Although one always looks forward to the peace and quiet of the summer and the opportunity to focus on research and writing, we have had a terrific year at the Center for African Studies. This year, the Center hosted many lectures, events, and activities involving students, faculty and professionals across disciplines. This newsletter highlights these experiences, and demonstrates the tremendous student interest and engagement in our work.

I am also pleased to report on our progress toward achieving some of the Center’s major objectives.

It has been a priority for the Center and for the University to deepen our ties with Africa, both through education and research. Next year, thanks to the leadership of the Office of Admissions and Financial Aid, we will welcome to campus the first class of MasterCard Foundation Scholars. The MasterCard Foundation will support full scholarships for five African students every year for the next eight years. This is a wonderful opportunity to give young Africans the opportunity to study as undergraduates at Stanford, and to increase our visibility and connections on the continent. A similar program at the Graduate School of Business — providing full scholarships for an MBA to students who commit to return to Africa to work in business — will further increase the presence of African students on campus.

In addition, we have forged a partnership with the new Stanford Institute for Innovation in Developing Economies (SEED) which will bring up to three leading African researchers to Stanford next year as the inaugural class of African Scholars on Entrepreneurship and Development. This program is designed to facilitate a research-oriented sabbatical for faculty at African universities, and to give our students and faculty the opportunity to engage in the classroom and in research seminars with emerging thought leaders on issues of economic growth, development, and entrepreneurship.

The Center has also been committed to increasing opportunities for Stanford students to engage with the African experience as part of our undergraduate curriculum. A comprehensive curricular review in 2012 helped us to identify a number of priority areas for improvement. Next year, as part of Stanford’s revamped first-year requirements, the Center for African Studies will offer a gateway course, *Thinking through Africa*. Focused on how we understand human well-being and the process of development and change, the course will integrate perspectives and approaches from three different disciplines: history (Jim Campbell), political science (Jeremy Weinstein), and engineering (Jenna Davis). We anticipate offering this course annually, and hope to make it one of the major draws in Stanford’s new freshman year experience. We expect to continue our efforts to expand our curricular offerings in the year ahead, with a priority focus on African Humanities.

Finally, we achieved a major milestone in the life of the Center with our move to Encina Commons. Nearly 100 students and faculty celebrated the opening of our new space, which includes a series of offices, a meeting room, and a wonderful common area that is often filled with our wonderful students. We hope you’ll stop by during the summer and definitely next academic year.
The Center for African Studies is home to an ever-growing community of faculty, graduates, undergraduates, and community members interested in the African continent. It is a dynamic hub within the Stanford landscape that facilitates collaboration across campus between scholars and students alike. If you’re interested in studying an African language, conducting fieldwork for a research project, or are passionate about service in Africa, the Center is the place for you. CAS also offers many diverse fellowships for MA, PhD, and undergraduate students to encourage rigorous field research and meaningful service in Africa.

This year, under the leadership of CAS Director Dr. Jeremy Weinstein and with the guidance of CAS faculty, the Center secured a new home in 100 Encina Commons. The new location offers an ideal space for students to study, meet with peers and professors, or seek professional and academic advice.

We are excited for the Center for African Studies to grow and fill this new space. It will continue to serve as a source of information for those curious about opportunities for service and research in Africa, and to host diverse and engaging events. Please stop by and meet the CAS family. All are welcome!

**SPOTLIGHT ON DR. LAURA HUBBARD, ASSOCIATE DIRECTOR**

The CAS office is run by Associate Director Laura Hubbard, an anthropologist focusing on youth, media, and development in Southern Africa. Her expertise and enthusiasm are an invaluable and integral part of this growing community, and this year she was awarded the prestigious Stanford School of the Humanities and Sciences Dean’s Award of Merit in recognition of her outstanding performance and dedication.

Aside from her leadership role at CAS, Dr. Hubbard teaches courses in African studies, hosts a variety of campus events, and advises undergraduate and graduate students. The Dean’s Award highlights Stanford’s great appreciation for Dr. Hubbard and her deep involvement on campus.
SEAN HANRETTA
Associate Professor, History

With a focus on religious identities in West Africa, Professor Sean Hanretta has established himself as a leading scholar on Islam in West Africa, specifically in Ivory Coast, Senegal, and Ghana. In his courses — such as Islam and Christianity in Africa, Africa in the Twentieth Century and African History through Literature and Film — Professor Hanretta covers a wide range of topics, appealing to the interests of students of diverse backgrounds, curiosities, and concentrations.

For me, Professor Hanretta has been an academic and intellectual guide throughout my Freshman year at Stanford. As a student interested in African history, Professor Hanretta's courses inspired me to dive deeper into the subject matter. He taught me to engage with material on a more unique and intricate level. I've discovered that history is learned not just through the memorization of facts, but also through methods such as the music, literature, and film of an area. This has helped me to better understand different societies and their historical backgrounds.

In his classes, Professor Hanretta took his time to ensure I had a concrete understanding of the issues being discussed, which created a rich academic environment where I felt comfortable to share my thoughts and ideas. This sparked thought-provoking discussions that encouraged us to consider different points of view and explore new ideas.

Professor Hanretta always makes himself available to all of his students. I've often gone to his office hours to further discuss lessons we covered in class, or to seek guidance in shaping my own academic trajectory. He's helped me focus on academic goals, and gave me confidence to pursue them.

As both professor and historian, Professor Hanretta remains a great influence upon my colleagues and I at Stanford.

- Saida Ali, Freshman, BA

JENNA DAVIS
Assistant Professor, Civil and Environmental Engineering

Everybody poops. Where does yours go? If you live in a developing country, then your answer is what motivates much of the current research being conducted by Jenna Davis. Her research group is commonly known as the "Poop Group" because they work on a range of topics related to wastewater and fecal contamination of drinking water. More generally, they study water and sanitation services in developing countries.

Her work aims to understand this sector in a more holistic way, by looking at a complex set of impacts — on health, household finances, education, time allocation — associated with these technologies, the financial constraints associated with household uptake, and policy implications and limitations of existing research.

One of her current studies, in Tanzania, examines how household water supplies become contaminated after entering the home and how knowledge of household water supply quality — and cleanliness of mother’s hands — affects a household’s water management practices. But the impacts of water supply on health are more far reaching than that. To begin exploring these complexities, some of Jenna’s work in Kenya looks at the complex intersection between water supply, food security, and infectious disease.

Jenna’s research also considers the economic side of water and sanitation in developing countries. In Kenya, she is assessing the impacts of a program meant to trigger increased investment in household-level water and sanitation infrastructure, such as latrines, private piped water connections, and water storage tanks.

Through this wide range of projects, Jenna’s research aims to go beyond informing academic discussions and provide real-world solutions and policy recommendations that can be implemented to improve the state of water supply and sanitation services in developing countries.

- Rebecca Gilsdorf, PhD Candidate, Civil and Environmental Engineering
My future in journalism was clear in high school, where I learned that the profession could be an effective and reliable agent of social change. Since then, I have consistently investigated and written extensively on matters bordering on corruption, injustice, and human rights in my country, Nigeria.

While I have many major works, my greatest moment ever was on November 1, 2012 when the Forum for African Investigative Reporters (FAIR) awarded my reporters and myself the prestigious Editor’s Courage Award. The award was a result of a six-part expose done on the brazen fraud in the oil sector in which our petroleum minister, Diezani Alison-Madueke, was repeatedly mentioned. Overcoming pressures and harassments from officials to friends, bribes up to $20 million, and death threats made the project difficult to execute. To our dismay, President Goodluck Jonathan ignored our weighty allegations, and proceeded to reappoint Mrs. Alison-Madueke to his cabinet. So, my joy knew no bounds when FAIR honoured our work and described it as exceptional journalism that should have sent Mrs. Alison-Madueke to jail.

Such corruption has caused a breakdown in service provision, resulting in the suffering of many Nigerians. Clearly, Nigeria needs a breed of knowledgeable, intrepid and courageous journalists who can report the truth and help citizens hold officials to account. I have created IMOLE to empower journalists with access to information, documents and other resources that officials are keeping under wraps. With IMOLE (meaning transparency or light in the Yoruba language) we can help turn a failing and corrupt state into an open productive society that will benefit all Nigerians.

- Musikilu Moheed, John S. Knight Journalism Fellow, 2012-2013

Mohamed Adhikari, Associate Professor in the Historical Studies Department at the University of Cape Town, joined CAS this year to explore the relationship between European settler colonialism and genocide, and to bring to campus a comparative perspective on genocide, race and identity. His latest publication, “The Anatomy of a South African Genocide: The Extermination of the Cape San Peoples” (2010) was the first to deal with the topic of genocide in the South African context. Aside from his scholarship, he has been deeply involved in grassroots community development. In 2012 he received the University of Cape Town’s Social Responsiveness Award for his work with the Harold Cressy High School over the past 20 years, where he used his scholarship to develop heritage projects that benefited the school community. While at Stanford he served as a mentor for Stanford students participating in the BOSP program in Cape Town.

- Mohamad Adhikari, FSI-Humanities Center International Visitor, 2012-2013

**CONGRATULATIONS TO OUR FACULTY**

**DR. JEREMY WEINSTEIN RECEIVES THE KARL DEUTSCH AWARD**

On April 4, 2013, CAS Director Dr. Jeremy Weinstein received the Karl Deutsch Award for his contributions to the study of international relations and peace research. The Karl Deutsch Award was established in 1981 by the International Studies Association, an organization dedicated to promoting research and education in international affairs. Dr. Weinstein received the award for his research focusing on civil wars and political violence; ethnic politics and the political economy of development; and democracy, accountability, and political change.

**DR. RICHARD ROBERTS RECEIVES THE JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION FELLOWSHIP**

The Frances and Charles Field Professor in History and former CAS Director, Richard Roberts, has been named a 2013 Guggenheim Fellow. Professor Roberts’ current project focuses on the history of households and marriages in African history, and builds on his interest in how Africans lived the big transformations since the era of the slave trade through the HIV/AIDS pandemic. The John Simon Guggenheim Memorial Foundation awards the fellowships to those who have already demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts.
Kennedy Opalo has spent the past year in Kenya, Ghana and Zambia investigating why some African parliaments have managed to emerge as credible checks on the executive arms of government — while others have remained as mere "rubber-stamp" legislatures.

To help answer his research question, he has collected and organized a vast amount of data from the Kenyan National Assembly, including bills that have been brought for debate in the Assembly in each calendar year between 1963-2010, and the number of these bills that were eventually enacted and became Acts of Parliament.

Kennedy has also attempted to disaggregate national expenditure in each financial year between 1963-2010 by districts, to get a sense of how much local politics has influenced resource allocation and in Kenya’s history. He has conducted interviews with the staff and members of parliament.
This past summer, I worked with NGOs combating a disease called noma in Ouagadougou, Burkina Faso. Noma is a gangrene that attacks the faces of the world’s most vulnerable citizens, malnourished one to six-year-old children. The disease causes children to lose facial bone and muscle, resulting in missing noses, perforated cheeks, and destroyed eyes. After noma has run its course, a child’s wounds scars over with hard tissue, sometimes making it impossible to talk or eat, and almost always creating an obviously and painfully deformed face.

In Burkina Faso, a veritable army of non-governmental organizations has taken up arms against the disease, working in conjunction to eradicate it. My work asked how these organizations work together, in a relatively small country, to achieve measurable results.

As part of my work, I spent almost 200 hours receiving one-on-one training in a local language, Mooré. Learning Mooré in French, the official language of this former French colony, was an intellectual marathon. However, the rigorous academic course paid off: I made a lot of friends chatting in Mooré and, when I met children affected by noma, most of them felt more comfortable talking to me in Mooré than in French. Both my French and my Mooré improved significantly last summer. I am excited to return to Burkina this summer, reconnect with old friends, and keep learning Mooré.

This past spring and summer, with the gracious support of the Stanford Center for African Studies, I was given the opportunity to live, work, and conduct research in Cape Town, South Africa. While in Cape Town, I partnered with Extra-Mural Education Project to work at Hillwood Primary School and Lavender Hill High School. Both schools are located within the Lavender Hill Township, which is regarded as the gangland of Cape Town and currently under a police lockdown. As a result, the school must attempt to generate positive social and economic inclusion among learners within this turbulent setting.

During my experience I sought to understand how the school, as a social institution, moderates the relationship between coloured identity and youth involvement in gangsterism. My research involved interviewing youth actively engaged in gangsterism in Lavender Hill, and speaking with a wide range of community members including family members of youth, leaders of local NGOs, academics in Cape Town and local policing figures.

Ultimately, I found that coloured youth involvement in organized crime and gangsterism is linked to the school’s inability to mitigate what it means to be coloured in the new South Africa, realize its unique position of power in the township setting, and remain relevant in an urban setting of conflict. Additionally, I find that gangs thrive in areas with poor schooling because the school fails to generate opportunities for economic and social inclusion among its learners. However, the gang exists to generate social and economic inclusion for society’s marginalized groups, particularly youth. Within this setting, therefore, poor schooling contributes to gang prevalence among youth.
CAS 2012-2013 MA STUDENTS

RAHEL BONDS studies issues surrounding non-profit management, international development and public policy in sub-Saharan Africa, with a particular concentration on Tanzania and Somalia. Rachel received her BA in International Relations and her BA in Interdisciplinary Studies from the University of Georgia in 2012. During that time, she traveled to and worked in schools, NGOs and orphanages in Ghana, Tanzania, Kenya and Burkina Faso, where she taught a course in International Trade Policy to secondary school students. Previously, she worked as a grant writer for the American Red Cross and as a research associate for the British Standards Institute. Future plans include a summer internship with USAID's Africa Bureau and a career in international development policy, as well as watching as much college football as humanly possible. Go Dawgs!

CALLIE BURKE graduated from Occidental College in 2010 with a BA in Diplomacy and World Affairs. During her undergraduate career, she spent a semester in Botswana and interned at the United Nations in the Africa II Section of the Office of Coordination for Humanitarian Affairs. This encouraged her to pursue an education in African Studies where she plans to concentrate on the intersection between conflict, peacekeeping, and humanitarian affairs (specifically in the Great Lakes region) as well as sustainable tourism and wildlife protection in Southern Africa. She is considering going to law school next year at UCLA with hopes of eventually working in diplomacy. In her free time, you can find Callie curled up on the couch with a novel or up on the mountain with her snowboard.

CAITY MONROE is originally from Eugene, Oregon but has spent the past four years here at Stanford studying African history. Now doing a co-term in African studies, she focuses on conflict in the African Great Lakes region. During her undergrad, she wrote a thesis on land conflict and historical memory in North Kivu, DRC. She spent a summer doing oral history interviews in various parts of Rwanda and has also spent shorter amounts of time in the region — first in Kampala and then more recently in Bujumbura. Future plans hopefully include finally making it into Congo, working on her French and Swahili, and figuring out ways to make adventuring to other countries count as schoolwork and/or a job.

ALEXANDER NEILL focuses on democratic institutions and conflict issues in Africa, specifically those in Nigeria and West Africa. He has co-written an op-ed entitled “Supporting Security and Economic Development in the Sahel” while studying security issues, elections, democracy, political development, and Ghana. Alex is also contributing to the Mapping Militant Organizations initiative at Stanford University by writing the profile on the Nigerian group, Boko Haram. Prior to Stanford, he led a team of students in a project that developed an operational policy for U.S. Special Operations Command and was a University of Florida Delegate to the 2009 Air Force Academy Assembly on rebuilding Afghanistan. This summer, he is taking a Fulbright-Hayes Group Project Abroad Fellowship to study Yoruba in Nigeria. Afterward, Alex is planning to work in West Africa or Washington D.C. on institution building or conflict/post-conflict issues.

ASIYA WADUD hails from Washington, DC and has lived in the Bay Area since 2004. She is interested in the intersection of community planning and new media tools for civic engagement, particularly in resource-constrained environments. Asiya holds a master’s degree in city and regional planning from UC Berkeley, where her master’s project documented a community slum upgrade plan for the Mathare Valley in Nairobi, Kenya. In her free time, you can find Asiya on her bike or taking photos (though rarely at the same time). She loves the work of Chimamanda Ngozi Adichie.
CAS 2012 GRADUATE RESEARCH HONOREES

DARIN CHRISTENSEN is a graduate student in the Department of Political Science. His research interests include corruption and public service provision. With the support of a CAS summer fellowship, Darin spent seven weeks in Kenya conducting research on how the police respond to protests and riots. Through interviews with civil society groups, members of parliament, and police and military bureaucrats, Darin investigated why the police decide to violently repress some protests but allow others. He presented his preliminary findings at CAS in March and is finishing a qualifying paper based on this research.

VIVIAN CHENXUE LU is a 2nd year Anthropology PhD student focusing on contemporary African merchant travel to the Middle East and Asia. Thanks to the CAS Summer Fellowship, Vivian was able to immerse herself for seven weeks in the environment of traveling African merchants by supporting her research in both Lagos and Dubai. This enabled her to conduct her preliminary ethnographic research on Nigerian merchants who import everyday goods from trade sites across the Middle East and Asia. The research results from the summer took her back to Africa in 2013, where she submitted and presented a paper at a South-South Globalization workshop in Dakar, Senegal.

JESSICA GREMBI studies the appropriateness of single-sample measurement approaches for assessing health risks. Her study assessed the variability of results from the commonly used single-sample test for water contaminated with human feces. Her samples were collected at four types of water sources over a five-month period within a rural Kenya community in Nyanza Province located near the shores of Lake Victoria. After testing these samples for fecal indicator bacteria (total coliform and E. coli), Jessica found that a given water source can yield considerable variability in microbiological test results. Thus, single-sample approaches to classifying ‘safe’ water may be unreliable for decision-making.

KATHRYN TAKABVIRWA is a 2nd year PhD student in Anthropology and was able to conduct her preliminary dissertation fieldwork with the help of a CAS Summer Fellowship. The CAS fellowship enabled her to spend the summer throughout Zimbabwe collecting data on everyday experiences and perceptions of governance. Before coming to Stanford, Kathryn studied documentation, membership and identity among Zimbabwean migrants in Johannesburg as part of her MA in Forced Migration Studies from the University of Witwatersrand. Her background on these issues began through her BA in Anthropology and African Studies at Yale University.

SARAH QUESADA is a 3rd year PhD student in the Division of Literatures, Cultures, and Languages. Originally from Querétaro, Mexico (and Michigan!), she is a student in the fields of colonial and contemporary Latin American and Latino literatures, with a focus on African Diasporic cultural investments in the Caribbean. The CAS summer fellowship allowed Sarah to travel to Benin and Senegal last summer, where she researched the uneven distribution of Slave Trade memory across the Atlantic. Having conducted research in Cuba during the previous summer, Sarah interviewed members, experts, and participants of West Africa’s relatively recent Slave Trade Route Tourism industry, seeking to draw and analyze cultural, political and literary threads between the West African states and the Hispanic Caribbean.
BRINGING AFRICAN ART AND FILM TO STANFORD

NAIROBI HALF LIFE

On November 11, 2012, Stanford University screened the Academy Award-nominated Kenyan film, Nairobi Half Life. Director David “Tosh” Gitonga and producer Sarika Lakhani attended the Stanford screening, a day after receiving the Audience Award, Breakthrough Winner at the AFI Los Angeles Film Festival. Nairobi Half Life made headlines in Kenya, where its screenings provoked dialogues not only among local viewers but also among ministers of state, whose ethics and systems of government the film interrogates.

Nairobi Half Life tells the story of a young man named Mwas, who follows his dream to move to the big city (Nairobi) and make it as an actor. Our young hero soon finds himself associated with an underworld, surviving through a life of crime. We cannot distinguish clearly between the villains, victors, vindicated, and venerable in the portrait of Nairobi that Gitonga paints for us. From the corrupt police, to an oblivious middleclass, the Robin Hood street hustlers, and bourgeois theater directors in search of that “authentic” and “raw” poverty to stage for the entertainment of Nairobi’s well-to-do — everybody is culpable. For many Kenyans, particularly the Kenyan diaspora in the Bay Area who came out in their numbers to attend the screening at Stanford’s Annenberg auditorium, this film asked more questions than gave answers. It demanded rigorous self-examination that left audience members pondering what responsible behavior looks like in a world where following the rules means maintaining systems that exploit the have-nots.

After the screening, a talkback session took place that interrogated questions of negative and positive representations of Kenya in the media; potential outcomes of this socio-political intervention; and what it means to live half and double lives in a society as diverse, malleable, and evolving as Nairobi today.

For Gitonga, Nairobi Half Life is an invitation for everybody to think hard about their role in an unjust society, and make the types of changes they see fit. As a generous and talented figure — named one of the eight most fascinating figures of 2012 by The New Yorker magazine — Gitonga inspired the students he met and dined with prior to the screening, regaling us all with tales of his journey to fame. Indeed, Gitonga promises to be one of Africa’s most exciting new voices, bringing innovation, intrigue and insight into another type of Africa — a fast-paced, love-filled, long overdue, bold and captivating world.

- Aida Mbowa, PhD Candidate, Performance Studies

From Left to Right: Sarika Lakhani, David Gitonga, and Aida Mbowa

AFRICA TABLE HIGHLIGHTS

Table Highlight 2012

OCT

3 The Writing of Senegalese Novelist Boubacar Boris Diop
Souleymane Bachir Diagne, Professor, French, Columbia University

10 TEACHAIDS: A Behind-the-Scenes Look at Designing a Research-Based Transnational HIV Intervention
Piya Sorcar, Founder and CEO, TeachAIDS; Adjunct Affiliate, Medicine; Visiting Scholar, Communication

NOV

17 Perspectives from Zambia: Challenges, Success and Insight from a Career in NGO Leadership
George Muwowo, Program Manager, Stanford GSB’s Global Supply Chain Management Forum

31 Customary Law and the Constitution in Post-Apartheid South Africa
Mazibuko Kanyiso Jara, 2012 Social Entrepreneur-in-Residence, CDDRL

JAN

16 Corruption and the Challenge of Investigative Journalism in Nigeria
Musikilu Mojeed, Managing Editor, Premium Times Services Nigeria; John S. Knight Journalism Fellow

FEB

20 Invisible Users: Youth in the Internet Cafes of Urban Ghana
Jenna Burrell, Assistant Professor, School of Information, U.C. Berkeley

23 Aláwiyé: Our Earth is a Marketplace
Adeyinka Fashokun, Visual Artist and Yoruba Lecturer, U.C. Berkeley & Stanford University

2013

OCT

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NOV

14 Human Rights Defenders on the Front Line: Voices from the Congo
Abbé Benoît Kinalegu, Human Rights Defender, and Ida Sawyer, Africa Researcher and Advocate, Human Rights Watch

JAN

16 Bonds of Trade: Slavery and Commerce in the 19th-Century Circum-Saharan World
Bruce Hall, Assistant Professor of History, Duke University; Stanford Humanities Center (SHC) Fellow

FEB

18 TeMbit: How Do You Define Our World?
Yudhijit Bhattacharjee, Assistant Professor, Human Rights, Duke University; Stanford Humanities Center (SHC) Fellow

- Aida Mbowa, PhD Candidate, Performance Studies
From Dakar to Ouagadougou and Ile-Ife to rural Congo, the Spring quarter African Art and Film Lecture Series provided an opportunity to hear diverse research from across the continent by leading Africanist art historians and film scholars. Showcasing a range of scholarship — from longstanding projects to more recent departures — the series welcomed Professors Polly Nooter Roberts (UCLA), David Doris (Michigan) and Mbye Cham (Howard) to Stanford. Each speaker gave a Tuesday night lecture in the Department of Art and Art History, followed by presentations on Wednesday at Africa Table, hosted by the Center for African Studies.

Professor Roberts spoke on two different areas of her research: she explored depictions of the female body by the Luba (DR Congo) within the context of gender ambiguities and political practices, and she discussed mural art in post-colonial Senegal, particularly depictions of Cheikh Amadou Bamba. Professor Doris presented material from his 2012 Melville J. Herskovits prize-winning book, *Vigilant Things: On Thieves, Yoruba Anti-Aesthetics and the Strange Fates of Ordinary Objects in Nigeria*, which explored the aesthetic construction and deployment of objects known as aale as warning against theft. Made from discarded objects and configured to convey the consequences of transgression, Professor Doris argued that aale constituted an “anti-aesthetic” amongst the Yoruba, who are traditionally known for the production of highly refined arts. Professor Cham discussed the role of cinema in critically engaging with African history as a means of confronting contemporary political, social and economic challenges on the continent.

Each of the talks inspired lively discussion amongst faculty and students, and served as a timely reminder of the interest in African humanities research at Stanford.

- Kate Cowcher, PhD Candidate, Art and Art History

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**AFRICA TABLE WILL COMMENCE AGAIN IN THE FALL QUARTER, EVERY WEDNESDAY FROM 12-1PM IN ENCINA HALL WEST**
The 2012 iteration of the Stanford Forum for African Studies (SFAS) Annual Conference saw the organization grow to new strengths. The conference theme was 'Mobile Africa' and drew participants from across the US, South Africa, Senegal, Cameroon, the UK, Germany, Italy, and Brazil for two days of discussions pertaining to migration, new technologies and socio-economic mobility on and through the continent today.

Keynote speakers included Senegalese Boris Diop of the Universite Gaston-Berger and Cameroonian Francis Nyamnjoh from the University of Cape Town who both gave insightful talks, with significant contributions also provided by James Ferguson of Stanford and Charles Piot of Duke. For the first time the conference was big enough to require parallel sessions, and saw almost as many Berkeley students as those from Stanford! This was, we hope, the beginning of a return to a strong relationship with African Studies at Berkeley that will be of benefit to students and faculty in both communities.

Topics covered in panel discussions included 'Africa elites, mobility and state formation,' 'media and mobility,' and 'South-South migration and engagement' and conference participants hailed from a wide range of disciplinary backgrounds. Many thanks to the numerous sponsors, in particular the Stanford Humanities Center and CAS without whom it would certainly not have happened.
The Stanford African Students’ Association (SASA) is a student organization committed to fostering cultural, political, and social awareness about Africa, promoting dialogue about pertinent issues affecting the continent, creating an intellectual and social space for Africans at Stanford, and fostering fellowship among SASA and members of the Stanford and Bay Area community at large.

Our biggest event this year was the SASA Culture Show, hosted at CEMEX Auditorium with a fully-packed audience from the Stanford and Bay Area communities. The headline performance — for the first time in the U.S. — was Fuse ODG, a Ghanaian artist who brought the “Azonto” dance to the world stage and topped the iTunes World Music Charts genre with his song “Antenna.” To further involve the Stanford community with his music and campaigns, we collaborated with the Center for African Studies to host a lecture and workshop on the evolution of the “Azonto” dance. We also teamed with the Graduate School of Business to host a panel discussion about his This Is New Africa (TINA) movement — a campaign aimed at promoting a positive image about Africa.

Also performing at the SASA Culture Show were Soulfege, winners of Billboard Magazine’s World Songwriting Contest Award; Tawanda muChinyakare, a Zimbabwean music and dance ensemble; Zipho Sikhakhane, a published author and poet from South Africa and student at the Stanford Graduate School of Business; Maryam Garba, a Stanford alumni fashion designer who designs professional African-themed clothes for corporate America; and the student dance group Kuumba African Dance Ensemble.

Other SASA events included a viewing party for the 2013 Africa Cup of Nations soccer championship; lunch conversations with guest speakers including Solome Lemma, co-founder and executive director of Africans in Diaspora; and other social activities such as Africa Trivia game and dinner night.

-Tamer Shabani, SASA President, Junior, BS Engineering
The Stanford Association for International Development (SAID) is a student-run organization at Stanford University that is dedicated to promoting awareness of international development and global issues. Each year SAID hosts a conference on a major international development topic, and in the past has explored themes in food insecurities, water scarcity, governance, and conflict and war.

The theme of this year’s conference was “Gender and International Development: Recentered.” The conference sought to address the different ways women can become more involved with and empowered through various aspects of international development — from governance/politics, entrepreneurship, education, justice, and culture and religion. World renowned speakers from the policymaking, nonprofit, business, foundation, and academic sectors took part in the conference, including Nancy Lindborg, assistant administrator to USAID; Musimbi Kanyoro, president and CEO of the Global Fund for Women; Karl Eikenberry, former U.S. Ambassador to Afghanistan; Robert Simon, founder of International Medical Corps; and Birtukan Mideksa, leader of the Ethiopian opposition Unity for Democracy and Justice party.

Stanford STAND is a student anti-genocide and anti-mass atrocity group that focuses specifically on Syria, Burma, North and South Sudan and D.R. Congo. Most of Stanford STAND’s current leadership joined the student group when it focused on advocating for specific policy changes regarding Congo’s “conflict minerals.” Yet last year, having successfully lobbied the University to pass a proxy voting guideline dealing with these issues, STAND held several meetings to plan its next steps. STAND members were frustrated by oversimplifications and misrepresentations of violence in central Africa, and decided to tackle these issues with a broader education initiative.

This year Stanford STAND focused on both internal and external education initiatives, including events co-sponsored by CAS: Human Rights Watch’s Ida Sawyer and Father Benoit Kinalegu discussed violence and the Lord’s Resistance Army; Steve Hege, former coordinator of the U.N. Group of Experts on D.R. Congo, spoke about the Rwandan intervention in Congo; Michigan-based history PhD candidate Jon Shaw presented his research on film, violence, cultural expression and spiritual power in eastern Congo; and Congolese human rights activist Kambale Musavuli discussed the conflict in eastern Congo and how American students can be involved.

Stanford STAND also worked with several high school groups to promote discussions on Western media representations (and misrepresentations), human rights issues, and the importance of “informed activism.” STAND members have been happy to embrace the “student” side of student activism with a reflective, self-critical, and informative year — and we’ve learned a lot!

-Caitlin Monroe, Stanford STAND Coordinator, MA Student, African Studies
This year, Stanford University offered 10 different African language courses: Arabic, Amharic, Malagasy, Swahili, Wolof, Igbo, Xhosa, Twi, Zulu, Yoruba. African language study not only helps prepare students who will study abroad or do research in Africa, it also opens a whole new field of expertise for them. Anthropology PhD student Vivian Lu commented: "In Yoruba class we learn not just a new language but about a whole different world — through film, music, and a vibrant way of interacting".

Indeed, learning a language brings in tow specific knowledge and cultural experiences. In the classroom, lecturers employ a wide range of teaching methods: incorporating songs, poetry, novels, documentaries and historiographies – all of which create an environment of immersion that lends language a meaningful context.

A new course offered this year, “Wolof for Heritage Speakers,” gave students the opportunity to read literature, discuss crucial cultural issues and write papers in a language they have always spoken, but never written or read. Abdou Cissé, freshman in Economics, observed: "I never knew it could be hard to write in my mother tongue, Wolof, until I took a class that challenged me to express my thoughts on paper and in Wolof." Learning African languages brings other forms of value. Besides fostering communication and project development in Africa, it contributes to the enrichment of languages by spreading its interactional and academic use across the globe.

With one of the fastest growing populations in the world, the African continent will see its languages proliferate. Therefore, creating a space where such languages can be studied and practiced is necessary. As Jason Kauffman, a junior in African and African American Studies and Earth Systems commented: “Studying Wolof this year was a great way to better understand much of the Wolof I heard last fall in Senegal. Furthering my understanding of Wolof on campus will be invaluable to me when I’m in Dakar this summer!"

- Fatoumata Seck, PhD Student, French
CAS Director Dr. Jeremy Weinstein spearheaded a new course this year at Stanford’s Design School, entitled Rebooting Government with Design Thinking. As part of the Governance Collaboratory, a new program at Stanford that supports governance innovation around the world, Rebooting Government with Design Thinking was an experiment in using the design process to improve public sector institutions. The project-based class worked with civil society and governance leaders to address challenges in two areas: Sierra Leone and East Palo Alto.

Our first challenge was to redesign how rural communities in Sierra Leone engage with the government and foreign companies as mining concessions were negotiated. We partnered with Simeon Koroma, a lawyer and founder of the Sierra Leone-based legal aid organization, Timap for Justice, who wanted to explore ways of helping rural communities deal with mining operations.

To learn more about Timap for Justice, mining operations, and the communities we were designing for, a group of eight students and two faculty and staff members (including Dr. Jeremy Weinstein) spent spring break conducting interviews throughout Sierra Leone. We first went to Freetown, where we met with Simeon. He explained how Sierra Leone’s shortage of lawyers is particularly acute in rural areas, and that Timap for Justice trains local activists to act as paralegals who can mediate certain disputes and refer others to lawyers and the formal legal system. We also interviewed a wide range of government officials, NGO leaders, and mining company representatives to get a better sense of the mining sector as a whole. Next we traveled to Bo District, several hours southwest of Freetown, and conducted interviews in mining-affected villages.

One of the most important insights we gained was that, while these rural communities were underprivileged, they were far from helpless and contained a great deal of latent power. Simeon returned with us to Stanford, where we attempted to design ways for rural communities to better harness that power.

You can read more about the trip and the proposals developed by the design teams at http://rebootinggov.wordpress.com.

-Kara Downey, PhD Candidate, Political Science

Simeon Koroma speaks at an Africa Table.

Simeon Koroma is a Spring 2013 Social Entrepreneur-in-Residence, and partner in the Rebooting Government with Design Thinking course. His organization, Timap for Justice, is a pioneering effort to provide basic legal services and improve access to justice in Sierra Leone.

On what he hopes to achieve at Stanford, he says: “I am eager to step back from my intense commitment, and use this opportunity to engage the Stanford community in some practical and intellectual questions I have been grappling with including: how best can justice be advanced in the context of a failed, post-war state? What role can litigation and law play in democratization and empowerment? What reforms (processes of reform), are necessary to engage the contradictions and inequities of a dualist legal structure?”

– Program on Social Entrepreneurship
At the end of every academic year, the Center for African Studies hosts the Going to Africa event, a celebration that connects students who will be spending their summer in Africa. At this year’s event, more than 80 students from diverse backgrounds and disciplines broke into regional groups to discuss their plans, hopes, expectations and concerns in a conversation facilitated by experienced faculty. Students and faculty also shared great food, music and stories. CAS director Jeremy Weinstein gave the official toast, sharing an inspiring story about his first trip to Africa as a young service volunteer in Cape Town, and how that forever changed the course of his research and his life. He then wished an equally meaningful experience upon all those present. Other experts offered their own advice, such as listening in research, losing any expectations, and being open to all possibilities. As the music faded and people slowly trickled out, students were encouraged to keep in touch through the Summer in Africa mailing list. We all wished one another farewell until the fall, when we reunite for the Back from Africa Mini-Retreat.
A SENIOR REFLECTION

“The Center for African Studies coordinates an interdisciplinary program in African Studies for undergraduate and graduate students...It is a center promoting academic excellence, enabling student engagement, and exhibiting astounding leadership in research involving Africa today.” These are the words that riddle the headlines of website of the Center for African Studies, and as true and accurate as they may be, they are nowhere near the narrative I have developed for it over my past four years at Stanford.

When I began my job at the Center for African Studies three years ago, it hadn’t occurred to me that I was beginning an unforgettable and integral part of my Stanford career. Working closely with the people at the Center, whom I now consider my own family, I developed a relationship with Dr. Laura Hubbard, the Associate Director of the Center, who had, has, and always will have a lasting impact on my life. Over time I watched her work her magic to build a sustainable community that was far bigger than the 10x15 foot office we started in. Dr. Hubbard enabled my co-workers and I to dream of what we wanted the Center to look like, connect ourselves to experts and amazingly beautiful people we couldn’t have met otherwise, and help gear more academic and social student interest toward the African continent. She taught us to dream excellently, think critically, and then act—both tactfully and deliberately — all while enjoying spheres of decorated chocolate stacked randomly in a bowl.

The faculty has also made a significant impact on my Stanford career. Professor Jeremy Weinstein, the Director of the Center for African Studies, constantly pushes the department to be deliberate and purposeful in all of its events, all while bringing the best and brightest resources to students on campus. Professor Emeritus David Abernethy played a large role in my decision to go to Uganda this past summer on the Africa service fellowship, and Professor Richard Roberts taught a class that emphasized many of the ethical research practices that I used during my fellowship. They have been influential in my research analysis and have given me critical advice about how to deal with non-profit international organizations.

For me to describe what the Center is now in comparison to what the Center was then would be difficult. There is not enough room on the page, and with me graduating this year, far less time. I can only speak to the spirit of uBuntu and belonging I have with this place — and the happiness that comes with how willing we are to share it. Hard as it is to convey these sentiments, I find it even harder to leave. But alas, like I was received, and loved I will leave, forever hoping to perpetuate the same spirit in the communities I discover. The Center for African Studies is not only a viable resource for networking, learning, and value sharing — it is the place I discovered I was not alone in my struggle to balance being a second generation Kenyan in America; the place I grew into intellectualizing the iconic overtones of Kanye West against my frequent introductions to the sounds of Oliver Mtukudzi. Branded into my memory by co-workers-turned sisters, brilliantly adopted uncles and aunts, and Dr. Hubbard, the matron and mother figure of it all, the Center is my home away from home, and it is with a bittersweet sadness I bid it goodbye.

As I graduate this year, and do my best to sum up the experiences I’ve had on this campus, I can only hope that these words do justice to the enlightenment, the solace, and the downright joy this Center has showered upon my everyday life here at Stanford.

- Brenda Mutuma, Senior, BA Political Science
1. CAS student assistants Brenda Mutuma and Atheel Elmalik

2. Dr. Landry Signe, Dr. Laura Hubbard, and Dr. Elisabeth Boyi

3. SASA President Tamer Shabani and Dr. Larry Diamond at the CAS Open House

4. Dr. Laura Hubbard gives a toast at the CAS Open House

5. Students Brian Ombonga and Aida Mbowa at Swahili Cultural Night

6. Student Tracy Makuvire presents her research on Zambia as an Africa Service Fellow

7. Rebecca Gilsdorf, Nana Opare, Fatoumata Sack, Dr. Vaughn Rasberry, and Dr. Laura Hubbard

8. The 2012-13 CAS MA Cohort: Callie Burke, Asiya Wadud, Rachel Bonds, Alex Neill, and Caitlin Monroe

9. CAS students celebrating their home at the CAS office with Dr. Laura Hubbard

10. Dr. Joel Samoff, ICA Director Dr. Norman Naimark, and Dr. Richard Roberts at a special CAS seminar

11. Dr. Souleymane Bachir Diagne (Columbia University) with Dr. Sean Hanretta

12. Dr. Eran Bendavid and Dr. Grant Parker at a faculty research dinner

13. CAS and SASA students learn how to Azonto with Fuse ODG
2013 CAS CAPE TOWN SUMMER FELLOWS

LAURA POTTER
Junior, Human Biology

HANNAH RUSK
Junior, Urban Studies

KELLIE SCHUELER
Senior, Human Biology

AMY YOUNG
Junior, Human Biology

2013 CAS SUMMER LANGUAGE FELLOWS

RACHAEL HILL
PhD Student, History, Amharic

KELLEN HOXWORTH
PhD Student, Theatre and Performance Studies, isiZulu

STEPHANIE QUINN
PhD Student, History, Silozi

KATHRYN TAKABVIRWA
PhD Student, Anthropology, Shona

2013 CAS SUMMER RESEARCH FELLOWS

NISRIN ELAMIN ABDELRAHMAN
PhD Student, Anthropology
Contested Landscapes and Unstable Livelihoods: Examining the Impact and Politics of large-scale Land Acquisitions in central Sudan

LAURA BLOOMFIELD
MD/PhD Student, Medicine/Ecology, Human-Primate Ecology
Human-Primate Ecology: Landscape Change and Cross-species Disease Transmission

ANNALISA BOLIN
PhD Student, Anthropology
Safety Codes: International Tourism, Nature, and Heritage in Rwanda

NADJA DRABON
PhD Student, Geological and Environmental Sciences
Environmental Effects of Giant Meteorite Impacts in the Archean

DAVID HAUSMAN
PhD Student, Political Science
Segregation, Inequality and Violence in South Africa

REBECCA R. HERNANDEZ
PhD Student, Environmental Earth System Science
Effects of a Mango-Shrub Intercropping System on Soil Microbial Structure and Function in a Semi-Arid Agroecosystem

REBECCA GILSDORF
PhD Student, Civil and Environmental Engineering
Modeling Farmers’ Wastewater and Biosolids Reuse Behaviors for Urban Farming in Uganda

EUGENE RICHARDSON
PhD Student, Anthropology
Comparing the Efficacy of a Cash Transfer Program with Pre-exposure Prophylaxis in HIV Prevention

CENTER FOR AFRICAN STUDIES
Stanford University
Division of International, Comparative and Area Studies
100 Encina Commons
615 Crothers Way
Stanford, CA 94305-6045

web: http://africanstudies.stanford.edu
email: africanstudies@stanford.edu