encouraged me to think about issues from

multiple perspectives, something I do each day in the classroom and through interactions with parents and administrators. The classes, at times, took me out of my comfort zone and forced me to confront and discuss uncomfortable issues in our communities and our country. This has been invaluable as I try to build relationships with peers, students, colleagues and administrators.



Anya Dudek
Miami-Dade Corp Member

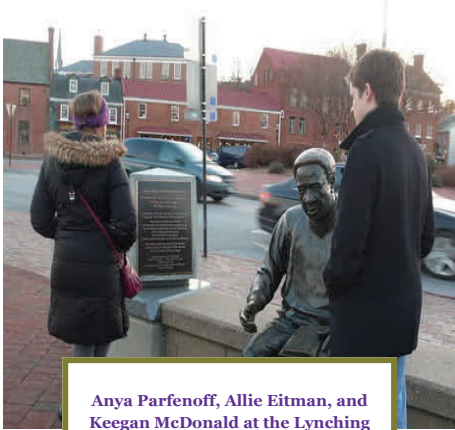
Miami, a city known for its scenic beaches and lavish nightlife, is a playground for the rich and famous. But nearly half of Miami's population lives a much different lifestyle. Households earn less than \$18,000 a year and their children attend public schools

where they are likely to fall far behind academically. By 10th grade, in Miami-Dade Public Schools, less than 20% of students read on grade level and fewer than half will graduate from high school. The educational achievement gap between these two worlds is real and, unfortunately, reaches far beyond Miami as a national crisis. In my eyes, there is no greater injustice than the achievement gap youth growing up in low-income communities face. I have had the honor of teaching as a Teach For America corp member in Miami-Dade for the past two years. Teaching Creative Writing to tenth graders, I work alongside my colleagues to expand educational opportunity for my 300 students -- ensuring they earn a college opportunity. I have also gotten to know them each as incredible individuals, who have made a lasting impact on me. My students and I have challenging discussions about the achievement gap, and race and class -- conversations my coursework at the Center for Afroamerican and African Studies prepared me to lead. Classes like Professor Ellsworth's "Southern Novel - Black & White" challenged my beliefs and taught me to critically explore difficult relevant issues for today's youth. My students flourish in these discussions and become more deeply invested in their writing, education, and future goals. Finishing my second year of teaching, my heart is in the classroom. Knowing that we can close the achievement gap, I can't walk away from this work. I plan to continue my role in this critical movement by leveraging my experience in the classroom to shape education policy.

Corps members have the unique opportunity to really impact the future of a child in a positive way. The program has been said to be the best challenge one will ever encounter. Partner with Teach For America in working to close the achievement gap.

www.teachforamerica.org or Contact us at teachforamerica@umich.edu

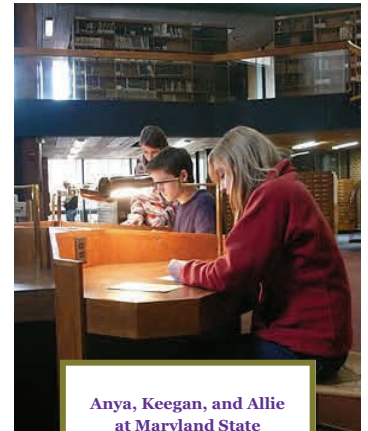
UROP Trip



Anya Parfenoff, Allie Eitman, and Keegan McDonald at the Lynching Memorials; Annapolis, Maryland.



Allie, Keegan, and Anya with Michael McCormick, Director of Reference Services at the Maryland State Archives (McCormick is a Michigan alum!)



Anya, Keegan, and Allie at Maryland State Archives.

In January 2011, Professor Martha Jones traveled with three UROP (Undergraduate Research Opportunity Program) students -- Allison Eitman, Anya Parfenoff, and Keenan McDonald -- to the Maryland State Archives in Annapolis, Maryland. These students were members of the "Overturning Dred Scott Project" sponsored by UROP and directed by Professor Jones. Generally, the goals of the project are to document the history of how African Americans in 1850s Baltimore used the local courthouse to make claims about rights, and citizenship. Their work involved investigating the original courthouse records for that period, identifying those sorts of cases that involved black litigants, and then developing a context through which to explain the relevance of those cases to debates about race, rights and citizenship. The students work with primary historical materials including criminal court docket books, orphan's court clerk records, and related materials to collect evidence. The Director of Reference Services for the Maryland State Archives, Michael McCormick, is a University of Michigan alum. Mr. McDonald provided the students with a general orientation and tour of the archives that were available to them during their research. Upon returning to campus, the students spent the winter term analyzing this data and developing analyses of how laws -- such as black laws and laws related to apprenticeship -- provided opportunities for black Baltimoreans to test the boundaries of citizenship and their legal standing. Each student prepared a poster presentation of their findings that was presented at the final UROP gatherings. While in Annapolis, they also visited local historical sites including the local monument to Alex Haley, the author of *Roots* and collaborator with Malcolm X on his autobiography, and the monuments to the victims of lynching situated in a local cemetery. The project is continuing in the 2011-12 academic year with Allison Eitman returning and a new team member, Skye Payne.

AAS 458 Southern Novel Class Takes Part in Banned Books



DAAS students Aaron Pringle, Anna Lein-Zelinski, and Erin Christine led off this year's Banned Book Reading on the steps of the Hatcher Library on September 29th. Sponsored by the American Library Association and the U-M libraries, the public readings highlighted the ongoing censorship of various novels, plays, poetry, and nonfiction books in some of the nation's schools and libraries. Pringle, Lein-Zelinski, and Christine all read short passages from novels assigned in Dr. Scott Ellsworth's AAS 458 course, "The Southern Novel in Black and White."

Uncle Tom's Cabin Trip

On Saturday, June 11, 2011 with the generous help of DAAS and Undergraduate Coordinator Katherine Weathers, Professor Sandra Gunning treated spring term students from AAS 111 and AAS 358 to a visit to the Uncle Tom's Cabin Historical Site in Dresden, Ontario, located on what remains of the early black settlement Dawn, founded by fugitive slaves, and freed and free-born blacks who had left the United States after 1850. At the Dawn site they were guided by Devon, a young Afro-Canadian man who studies the history and current issues around First Nations (i.e. Native Americans) rights in Canada. At the site CAAS 111 and CAAS 358 students were able to enter and examine cabins (and a church) built by black migrants. They visited the sawmill and smoke house, allowing them to visualize how migrants created planking for home building and how they dried their meat for winter. They saw spinning wheels that the settlers used to make their own thread and clothes from the sheep they herded. The final stop of the trip was the Buxton museum and historical site, where they met Spencer and Shannon, curators of the museum, and both direct descendants of Mary Ann Shadd, a free black woman from Philadelphia and the first black woman to publish a newspaper in North America (The Provincial Freedman, published out of Buxton). Other faculty who came along included Prof. Megan Sweeney, Prof. Melba Joyce Boyd and Prof. Brandi Hughes (American Culture).



Students from AAS 111 and AAS 358 (spring term) along with DAAS faculty at the Historic Buxton Museum, Ontario, Canada. Curators Spencer and Shannon are to the far left and far right respectively.



AAS 111 and AAS 358 students, Professors Gunning, Hughes and Sweeney at the Uncle Tom's Cabin historic site, Ontario, Canada.



DAAS students and faculty entering a 160-yr-old barn constructed entirely without nails by black American residents of Buxton, Ontario.



Guide Devon at the Uncle Tom's Cabin Historic Site explains to DAAS students and faculty that Canada was a slave-holding territory until British emancipation.

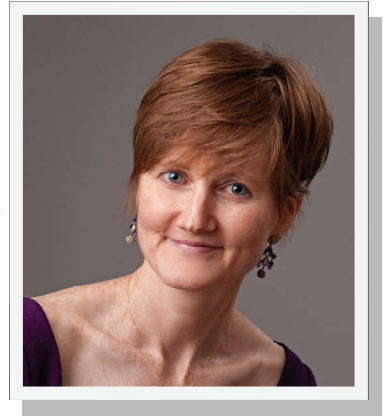
An Interview with Meg Sweeney, Associate Professor and Director of Undergraduate Studies in DAAS

(Meg was interviewed by staff member V. Robin Grice who manages GalleryDAAS and the Lemuel Johnson Center.)

Robin: Your book, *Reading is My Window: Books and the Art of Reading in Women's Prisons* won the 2011 Emily Toth Award for Best Single Work in Women's Studies, the 2010 PASS Award from the National Council of Crime and Delinquency, and an Honorable Mention for the Gloria E. Anzaldúa Book Prize from the National Women's Studies Association. What brought you to work on this particular subject matter and how did you decide how to approach the subject once you chose it?

Meg: During the six years between my graduation from college and my return to graduate school, I interacted with women in prison as a social worker, a volunteer GED tutor, and a volunteer book club facilitator. In preparation for returning to graduate school, I also enrolled in a class that involved conducting interviews in a women's prison. From spending a lot of time in the prison library, I became interested in the prominent role that reading plays in many prisoners' lives, and I wanted to give some incarcerated women an opportunity to share their ideas about reading and about books that are popular in prisons. Because dominant discourse about incarcerated people promotes a "lock-them-up-and-throw-away-the-key" approach and offers little insight about the profound social problems that lead people to prison, I also wanted to offer incarcerated women opportunities to tell their own stories and to share their insights about crime and punishment.

Furthermore, I sought to enable women to share their ideas and experiences with each other, in the hope of countering the forces of silence and isolation that have shaped many prisoners' lives. I therefore designed a study that revolves around individual interviews and book discussions with women imprisoned in three states: North Carolina, Ohio, and Pennsylvania. My work has a historical dimension, too, because I wanted to explore how shifting conceptions of race, gender, reading, and rehabilitation have shaped cultures of reading in contemporary prisons.



Robin: Who were some of the women you interviewed? What were their stories?

Meg: This question feels overwhelming to me because I interviewed ninety-four women, all of whom have powerful stories that I'd love to share. In fact, I decided to publish a second book, *The Story within Us: Women Prisoners Reflect on Reading*, because my first book includes only a fraction of the stories and reflections that women shared with me. This second book (forthcoming in 2012) includes life narratives and reading narratives from eleven women. One of the women featured in the interview volume is Sissy, a forty-six-year-old African American woman who has been incarcerated since age nineteen and will spend the rest of her life in prison. Sissy explains that keeping up with "the politics, radios, papers, all that's in the news" is essential because "even though I'm in prison, the different things that's happening out there still affects me." She also describes reading as an important means of learning to understand and empathize with others. Reading "teaches me about people, their culture, their way of thinking, their way of doing things," Sissy explains, "and that keeps you from being prejudiced. . . . Whether you're in jail . . . or whether you're out in the world's society, we still have a responsibility to treat each other as human beings. . . . To me, if you can't relate to it, then read about it. And if you still can't relate to it, at least . . . you can't say I never tried to understand." In her efforts to understand others, Sissy has been learning as much as possible about world religions, women's history, art history, law, and African American history. Another important dimension of her reading practice is Sissy's ongoing effort to think through the possibilities and limitations of silence. Although keeping silent protected her during her childhood experiences with school desegregation, her myriad experiences of sexual abuse have helped her to realize that "there's a time to be silent. And there's a time not to." Sissy has gained a tremendous amount of guidance, support, and self-understanding through her resourceful reading practices. Like so many women in prison, she uses whatever reading materials are available to make meaning from her experiences and to live "to the best of [her] ability." Sissy's daily goal is to "know that I made a positive impact in some way for somebody. . . because as human beings, we're affected by everything each other does."



Robin: I'm assuming your research to write this book meant spending a significant time in an actual prison. Can you talk about what this was like and what you came to learn about the effects of this space on the women you interviewed?

Meg: One of the most striking features of prison environments is the unrelenting noise and the near impossibility of finding a quiet, calm place to read or think. Most spaces are open and crowded, sound echoes off the metal and concrete surfaces, and officers regularly shout instructions from their central stations. Women sleep in two- to four-person cells, and at least one cell-mate is usually watching television. Although the library can serve as a respite from the noise, women must sign up one week in advance to visit the library, and their visits are limited to thirty minutes. Several women told me that they prefer to read late at night—when the only available light is from the hallway or bathroom—because it is the quietest time of day. I also became aware of the many ways in which prisoners' opportunities for reading and writing are curtailed. Access to books is so limited, and the demand for library books is so high, that owning a book assumes great significance in penal contexts. Yet because prisoners must fit everything they own into 2.4 square feet, they cannot own (and few can afford) many books, and they can only write spare notes if they want to keep diaries or written records of their experiences. Prisons are also places of relentless monotony that offer few opportunities for sensory pleasure, so women were often delighted by the colorful sight and fresh smell of new books. Even the simple act of holding a soft paperback—rather than a hardback book—offers some women a sense of soothing comfort in an environment in which gentle human touch (such as prisoners hugging one another) is largely forbidden. I also gained a tiny sense of the ways in which incarceration infantilizes and dehumanizes women each time that I had to ask for permission to use the restroom, each time that I sustained resentful treatment by officers who were intent on exercising their power, and each time that I worried about crossing or annoying staff members on whom I had to rely for many things.



Robin: Your title includes the phrase “the Art of Reading”. What do you mean by that in relation to this book?

Meg: I use “the art of reading” to highlight the incredibly creative, resourceful, and improvisational nature of many women's reading practices. Prisoners' opportunities for reading and education have sharply declined since the prisoners' rights movement of the 1960s and '70s gave way to the retributive justice framework of the 1980s. Prisons radically reduced their library budgets, converted library space into prison cells, and installed televisions as a pacification tool. In the prisons where I conducted research, the libraries are now funded entirely by revenue from the vending machines, and that funding is shared among several programs in the prison. Many books are also banned, from Harry Potter (because it depicts witchcraft), to medical texts (because they include images of women's breasts), to Toni Morrison's *Paradise* (because it allegedly contains “information of a racial nature” that seems “designed to achieve a breakdown of prisons through inmate . . . strikes or riots”). Despite their severely restricted access to books, women prisoners continue to find ways to educate themselves and to deepen their understanding of their own and others' experiences. Over and over, I was amazed by women's ability to find useful knowledge, guidance, and support in the most unlikely reading materials. Like many women, Sissy talked about coming to terms with her experiences of sexual abuse by reading V. C. Andrews's lurid tales about incest and family drama (such as the *Flowers in the Attic* series). She also offered a moving account of how Sidney Sheldon's romance novels taught her about physical tenderness and intimacy, which she has never experienced in her own life. Other women who are unable to read law books seek practical legal knowledge—including vocabulary for speaking to judges—from John Grisham's legal thrillers. Toni Morrison's fiction enables a reader named Denise to reflect on a host of issues related to growing up in a rural, Southern town, including racism, poverty, communal belonging, and communal judgment. In sifting and sorting through available materials, women sometimes challenge dominant narratives by reading into them what they believe is missing. Readers frequently counter ongoing silences about abuse, for instance, by discussing what they believe remains unsaid about female characters' experiences with gendered violence. I found it very moving and inspiring to witness women's creative efforts to make meaning of their experiences from the limited materials available to them.



Robin: In addition to your work here in CAAS, you also teach in the Department of English and Language & Literature. Can you talk about how your research and scholarly work have influenced your work in the classroom?

Meg: My research with prisoners has made me a better teacher in the university context. Through my conversations with incarcerated women, I have learned to appreciate a broad range of reading practices and reading materials that academics tend to dismiss. Understanding the value of these practices and materials has helped me to value the skills, knowledges, and preferences that my students bring to the classroom. My research has also influenced what I teach in my university courses. I often ask students to read books that are popular in prisons, materials that foreground the thoughts and experiences of women involved in my research, and/or essays in which women prisoners discuss books on our course syllabus. Such reading assignments encourage students to consider the intellectual and emotional lives of prisoners and to regard prisoners as thinkers whose ideas merit discussion in a college course. Our conversations allow students to grapple with a host of issues related to crime and punishment, including racism, economic and educational inequalities, cycles of abuse and gendered violence, addiction, and the personal and social costs of current penal practices. Furthermore, our discussions raise students' awareness of the ways in which penal environments curtail prisoners' access to books and opportunities for education. By challenging the presumed division between incarcerated and non-incarcerated people and by positioning prisoners as integral members of our community, I invite my university students to consider how we might create a community in which social justice, rather than imprisonment, serves as the foundation of our collective health.

Summer 2011 South Africa Study Abroad



POA participants at Durban University of Technology

A group of ten students led by Professor Nesha Haniff were in South Africa for the entire month of May for the 2011 Pedagogy of Action Program. Professor Haniff has dedicated her life to empowering impoverished communities affected by HIV/AIDS. She has developed a module of raising awareness of the facts about HIV and AIDS that is different than many other interventions. Since September of 2010, the group poured over readings on the history of South Africa and HIV/AIDS in Africa and the United States, having hours of theoretical



POA participants and peers at the University of Zululand



Young student teaching back to his peers, the module at Zwelimbvu Primary School, Kwa-Zulu Natal

South Africa has the highest population of people living with HIV in the world (around five million, and nearly 1,000 die from AIDS related diseases every day), where it is estimated that one in five SA adults are infected. The ten students presented the module to peer educators at the University of Witwatersrand, The University of Johannesburg, Durban University of Technology, the University of Zululand and to communities and schools in Johannesburg, Durban and rural areas in Kwa-Zulu Natal - how it functions, is transmitted, how to prevent it and to overcome stigmas (to a certain extent- we cannot erase the lack of homosexual discourse and other sociocultural aspects). POA uses the oral module to teach, which is mainly designed to be efficient and sustainable, without the less accessible scientific jargon; specifically effective in illiterate communities, as well as an effective method that anyone can learn, transform into their own and teach to others. It is about the dialogue and questions that take place among everyone. The students met with some of the POA 2010 graduates at the University of Zululand and they documented that approximately 10 of them had taught the module to over 5000 people in their rural communities and villages.



Raina LaGrand and Baba Ahmed Kathrada



Dr. Leila Mansoor after her lecture on the Center for AIDS Programme of Research in South Africa's (CAPRISA) trials on Microbicides, University of Kwa-Zulu Natal

"Because this is often the first time people realize that they are capable of owning such complex knowledge, it can be very empowering. Additionally, learners are given the tools to make their own decisions about keeping themselves healthy and are more informed about transmission myths, which reduces stigma toward HIV-positive people. Through this empowerment and reduction of stigma, we hope to encourage people to remain faithful to themselves, to the community, and to the alleviation of the epidemic."

-Kelsey Kennedy

Photos and Story Courtesy of : Daisy Howlind

DAAS Community Forum

The DAAS community forum took place on Thursday September 29, 2011. The forum was an opportunity for faculty and staff to listen to our students, to ask them what they have enjoyed most about DAAS, what they have felt frustrated by, what they wish we did more of, and what dream classes they've always wanted to take. The community forum was an incorporation of the DAAS faculty, staff, and students coming together to share ideas and discuss the overall DAAS experience.



DAAS Major Reflects on his time at Capitol Hill

DAAS Major, Michael Williams., tells of his experiences during his 8 Week stay in the Nation's Capitol

We will all witness a proud and inspiring moment in our nation's history with the dedication of the Martin Luther King, Jr. Memorial on the National Mall. It will not only be a long overdue commemoration of the man behind the Dream and a testament to how far we have progressed as a nation, but also a reminder of all the work we still have left to do to fulfill a dream that challenges the moral compass within each of us.

My excitement for this moment forces me to reminisce of the days earlier this summer when I passed by the memorial during commutes from my internship to congressional briefings on Capitol Hill and everywhere else in between. Though still in its late developmental stages in June and July of this year, the monument possessed a strong aura channeling the spirit and words of Dr. King into my head: "Intelligence plus character – that is the goal of true education."



These wise words came alive during my 8-week stay in the nation's capitol this summer where I grew the most in knowledge, wisdom, and understanding without having to access a single C-Tools site or even dare to think about taking a Blue Book exam. In other words, it was the other component of a genuine education – character – that I significantly grew in as a participant and scholar in the Institute for Responsible Citizenship (www.i4rc.org).



This intensive, two-summer leadership development program brought together 18 of the best and brightest African-American college males hailing from institutions as far west as Stanford and as far east as Yale, with professional futures in bioethics, ministry, politics, law, and even academia. We worked at high-level internships all across D.C., mentored black high schools males from Baltimore and Philadelphia, and engaged in countless networking events, lectures, seminars, and roundtable discussions with some of the nation's greatest pastors, entrepreneurs, politicians, and leaders. Our group collectively participated in a briefing with General Colin Powell, networking

socials with young African-American lawyers, speaking engagements at the White House, and an engaging discussion at the Supreme Court with Justice Clarence Thomas. And through extensive interaction with an alumni network of over 100 men who graduated from the program some time within its 9-year history, we all came to understand the power of brotherhood, mentorship, and cultivating relationships in advancing our personal and professional lives. Talking with these alumni, men of color who are Rhodes and Truman scholars and graduates of Ivy League institutions gave us a framework for how we could all find ourselves in their positions one day. But the greatest lesson I learned didn't come from dialoguing with a U.S. Senator or a Harvard Law graduate; instead, it was the experience as a whole that reinvigorated my purpose with the calling to serve the disenfranchised and marginalized populations of our society. As the Institute founder William Keyes constantly reminded us, we were all selected to come to Washington this summer to understand how we were blessed to be a blessing; we were there to realize and maximize the potential and wealth of opportunities bestowed upon us so that we may channel our success to better our college campuses, hometowns, the African-American community, the nation, and the world. Our experience moved us to recognize our privilege as educated black men at the country's best universities and to capitalize on that privilege to pull up those behind us and pave the way for the next generation of young African-American leaders. After all, this is the meaning of responsible citizenship. The mission of the program was to prepare all 18 of us for success in our respective career fields, not just for *our* benefit, but "as a platform from which [we] can serve others." We were selected because we were the best *and* the brightest...trained to be men of intellect *and* "men of great character who will make significant contributions to [our] communities, [our] country, and the world." This is the true education that Dr. King spoke of and that his colleague and mentee Congressman John Lewis reiterated to us during our July visit to his Capitol Hill office. Both of these American heroes' words charge all of us to allow our morals, values, faiths, and beliefs to guide us all down the path for equity and engage in the fight for social justice, no matter what career field or academic discipline we belong to.



For over 40 years, we in the then-Center and now-Department of Afroamerican and African Studies have recognized the importance of understanding and providing a voice to the marginalized and oppressed through our strong focus on urban and social inequality. But it is time for Washington and the rest of the nation to pay attention to the near 45 million Americans who now live in poverty, the increasing number of black and Latino men who constitute over half of the prison population, and other populations who continue to be discriminated against. It is not only economically beneficial to hone in on the wealth of human capital we have far too long ignored due to racism, but also it is simply the right thing to do. As the Dexter Avenue Baptist preacher once said, "An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity." *This* is the character. *This* is the goal of true education.

CAAS 2011 Graduation

Thoughts from a CAAS Graduate...

CAAS & The Graduating Class of 2011: An Influential Pillar

The Center for Afroamerican and African Studies has been an influential pillar in the education of the graduating class of 2011. The University of Michigan has a long standing tradition of being elite and serving its students with the most pertinent, applicable, and forward moving curriculums. CAAS has certainly been steadfast in its efforts to continue this tradition through providing its students with phenomenal opportunities of studies, research, and knowledge both abroad and on the University of Michigan's Ann Arbor Campus.

For the graduates of 2011, CAAS has served as more than an area of study. The Center for Afroamerican and African Studies represents a family for us. With its more than personable staff, and professors who continuously drive us to not simply be students, but to be passionate about our education, the center has instilled in us a sense of community. During some of our most trying and difficult times as undergraduates at the University, it has been the helpful and sincere words of encouragement of the faculty and staff of the Center that have helped us push forth. As we move forward in our personal endeavors, creating, in a way, our own diaspora throughout the world, we will never forget the extended family we have inherited in the Center for Afroamerican and African Studies.

Author: LaDiamond Stanley



A perfect spring day greeted CAAS graduates during CAAS's graduation ceremony on Friday, April 29th. The 15 majors, 31 minors and 4 graduate certificate recipients were honored in the U-M Museum of Art. Lead by CAAS director Angela Dillard, the proceedings also included awards for this year's winners of the annual Walter Rodney Essay Competition, at the undergraduate and graduate level, as well as recognition of this year's Honor students. The guest of honor for this event was Pulitzer Prize

Winning Journalist and Author Eugene Robinson (*pictured to right*). Robinson was also the 2011 recipient of a U-M Honorary degree

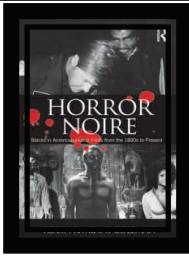
The graduation exercise was followed by a festive dinner outdoors in Tappan Court. Artfully organized by CAAS Student Services Coordinator Katherine Weathers, both the ceremony and the dinner were enjoyed by dozens of faculty, staff, students, parents, family

and friends. Congratulations, once again, to our graduates and thank you to all those who made this fabulous event possible.



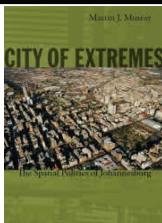
News & Announcements

Robin Means-Coleman, associate professor in DAAS and Communication Studies, will release *From King Kong to Candy man*, the boundary-pushing genre of the horror film has always been a site for provocative explorations of race in American popular culture. In *Horror Noire: Blacks in American Horror Films from 1890's to Present*, Robin R. Means Coleman traces the history of notable characterizations of blackness in horror cinema, and examines key levels of black participation on screen and behind the camera. She argues that horror offers a representational space for black people to challenge the more negative, or racist, images seen in other media outlets, and to portray greater diversity within the concept of blackness itself.

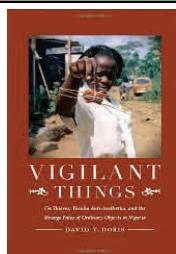


Horror Noire presents a unique social history of blacks in America through changing images in horror films. Throughout the text, the reader is encouraged to unpack the genre's racialized imagery, as well as the narratives that make up popular culture's commentary on race. Offering a comprehensive chronological survey of the genre, this book addresses a full range of black horror films, including mainstream Hollywood fare, as well as art-house films, Blaxploitation films, direct-to-DVD films, and the emerging U.S./hip-hop culture-inspired Nigerian "Nollywood" Black horror films. *Horror Noire* is, thus, essential reading for anyone seeking to understand how fears and anxieties about race and race relations are made manifest, and often challenged, on the silver screen.

Professor Martin Murray, Adjunct Professor in DAAS, recently released *City of Extremes: The Spatial Politics of Johannesburg* (Published: Duke University Press on June 9, 2011) which examines the relationship between evolving urban form and the changing built environment of Johannesburg after apartheid and the new modes of spatial management, regulation and control governing the use of urban space. This captivating book has been reviewed in Mail & Guardian -- weekly newspaper in southern Africa.



Professor David T. Doris, Associate Professor in DAAS and History of Art, recently released *Vigilant Things: On Thieves, Yoruba Anti-Aesthetics, and the Strange Fate of Ordinary Objects in Nigeria*. Throughout southwestern Nigeria, Yoruba men and women create objects called aale to protect their properties---farms, gardens, market goods, firewood---from the ravages of thieves. Aale are objects of such unassuming appearance that a non-Yoruba viewer might not register their important presence in the Yoruba visual landscape: a dried seedpod tied with palm fronds to the trunk of a fruit tree, a burnt corn cob suspended on a wire, an old shoe tied with a rag to a worn-out broom and broken comb, a ripe red pepper pierced with a single broom straw and set atop a pile of eggs. Consequently, these sculptural objects have rarely been discussed in print, and then only as peripheral elements in studies devoted to other issues. Yet aale are in no way peripheral to Yoruba culture or aesthetics. And in present-day Nigeria---where crimes such as theft, armed robbery and unchecked governmental corruption have become everyday concerns---aale have become allegorical.



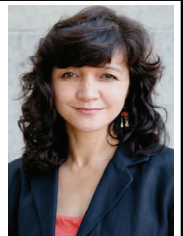
For more information about the book, including how to order, please visit: <http://www.washington.edu/uwpress/search/books/DORVIG.html> Contact Rachael Levay at remann@u.washington.edu with questions on ordering or requesting a desk/exam copy.

DAAS Professor **Howard Stein**'s latest volume "*Good Growth and Governance in Africa: Rethinking Development Strategies*" will be published by Oxford University Press in December. The book is co-edited with Joseph Stiglitz, winner of the 2001 Nobel Prize in Economics. The volume is a collection of papers presented at meetings of the Initiative for Policy Dialogue's Africa task force held in the UK, Ethiopia and South Africa between 2006 and 2009.

Professor Stein has also been invited by Cambridge Trust for New Thinking in Economics to present at a conference they have organized at Cambridge University, UK in April 2012. The Trust is financed by Cambridge Econometrics and is aimed at generating new research based on institutional behaviour, expectations and uncertainty, as opposed to traditional economics with its emphasis on equilibrium, mathematical formalism and deterministic solutions. The executives of the Trust strongly believe the traditional approaches sanctioned the policy failures underlying the current international financial crisis and that new ideas are needed. His paper will be entitled "Africa and the Perversities of International Capital Flows".

Congratulations to Professor Kelly

Askew, Associate Professor in DAAS and Anthropology and the Director of the African Studies Center. Kelly has been awarded a fellowship at the Wissenschaftskolleg zu Berlin for the full 2012-13 academic year, to work on her book manuscript, "Postsocialist Poetics". The project contextualizes and analyzes contemporary Swahili poetry and song to uncover how Tanzanians and Zanzibaris in the United Republic of Tanzania are reflecting on and responding to the changes in their countries since the unraveling of the socialist systems that held sway until the mid-1980s. Kelly will be part of a group of scholars drawn from many areas of the world and all studying various aspects of the arts.



Congratulations to Professor

Meg Sweeney, Associate Professor in DAAS and English and Director of Undergraduate Studies. Meg received an Honorable Mention for *Reading Is My Window: Books and the Art of Reading in Women's Prisons*, her submission to the Gloria E. Anzaldúa book prize from the National Women's Studies Association.



Congratulations to Professor Martha

Jones, Associate Professor in DAAS, History, and a visiting professor in the Law School. Martha has been honored with a 2011 Harold R. Johnson Diversity Service Award which recognizes faculty who are dedicated to developing cultural and ethnic diversity at U-M.



ECO Girls

Environmental and Cultural Opportunities for Girls in urban Southeast Michigan

The University of Michigan Department of Afroamerican and African Studies was awarded funding from the Michigan Humanities Council and NCID to host activities and a summer camp integrating cultural histories and values with environmental consciousness, stewardship and leadership among girls aged 7-12 from a variety of cultural and class backgrounds. The project, "ECO Girls (Environmental & Cultural Opportunities for Girls)," will serve Washtenaw and Wayne Counties. ECO Girls engages girls in a wide range of eco-cultural activities that expand their experiences and modes of thought, provide a context for positive friendship building, inspire environmentally-conscious and community-minded action, and prepare girls for future leadership in the development of healthy, ethical, sustainable, and resilient human cultures on our earth.

www.environmentforgirls.org



Fall DAAS Events

Monday, September 19

New DAAS Faculty Reception, 3-4 pm
Welcome Reception, 4-6 pm
4701 Haven Hall

Wednesday, September 21

DAAS Faculty Brown Bag: Karyn Lacy
4701 Haven Hall, 12pm

Monday, September 26

Monday Movies: Imitation of Life with special guest Prof. Xiomara Santamarina
4701 Haven Hall, 4 pm

Thursday, September 29

DAAS Community Forum
4701 Haven Hall, 3-5 pm

Monday, October 3

DAAS Women's Film Series: Sankofa Martha Jones – AAS 337
4701 Haven Hall, 7 pm

Thursday, October 6

Prof. Chaffers Opening:
Gallery DAAS, 4-6 pm

Monday, October 10

Monday Movies: Sounder with special guest Prof. Larry Rowley
4701 Haven Hall, 4 pm

Tuesday, October 11

Africa Workshop: Mary Moran Professor of Sociology and Anthropology,
Colgate University 5
"We Who Did Not Fight": Male Non-combatants and The Reconstruction
of Gender in Post-War Liberia"
4701 Haven Hall, 4 pm

Wednesday, October 19

DAAS Faculty Brown Bag: Julius Scott
4701 Haven Hall, 12 pm

Monday, October 24

Monday Movies: Brian's Song with special guest Brian Townsend, UM Assistant
Sports Administrator
4701 Haven Hall, 4 pm

Tuesday, October 26

African American Studies Workshop: Penny Von Eschen "Di Eagle and di bear: Who
gets to tell the story of the cold war?"
4701 Haven Hall, 4-6 pm

Thursday, October 27

Black Alumni Speed Networking with Students (Reception)
Palmer Commons, 6-8pm

Thursday, October 27

Poetry Roundtable: Creative Writing/MFA
5511 Haven Hall, 2pm

Friday, October 28

Black Alumni Reception Dinner to follow at UMMA
G648-9 Haven Hall Gallery DAAS, 5pm-6pm

Monday, October 31

Lemuel A. Johnson Center Opening: Robin Means Coleman Book Signing
Monday Movies: Blacula
5511 Haven Hall, 3pm/4pm

Tuesday, November 1

Africa Workshop: Kwesi Yankah
Michigan Room, Michigan League, 4pm

Tuesday, November 2

4-6 pm 4701 Haven Hall
African American Studies Workshop: Christina Sharpe "Monstrous Intimacies:
Making Post Slavery Subjects"

Monday, November 7

DAAS Women's Film Series: Beloved Martha Jones – AAS 337
5511 Haven Hall, 7pm

Thursday, November 10

A conversation with Charles Rowell
5511 Haven Hall, 3pm

Friday, November 11

Sawyer Seminar Workshop
"Ethnicity, Conflict and Cooperation in Africa"
Vandenberg Room, Michigan League 6-8pm

Tuesday, November 15

Open House
DAAS, 4-6pm

Wednesday, November 16

DAAS Faculty Brown Bag: Scott Ellsworth
4701 Haven Hall, 12pm

Friday, November 18

Gallery DAAS – Last Day for Fall 2011

Monday, November 21

Monday Movies: Stormy Weather
5511 Haven Hall, 4pm

Monday, November 28

Monday Movies: The Spook Who Sat By the Door
with special guest Prof. Stephen Ward
5511 Haven Hall, 4:30 pm

Monday, December 5

DAAS Women's Film Series: Daughters of the Dust Martha Jones – AAS 337
5511 Haven Hall, 7:00 pm

Tuesday, December 6

Africa Workshop: Severine Rugumamu Professor of Development Studies,
University of Dares Salaam
"Capacity Development and the Pursuit of
Democratic Governance in Africa: Why both Goals Remain Elusive?"
4701 Haven Hall, 4pm

Wednesday, December 14

DAAS Faculty Brown Bag: Magdalena Zaborowska
"Sickly Black Bodies: Race, Disability, and Authorship in 20th-Century Black Novels"
4701 Haven Hall, 12pm

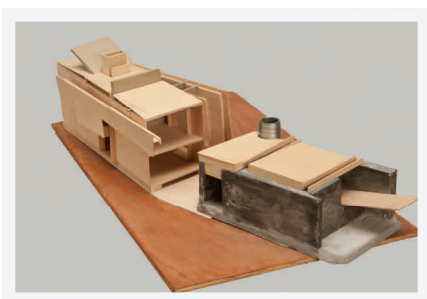
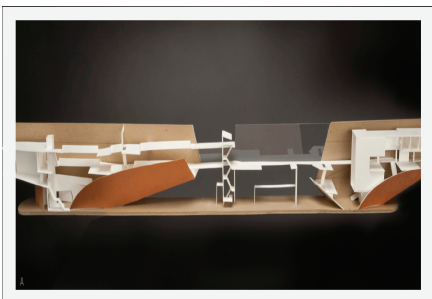
Friday, December 16

Kwanzaa
4701 Haven Hall, TBD

Professor James Chaffers's Exhibit

DAAS is hosting an exhibit by architect and professor emeritus James Chaffers. The exhibit, titled *James Chaffers—Spacespirit: Navigating an Architecture that Enables, Sustains, and Edifies*, will run from Thursday, October 6 to Friday, November 18th in Gallery DAAS room G648 on the first floor of Haven Hall. The opening reception will be on Thursday, October 6th from 4 to 6 pm. A magna cum laude graduate of Southern

University, Dr. Chaffers completed advanced studies in Architecture at the University of Michigan and was the nation's first recipient of a Ph.D. in Architecture. His most recent accomplishment was an invitation to serve as a Senior Design Juror for the design of the memorial in honor of Dr. Martin Luther King, Jr. located on Monumental Mall in Washington, D.C. Professor Chaffers will be teaching a mini-course in connection with the exhibit.



Congratulations Chair Miles!

Chair Tiya Miles is among the 22 new MacArthur Fellows chosen by the John D. and Catherine T. MacArthur Foundation. Each Fellow will receive \$500,000 in “no strings attached” support over the next five years from the MacArthur Foundation. Miles is among 24 U-M faculty members who have won the prestigious MacArthur award — often called the genius grant — since 1981. The university's last winners were in 2005. Miles said the funding will help her advance a new project she started called ECO Girls, which is based in DAAS. The mission of ECO Girls is to foster environmental awareness and stewardship, ecological literacy, cultural education, friendship building, self-confidence, and leadership skills for elementary and middle school girls in the southeastern Michigan cities of Ann Arbor, Ypsilanti, and Detroit. “This funding from the MacArthur Foundation will allow the project to move forward,” Miles said.



Introducing the DAAS Water Bottle

Water is essential to life. In 2011 LSA hosted a theme semester on water during which members of our campus community learned about the value and increasing global scarcity of this precious natural resource. As affordable, fresh water sources are being depleted in part due to bottled water production and sales, communities of color and rural communities are suffering. The African continent is a prime location where water resources are low and shrinking, resulting in hardship and loss of life. In order to do our part to conserve water, DAAS will no longer distribute bottled water at our events. Instead, we invite you to request a DAAS water bottle and to refill it from tap water sources.



DAAS Administration

Tiya Miles, Chair
Elisha Renne, Associate Chair
Anne Pitcher, Associate Chair for African Studies
Megan Sweeney, Director of Undergraduate Studies
Executive Committee (officers above, as well as) Martha Jones, Paul Johnson, & Amal Fadlalla

Regents of the University

Julia Donovan Darlow, Ann Arbor
Laurence B. Deitch, Bingham Farms
Denise Ilitch, Bingham Farms
Olivia P. Maynard, Goodrich
Andrea Fischer Newman, Ann Arbor
Andrew C. Richner, Grosse Pointe Park
S. Martin Taylor, Grosse Pointe Farms
Katherine E. White, Ann Arbor
Mary Sue Coleman, ex officio

Newsletter

Brandi McCants, Editor
Meg Sweeney, V. Robin Grice, Faye Portis, and Katherine Weathers, Editorial Support

Unless otherwise indicated, photos taken by DAAS student Assistants Ashley Bryant, Auriel Bell, Joshua Duval, & Steven Morrow.

Yes, You Can Support DAAS!

Gifts to the Department of Afroamerican and African Studies help us support a full range of activities such as conferences, study abroads, brown bags, exhibitions and many other special events. Your gift can also help support research, teaching, the DAAS Library and the new DAAS Gallery. Finally, the Department helps student organizations, provides graduate and post-graduate fellowships, and sponsors visiting scholars. If you are interested in helping to support the mission of DAAS, please contact the U-M Office of Development at 734-647-6000. Use the address and form below if you'd like to mail a contribution directly to DAAS.

Department of Afroamerican and African Studies
University of Michigan
4700 Haven Hall
505 S. State Street
Ann Arbor, MI 48109-1045



Yes, I Want to Support DAAS!

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My employer/spouse's employer will match my gift. The form is enclosed.

Enclosed is my contribution of:

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