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We are honored to direct the vibrant Center for African Studies (CAS) as it continues to expand its impact on the university community. Our weekly Africa Table draws remarkable attendance, with students, faculty, staff, and community members overflowing into the hall. Topics ranging from hip-hop to public health generate lively discussions that continue through the afternoon in our CAS office in Encina Commons. With our excellent students and incredible programming, CAS offers a lively community for all those interested in Africa.

CAS works to create meaningful partnerships throughout the university and enrich the experiences of our students. In the spring, we brought Nicholas Opiyo, a Ugandan attorney who led efforts to overturn discriminatory anti-gay legislation, to campus as a practitioner-in-residence. At the same time, The Haas Center for Public Service hosted John Githongo, a prominent Kenyan activist and journalist. With support from the President’s Fund, multiple student groups, and other units such as the WSD Handa Center for Human Rights and the Center on Democracy, Development, and the Rule of Law, CAS held an extraordinary spring series on civil liberties and their challenges in Africa. The two distinguished visitors had an enormous impact on the student body. Inspired by the utterly transformative effect of this series, CAS plans to continue these collaborations in an effort to host similar practitioners-in-residence in the coming years. We hope that our students and faculty will gain skills to make them more effective partners in areas such as human rights advocacy, development, and public health.

As students continue to join CAS, we are thrilled to share this growth on the faculty front. Our esteemed colleague Dr. Alvan Ikoku, PhD in Comparative Literature and MD, has joined the faculty in Comparative Literature, and Dr. Toussaint Nothias, PhD in Communication, will be joining CAS on a three-year term as lecturer. Dr. Ikoku’s work at the intersection of African medicine and literature and Dr. Nothias’ interests in the representations of Africa in Western media will augment the range of courses we offer. In partnership with the Abbasi Program in Islamic Studies, we are delighted to welcome Dr. Oluudamini Ogunnaite, PhD in Religion and African Studies, to our programs as a post-doctoral scholar of Islam in Africa.

Our graduate program continues to flourish. This year CAS launched a Graduate Certificate in African Studies to reward our graduate students who have demonstrated a rigorous interdisciplinary training in African Studies. The certificate now complements the recognition that our undergraduates receive through the Minor and Certificate in African Studies.

We take pride in providing our outstanding undergraduates with meaningful training through our course offerings. We would like to highlight the successful second year of the freshman course, “Thinking through Africa: Perspectives on Wealth, Well-Being, and Development.” This course is team-taught by an all-star cast of core African Studies faculty: Dr. James Ferguson of Anthropology, Dr. Jim Campbell of History, and Dr. Jenna Davis of Civil and Environmental Engineering. Freshmen are challenged and inspired to reevaluate their thinking about Africa and to join our inclusive and supportive CAS community.

We regretfully announce that Dr. Parker will step down from the co-directorship after this academic year in order to become chair of the Department of Classics, though he will remain no less active in the life of CAS. We thank our wonderful Associate Director, Dr. Laura Hubbard, our excellent staff member, Ariane Khalfa, as well as our colleagues, students, and friends of CAS in their wholehearted support of our activities that bring Africa deeper into the intellectual and social life of Stanford Global Studies and the wider university community.

Dr. Grant Parker & Dr. Richard Roberts
Co-Directors

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Welcome To The Center For African Studies

When you walk into the Center for African Studies, you will find yourself immersed in a spirited community. Look to your left and see people in an animated discussion about the cultural politics of Ghanaian hip-hop. Turn to your right and discover two students deep in conversation about an upcoming fellowship opportunity. Over in the corner you notice a student Skyping with her parents back home. All around, you will feel the warmth and inclusion that CAS extends.

CAS is more than a center—it is both a bustling hub and a compassionate home. CAS offers a welcoming community for faculty, undergraduate and graduate students, fellows, scholars, staff, and alumni who share a mutual interest in Africa. There is something for everyone at CAS, whether you want to engage in an intellectual dialogue or dance at one of our frequent celebrations. We support the study of numerous African languages, provide a variety of fellowships and research opportunities, and host remarkable events that range from famous visiting musicians to workshops on entrepreneurship in Africa.

Led by our beloved Associate Director, Dr. Laura Hubbard, CAS provides a space for people to gather and share ideas. Come in to get advice on which Africa-focused course to take next quarter or where to do your summer research. Meet up with a faculty member or discuss research ideas with visiting scholars. Sit down and chat with our students and find new friends and mentors. You will soon realize that CAS is like no other place on campus.

We have seen some truly amazing growth happen within our community this year. We sent students on fellowships to countries throughout Africa including Rwanda, Cameroon, and Namibia, co-hosted an impassioned series on civil liberties in Africa, and witnessed blossoming mentorship among an exceptionally enthusiastic group of undergraduate and graduate students.

When you stop by our office, you will find that the door is always open. Welcome to CAS.

New Program Coordinator

ARIANE KHALFA

Ariane received a BA in Geography and French with a Certificate in African Studies from Mount Holyoke College in Massachusetts. During the summer of 2011, she traveled to Togo, West Africa where she interned with a Togolese NGO in Agou-Yiböe, a rural township. Ariane returned from her second trip to Togo during the summer of 2014, where she created and managed a water filter project and an educational African film festival in three villages. She is now focusing on small business projects in the region. Ariane is thrilled to work in a program surrounded by students, faculty, and staff who share her passion for African Studies, and she feels blessed to engage with and learn from the diverse CAS community.
Spotlight On James Ferguson

Congratulations to Dr. James Ferguson, Professor of Anthropology, on the publication of his book *Give a Man a Fish*. Across the Global South, recent years have seen the surprising creation and/or expansion of social welfare programs targeting the poor, anchored in schemes that directly transfer small amounts of cash to large numbers of low-income people. With a special focus on southern Africa, *Give a Man a Fish* is a sustained reflection on these new developments and their political and social significance. It aims to document important emergent politics, while critically assessing both its dangers and its possibilities.

ALVAN IKOKU
Assistant Professor of Comparative Literature and of Medicine

The first time I met Dr. Alvan Ikoku, he gave me a piece of advice that has stuck with me. In response to my concerns about future career options, Dr. Ikoku told me, “It’s not about what you want to be; it’s about what you want to be doing.” In other words, think about what kind of work will engage you as a full human being on a day-to-day basis. Find a way to arrange your life so that intellectual engagement is not limited to the crevices of your time.

To see what this advice means in practice, look no further than to Dr. Ikoku himself. As Assistant Professor of Comparative Literature and of Medicine, Dr. Ikoku has found space to pursue his love of medicine and the biosciences through a humanities lens.

After graduating from Stanford in 1996 with a degree in human biology and honors in humanities, Dr. Ikoku studied history of medicine at the University of Oxford and African literature at the University of London. He went on to earn his MD at Harvard Medical School. While Dr. Ikoku really enjoyed clinical practice, his experiences working as a clinician in Gabon roused his desire to engage with “cultural objects” as a profession. Dr. Ikoku recalls that he felt a “profound insufficiency of being a clinician in Gabon,” where differing perceptions of illness and health called for a more humanistic approach. Instead of completing his residency, Dr. Ikoku went to Columbia University, where he earned a PhD in English and Comparative literature.

“One of the gifts in life is to make your highest passion your profession.” —Dr. Ikoku

Now, Dr. Ikoku works at the intersection of literature and medicine, studying and writing about the place of world literatures in the evolution of global health. He currently teaches three courses: “Literature and Global Health,” “Literature and Human Experimentation,” and “Africa in Atlantic Writing.” His students know him as both an expert in his work and a caring, invaluable mentor.

“One of the gifts in life is to make your highest passion your profession,” Dr. Ikoku says. Not only has Dr. Ikoku found this for himself—he constantly strives to help students find their own “sweet spots.”

—Anna Wohl, Junior, BA Human Biology

JILL ROSENTHAL
Acting Assistant Professor of History

Professor Rosenthal’s teaching has motivated me to think about humanitarian aid in reference to the human, not the institution. She always encourages me to ask hard questions and challenges my perspective of an individual’s role in helping others.

Professor Rosenthal’s deep intellectual engagement helped me explore my interests in African history, public health, and humanitarian aid. She was always available and willing to help students, and sought to maintain relationships well beyond her classroom. For example, one day I went into Professor Rosenthal’s office and poured out my thoughts on the shortcomings of humanitarian aid. I was questioning my future role as a humanitarian and wondering what hope there was for the world. It was truly a moment when I did not have faith in humanity. Professor Rosenthal spent several hours patiently listening, sitting with me and working through all my questions. She encouraged me with examples of people who were sincerely dedicated to humanitarian practices. This was the first time I felt I could talk to a professor so genuinely while at Stanford.

Professor Rosenthal now serves as my invaluable advisor and mentor for my upcoming African Service Fellowship in Tanzania. As both a professor and historian, Professor Rosenthal is undoubtedly an important influence in her students’ lives. I am deeply grateful to have found a professor who is so knowledgeable, compassionate, and engaging.

—Nora Tan, Sophomore, BA Biology
When I got the email confirming my selection to the John S. Knight (JSK) Journalism Fellowship at Stanford, I immediately began elaborately planning how I was going to spend the year. After my orientation week I decided to strike a balance between working on my innovation project, auditing classes, attending media conferences, and catching up on my reading.

Twenty-one years after the end of de jure apartheid in South Africa, vast inequalities remain, and conflicting attitudes, values, and beliefs about the Rainbow Nation exist along lines of race and class. Nowhere are these fault lines more present than in South African higher education.

Professor Jonathan Jansen, the Vice Chancellor and Rector of the University of the Free State (UFS) in Bloemfontein, South Africa, is at the forefront of South Africa’s reconciliation pedagogy. Through committed mentorship and deep engagement with students of all backgrounds, Dr. Jansen strives to operationalize the ideals of a Rainbow Nation in the context of higher education.

Professor Jansen is one of South Africa’s most well known public intellectuals, pushing forward important debates about race, reconciliation, and education in South African society. He began his career as a schoolteacher, and studied at Stanford University on a Fulbright Scholarship in 2007-2008. Today he is the President of the South African Institute of Race Relations, and continues to write, research, and publish articles frequently. Jansen returned to Stanford for a three-month stay to finish his latest book reflecting on the standard of South African education, and gave a series of workshops and events to capacity audiences.

With support from CAS, I was able to engage with Professor Jansen on multiple occasions. In an intimate event in honor of his new book, Leading for Change: Race, Intimacy and Leadership on Divided University Campuses, Professor Jansen told attendees about the “Reitz Incident,” where male Afrikaner students at UFS filmed a video humiliating black janitorial workers to protest the prospect of integrated residence halls on campus. After the incident, Dr. Jansen instituted a common core that asks all first year students to grapple with bitter and recent apartheid memories. While he has worked hard to transform race relations at UFS and in South Africa, he acknowledges that his reforms have not been universally well received: “We have made so much progress, but it is not a straight line, and there are always setbacks,” Jansen said.

Yet Jansen is optimistic for the future of UFS and for young South Africans. According to Jansen, his students emerge from UFS as fuller citizens, ready to serve as leaders in the new South Africa.

—Stefan Norgaard, Senior, BA Public Policy & Urban Studies
RACHAEL HILL
2015 Recipient of the Susan Ford Dorsey Fellowship for Field Research in Africa; PhD Candidate, History

Rachael Hill spent the past academic year in Ethiopia researching the history of medicinal plant research, bioprospecting, and public health in Ethiopia. Rachael’s research focuses on the government’s efforts to regulate and harness the potential benefits of traditional medicine in the twentieth century. Documents from the National Archives, the Ministry of Health, the Institute of Ethiopian Studies, and the former Pasteur Institute in the nation’s capital, Addis Ababa, have provided valuable primary source data. Additionally, Rachael has conducted oral interviews with Ethiopian scientists, biodiversity experts, and traditional healers who have been involved in various efforts to study, legislate, and promote traditional medicine as a viable public health resource. The interlocking web of controversies, conflicts, and fraught collaborations that characterize this history illuminates a number of issues related to the development of science and medicine in resource-poor settings as well as the shifting politics of health-related knowledge in contemporary Ethiopia.

2014 CAPE TOWN SUMMER FELLOWS

NCHEDO EZEOKOLI
Senior, BS Science, Technology & Society

Nchedo Ezeokoli worked with the Learning Network for Health and Human Rights through the University of Cape Town’s School of Public Health & Family Medicine. Her research involved determining and mapping best management practices concerning the patient complaint process for community health clinics in the Western Cape. This study was done under a larger project that strives to determine ways that health committees can be used as vehicles of community participation in CHCS.

MIKHAIL GRANT
Junior, BS Engineering

Mikhail Grant’s summer partnership with nongovernmental organization Project 90 by 2030 involved interviewing individuals from different government programs under the Departments of Energy and Environmental Affairs. He analyzed South Africa’s effectiveness in implementing climate change response policy. Mikhail worked with the Community Partnership Program of Project 90 by 2030, writing blog entries and helping to build a rocket stove prototype for rural communities.

NIKA SOON-SHIONG
MA, African Studies

Nika Soon-Shiong conducted a photovoice project among unemployed youth at Etafeni, a community resource center for people affected by HIV/AIDS. The project culminated in a gallery exhibition at the Cape Town Public Library titled Ilizwi Lam (Xhosa for “My Voice”), which highlighted both sources of inspiration and barriers to employment in the township community of Nyanga.
LAETITIA WALENDOM
Senior, BAH Urban Studies; Rising MA, African Studies

The red tiled roofs of Antananarivo have drawn my awe and adoration since I first arrived in the city in August of 2007. I spent a year coursing along the narrow windy streets of the capital of Madagascar, where traditional architecture merges with the contemporary in homes that densely dot the city’s hilly landscape. Seven years later, I wanted to return to better understand Antananarivo’s architectural trajectory as well as the future of its urban planning.

Arriving in Madagascar in the summer of 2014, I spent nine weeks interviewing architects, urban planners, historical site tour guides, and friends with whom I had attended middle school. Visits to libraries and bookstores downtown gave me access to literature with invaluable insight into the influences of the island’s Bornean, East African, Arab, and European cultures on the city’s structures. Hours spent observing, photographing, sketching and taking notes on buildings and the people interacting around and within them connected me with the Malagasy pride in their heritage.

As the nation grapples with insufficient resources to tend to its infrastructure, efforts towards implementing an urban vision for its development remain unachieved. The professionals who shared their work with me discussed the frustrations of architectural and urban valorization in a city of 2.5 million built for 200,000. Their insight guided my honors thesis towards a discussion of the ways in which the city could further capitalize on its architectural wealth and draw inspiration from the successes in that field to devise local, incremental improvements in its urban fabric.

ATTITUDES ON DEMOCRACY IN SWAZILAND

SELAMILE DLAMINI
Senior, BS Management Science & Engineering

Born and raised in Swaziland, I grew up listening to adult conversations about why Swaziland is not a democracy. Despite the numerous speculative answers I overheard, I never encountered any work that attempted to address the question in a structured way. Since King Sobhuza II outlawed political parties in 1973, Swaziland has remained Africa’s last absolute monarchy.

During the summer of my sophomore year, I received an Undergraduate Advising and Research grant to investigate the impact of high school Swazi girls’ participation in Swaziland’s controversial national Annual Reed Dance on their life and career aspirations. I expected the experience to give me a better idea of what type of project to do within Swaziland, or offer insight into needs for a non-profit I might one day start. It didn’t. Instead, through my six focus group discussions and twenty individual interviews, the institutional barriers that young women my age faced particularly struck me—it was not aspirations that were a barrier, it was institutions. The barriers that the high school girls I interviewed brought to light inspired me to ask critical questions about the failure of Swazi institutions, which in turn led me to questions about democracy.

I investigated the factors that influence Swazi attitudes about democracy and the efficacy of these factors based on such attitudes. I used two primary sources of information: a set of in-depth, primarily qualitative interviews that I conducted with a research team in summer 2014, and data reported in Afrobarometer’s Round 5 survey conducted in Southern Africa in 2013.

My most surprising finding was that in Swaziland, as throughout sub-Saharan Africa, the methods investigated showed that women support democracy less than men. However, although women support democracy less than men and have lower levels of participation in “democratic activity,” higher educational attainment increases support for democracy more substantially for women than for men. Although many Swazis express the opinion that political parties are divisive, Swaziland’s poorest are the most supportive of political parties.
SHERIF IBRAHIM, a New Jersey native, received his undergraduate degrees in Political Science and English from Rutgers University, New Brunswick. His current research interests include postcolonial literary theory, social movement theory and its application in North Africa, the historiography of Rwanda and the Rwandan Genocide, and critical perspectives on humanitarianism. Sherif has traveled to Egypt and the Middle East seven times, which has sparked his curiosity about social formations resulting from neoliberal politics throughout the African continent. During his undergraduate career, Sherif worked for political campaigns, nonprofits, and various political and cultural organizations focused on social justice and cultural visibility. He is now working on a political education platform, and looks forward to writing and seeking further opportunities in this field in the coming months.

MEGAN YEALY received her BA in History and Political Science from the University of Rochester. She studies the history of natural resource governance in West Africa. Prior to joining cas, Megan interned at the West Africa Research Center in Dakar, where she worked with the library on their new acquisitions project. She also spent two summers in Malawi participating in an immersion anthropology course, first as an undergraduate and then returning as a teaching assistant. In addition, she worked on a local development project in rural Malawi focusing on agricultural sustainability and alternative farming practices. She is excited to pursue more opportunities related to this work in the future.

NIKA SOON-SHIONG, from California is a co-term here at Stanford graduating with a major in International Relations and a minor in Creative Writing. Her areas of focus within the African Studies MA program are issues surrounding international development, education, and visual representation in sub-Saharan Africa, with a particular concentration on South Africa. In the summer of 2014, Nika conducted a photovoice research project that studied unemployment among youth in Nyanga, Cape Town. A background in journalism and passion for unearthing stories has led Nika to continue her photovoice project in Gaborone, Botswana this summer before she finishes her degree next year.

KAREEM ALSTON, born and raised in New York City, has a BA Honors in African & African American Studies from Stanford University with a concentration in Identity, Diversity, and Aesthetics. As an undergraduate, he pursued research on local Hip Hop culture, activism and education in Cape Town, South Africa, writing an honors thesis and producing a short documentary. As an MA student in African Studies, he has further strengthened his focus on the intersections between art and culture, with the ultimate goal of continuing to work in the music industry. Kareem has been involved with the arts world in many capacities, formerly working in dance and currently as the Co-Chair of the Institute for Diversity in the Arts at Stanford. He is eager to keep learning and searching for ways to contribute to the arts.
CHAO LONG is a second year medical student at Stanford interested in improving global access to surgical care. With the support of a CAS Summer Fellowship, Chao was able to work in a hospital in rural Cameroon. She conducted a study examining factors associated with delays to surgical care, helped build a trauma registry that will inform injury prevention by monitoring outcomes of trauma care, and joined the surgical team in order to gain exposure to surgical care delivery methods in low-resource settings. Chao presented her research at the 2015 Academic Surgical Congress.

ELSA ORDWAY is a PhD candidate in the Department of Earth System Science. Her research on issues of sustainable land and natural resource use in Cameroon focuses on understanding the role of globalization and agricultural expansion on land use changes in Central Africa. Her past work has included research and applied conservation efforts in marine and forest environments in the Comoros, Madagascar, Equatorial Guinea and Rwanda. In 2015, thanks to continued support from the Center for African Studies, Elsa will return to Cameroon to continue her research on agricultural expansion in the Southwest Region, working with oil palm, banana, and rubber farmers.

LAUREN STEINBAUM is a PhD student in Civil and Environmental Engineering. As an undergraduate at UC Berkeley, she worked on projects that sought to increase access to clean water and sanitation in Tanzania and Ghana. Her current work focuses on understanding the transmission of intestinal worm infections through the environment in rural Kenya. With support from the CAS Summer Research Fellowship, she spent the summer in Kenya hunting for intestinal worm eggs in household soil. Using survey data and soil samples, she found that the home environment is contaminated with these eggs, which can lead to exposure and eventual infection. The success of this project has warranted a scaled-up version of this study that will comprise Lauren’s dissertation.

KELLY ZHANG is a PhD candidate in Political Science. With the support of the CAS Summer Fellowship, Kelly conducted her summer research in Kenya, examining how political candidates build their local reputation with voters through charitable donations. Over the course of three months, she carried out open-ended and semi-structured interviews with local leaders in business, religion, education, and public office, as well as closed-ended surveys with citizens. Her project contributes insight as to why cash handouts feature so prominently in the relationship between voters and politicians.

NEEL THAKKAR will graduate with BA Honors and MA degrees in History this June. The CAS Graduate Fellowship enabled him to visit the national archives in Zambia—the last stop in a round of research that also included visits to the UK and India. Neel’s project focused on the introduction of African-language broadcasting in colonial Zambia from 1939 to 1963, and its role in forming a new “developmentalist” ideology of colonial governance. While he edits his thesis work for publication, Neel is examining the growth of broadcasting in the context of late colonial India, as part of a wider effort to better understand the relationship between empire and information.
Dynamics Of Change In Africa

In Autumn 2014, the CAS Co-Directors, Professor Richard Roberts and Professor Grant Parker, led “Dynamics of Change in Africa,” a course designed to make contact with the complexities of the African experience.

With the help of our readings, we engaged in lively discussions. While each week brought new issues to the table, some themes stayed with me throughout the course, changing my core conception of Africa to a continent shaped, not defined, by a colonial past. “Africa” could describe a continent, but “African” in many ways fell short of describing the diversity of a continent of people, its tumultuous past suspended against a rapidly changing present. Walter Rodney’s “How Europe Underdeveloped Africa” revealed how Eurocentric notions had influenced my ideas about Africa and African History. Our final project, in which I evaluated APOPO’s rat landmine and tuberculosis detection systems, gave me specific insight into progress on some of Africa’s contemporary challenges. Together, these components continue to prompt my questions about the future of the continent and stresses constant critical evaluation for the answers that I find.

“THERE ARE NO RIGHT OR WRONG ANSWERS IN HISTORY, ONLY BETTER OR WORSE” —DR. ROBERTS

Professor Roberts is fond of saying, “There is no right or wrong in history, only better or worse.” Throughout the course, we strove to cultivate a historical sensibility capable of discerning the better from the worse. In this, I consider myself fortunate to have learned something that I can apply everyday to my own life: the value of discernment and healthy skepticism. Most importantly, I learned to retain hope as I search for answers looking toward the future.

—Nick Salazar, Senior, BA Political Science

South African Encounters

My experience as a Teaching Assistant for the CAS South African Encounters course has been illuminating. Designed for students headed to Cape Town to participate in the Bing Overseas Studies Program (BOSP), the class was taught by a different instructor each quarter of the academic year. From the anchors of Professor Grant Parker’s personal experience as a Capetonian, to Professor Joel Samoff’s rigorous historical contextualization, to the current events and historical parallels of Professor James Campbell, I have learned more about South Africa through this course than I could have imagined.

Every quarter, the course changed based on the cohort of students headed to Cape Town. The nine weekly sessions aimed at teaching students what they need to know about South Africa’s history and socio-cultural climate. Many discussions centered on race, police brutality, and student protests—all issues that have come to the forefront of public debate both in South Africa and here in the United States. Students embarking on their community-engaged learning projects drew from their own different racial backgrounds, disciplines, and experiences in the classroom. Whether majoring in African and African American Studies, Comparative Studies in Race and Ethnicity, or other disciplines like Biology and Computer Science, students addressed their racial identity in society, engaged in fruitful discussion together, and learned about race in various contexts and about themselves. Our South African Encounters course has equipped us with the tools to explore South African conceptions and experiences of race and identity.

—Kareem Alston, MA African Studies
In Cape Town, South Africa, English is spoken by nearly everyone, but conversations are often woven with the African language of Xhosa (the ‘X’ clicked). Before arriving in Cape Town I studied Xhosa at Stanford, learning the beautiful language with a supportive community. The course recognized that students enter with different experiences and backgrounds, so the small but closely-knit group of Xhosa learners met weekly at our own “Xhosa Table,” an hour for everyone to share their knowledge. Xhosa Table provided a space to discover new phrases, commiserate over difficult grammatical structures, and take advantage of the group’s enthusiasm to inspire and challenge one another.

Through all of this I was led by the wonderful Sarah Mkhonza, “utitshalakazi wesiXhosa eStanford,” [Stanford Xhosa instructor] who wove grammar and vocabulary lessons together with history, politics, poetry, and song. The class was powered by Ms. Mkhonza’s heartfelt love for the language and country, which she aspires to share through any means, both within and beyond classroom walls. After class, Ms. Mkhonza patiently answered my questions and shared her own stories, making me fall in love with a country that I had not yet visited.

Now, several months later as a student in the Bing Overseas Study Program (BOSP) in Cape Town, I am teaching in a high school where I greet a new class before starting a mathematics lesson. “Ndingazama ukuthetha ngesiXhosa?” [Can we try to speak in Xhosa?] I hesitantly ask. “Yhu!” [Yes!] the students shout back in chorus. As a white American, I am still figuring out what it means to be studying here in South Africa. I have found my Xhosa class at Stanford to be more than just training in communication but also an invaluable lens for reflecting on my position here and understanding a complicated historical landscape in which race, ethnicity, class, power, and privilege are inseparably layered.

—Dan Sakaguchi, Junior, BS Philosophy
Meat Consumption In Africa: Culture, History, Zooarchaeology

In spring 2015, Dr. Krish Seetah, Assistant Professor in the Department of Anthropology, led a series of seminars on the culture, history, and zooarchaeology of meat consumption. These seminars, supported by the Center for African Studies, provided a forum of engagement for researchers across many departments and schools to discuss exciting and relevant issues related to changing global trends in meat consumption, and the resulting environmental and health impacts. The seminars drew on Professor Seetah’s work on meat processing technology in the archaeological record and modern cattle herding practices in a Maasai community, and featured lively conversation amongst participants who brought their own interests and expertise to the table.

Food For Thought: Social Attitudes Towards Consumption studied how this industrialization of meat processing has led to a general increase in meat consumption worldwide and its subsequent health and environmental effects. The last seminar, “New Approaches to Old Problems: Biotechnology and the Implications of Genomic Research on African Cattle,” examined the role of recent genetic research on cattle diversity in Africa, analyzing how access to genomic research is different for the various parties linked to African cattle, such as the small-holder farmer, the breeder, agribusiness, governments, and foundations.

—Hannah Moots, PhD Student, Archaeology

NATIVE NOSTALGIA

JACOB DLAMINI
Visiting Fellow, Center for African Studies, Harvard University

Dr. Jacob Dlamini, current researcher at the University of Barcelona and postdoctoral fellow at Harvard University’s Center for African Studies, was a very welcome visitor to Stanford at the start of Spring quarter. Dlamini’s background as a journalist—he was political editor of “Business Day” before taking a PhD in History at Yale—has made him a particularly astute observer of life in South Africa. His experiences growing up during apartheid, in the East Rand township of Katlehong, are at the core of his memoir Native Nostalgia. In the memoir, he poses the question: What does it mean for a black South African to remember life under apartheid with fondness? This question has bothered many commentators, yet, in its apparent paradox, takes us to the heart of Dlamini’s reflectiveness and impatience with cliché. However heartless the apartheid regime might have been, the bonds among families and communities were sources of strength that Dlamini sensitively explores. In the process, the humanity of township dwellers emphasizes that they have often been denied in political rhetoric. The topic of nostalgia, which has so many ramifications for collective memory, identities, and temporalities, was the topic of Dlamini’s well-attended seminar. Anthropology professors Jim Ferguson, Thomas Blom Hansen and Liisa Malkki spearheaded the discussion. In addition, Dlamini led a session of Africa Table on “Threads in Our History: The Kruger National Park and the Making of South Africa, 1898-1998.” During the remainder of his visit he met with faculty whose work overlaps with his own and advised several students on their research.
The series on Francophone Africa welcomed Aminata Sow Fall, world-renowned author and pioneer female writer from Senegal, and Lia Brozgal, Associate Professor of French and Francophone Studies at UCLA. The impact of this series was remarkable. Attendees benefited from discussions with two of the leading figures in Francophone literature and were exposed to pressing issues in the study of Francophone texts and cultures. The speakers provided a broad view of the importance of the humanities in global exchanges of ideas and experiences.

Sow Fall engaged in two inspiring conversations: first at the French Department together with Professor Elizabeth Boyi, and then at the Center for African Studies’ Africa Table where she shared her experiences as a woman author in post-colonial Senegal.

Professor Brozgal’s insightful presentation shed light on an issue that was unknown to many people in the audience: the October 17, 1961 massacre of Algerians in Paris. She provided a critical analysis of fictional accounts of the massacre that opened a lively discussion on contemporary issues surrounding the silencing of traumatic experience in national histories.

This series was organized by PhD candidates Michaela Hulstyn and Fatoumata Seck, and by Francophone Studies lecturer Marie-Pierre Ulloa. The events drew a large audience of faculty, undergraduate and graduate students, language instructors, and lecturers from multiple departments and centers on campus.

The series was sponsored by the Stanford Initiative for Religious and Ethnic Understanding and Coexistence, supported by the President’s Fund, Center for Comparative Studies in Race and Ethnicity, Religious Studies, and the Taube Center for Jewish Studies, and co-sponsored by the Division of Literatures, Cultures, and Languages, the Center for African Studies, French and Italian, History, Comparative Literature, and the Stanford Forum for African Studies.

—Fatoumata Seck, PhD Candidate, French

Spotlight on Fatoumata Seck

Fatoumata is a PhD Candidate in Francophone Literature and Anthropology. She is the recipient of the 2015-2016 Susan Ford Dorsey Fellowship for Field Research in Africa. Her research examines the local cultural impact of global economic trends through an exploration of the transformation of the Senegalese culture industries from independence to neoliberal reforms. Born in Dakar, Senegal, she holds a Masters degree in Foreign Languages and Business from Université Jean Moulin Lyon III, France, and a Masters in Romance Languages and Literature from the University of Georgia. At Stanford, she has taught language and literature courses. With the support of CAS, she created the course “Wolof for Heritage Speakers” with UC Berkeley lecturer Paap Alassane Sow to allow students like herself to receive training in reading and writing to study Wolof literature. She also co-organized conferences and speaker series featuring distinguished authors such as Boubacar Boris Diop and Aminata Sow Fall.
In April 2015, CAS hosted renowned Ugandan human rights lawyer, Nicholas Opiyo, as part of the spring series, “Civil Liberties and Human Rights Protection in Africa.” Together with Haas Distinguished Visitor John Githongo, Opiyo shared ideas and experiences regarding both positive and negative trends in civil liberties and human rights protection in Africa. In particular, this series focused on the role that domestic actors within Africa play in preserving and widening the civil space.

The event series kicked off with a screening of the Academy Award nominated film, God Loves Uganda, and discussion of the film and Uganda’s 2014 Anti-Homosexuality Act, led by Opiyo. Opiyo had spearheaded the successful petition against this act, which was ultimately overturned by the Ugandan Constitutional Court. Three additional events allowed for further discussion of civil liberties in Africa. Opiyo gave CAS’s weekly Africa Table on April 15, “Reversing Uganda’s Anti-Homosexuality Act: Lessons from Legal Activism in Defending Sexual Minorities in Africa,” in which he discussed the role of public interest litigation in protecting human rights, and the rights of sexual minorities in particular.

The hallmark event of the series was a panel featuring Opiyo, Githongo, and Stanford professor Larry Diamond, in which the three discussed the shift towards closing civic space in Africa. Opiyo and Githongo noted that African leaders have learned from one another how to limit opportunities for civic engagement, including the use of laws that infringe on freedom of speech and association. While this is a worrying trend, they emphasized that those seeking to protect the civic space, particularly African civil society, should also work together and learn from each other. Opiyo and Githongo also held a career workshop for students seeking to enter public service. Work in public service, especially taking on the most powerful in defense of the most vulnerable, involves personal sacrifice and incredible perseverance, which both have experienced over the course of their lives and careers.

Opiyo and Githongo held many one-on-one meetings with students, who, together with faculty and community members, were inspired by their work and learned more about the active role that civil society is playing in the promotion of freedom and good governance in Africa today. The events were also an important opportunity for both Opiyo and Githongo to liaise with those at Stanford and in the wider Bay Area who support their work. The series received generous funding through the Stanford Initiative for Religious and Ethnic Understanding and Coexistence, and was cosponsored by a number of centers and student groups on campus, including the Center for Democracy, Development, and the Rule of Law, the WDS Handa Center, Stanford Global Studies, Stanford in Government, the Haas Center for Public Service, the Stanford African Students Association, the Nigerian Students Association, the Stanford Forum for African Studies, and Stanford Association for International Development.

—Melina Platas Izama, PhD Candidate, Political Science
Students and staff gather for a photo with John Githongo and Nicholas Opiyo (top row, third and fourth) the final event of the series, a career workshop for students.

Student Omar Sow meets Nicholas Opiyo

Nicholas Opiyo presents his lessons learned from legal activism defending sexual minorities in Africa

SPOTLIGHT ON NICHOLAS OPIYO, VISITING UGANDAN HUMAN RIGHTS LAWYER

The “Civil Liberties and Human Rights” spring series was intellectually invigorating both for me as a visiting practitioner, and for the Stanford student and teaching community. My various engagements, whether delivering public talks or mentoring students, exposed the community to the practicalities of being a human rights defender on the African continent.

As a practitioner, the series provided me with a rare opportunity to challenge my world-view and sharpen my approaches to resolving human rights challenges on the continent. It was rewarding to meet, talk to, and share ideas with students and faculty who are deeply invested in human rights work in Africa.

The sense of inquisitiveness and outpouring of support for our work around sexual minorities and gender identity in Uganda impressed upon me that even though such work may be unpopular in my own country, it is greatly appreciated by many at Stanford.

I return to my daily routine at Chapter Four Uganda as part of a wider and loving family at CAS. I am reinvigorated and better equipped to face the civil liberties challenges in my country. A special thanks to Melina Platas Izama for organizing this inspiring series, to Laura Hubbard for being a sister and mentor, to Larry Diamond for displaying what it means to be a democracy hero, and to everyone in the CAS community.

—Nicholas Opiyo, Ugandan Human Rights Lawyer, Founding Executive Directive, Chapter Four Uganda
**Going To & Back From Africa**

Many students like myself traveled to Africa in the summer of 2014 to see family, study, conduct research, travel, and do service work. The Center for African Studies held two different events that addressed students’ summer experiences over meaningful conversation, great music, and, in the famous CAS tradition, delicious food. The “Going to Africa” event at the end of the 2013-14 school year gave students and faculty a chance to mingle and meet people also traveling to the same area. This gave an opportunity for participants to discuss the things they were both excited and nervous about. Knowing that other students would be in the same region as me and connecting with them through an email list definitely helped ease my nerves before I left for Ghana.

The “Back from Africa” event, held at the start of the 2014-15 school year, allowed people to come back and reflect on their different experiences abroad. Faculty members facilitated productive discussions with small groups of students to help them contextualize their experiences in terms of their academics and their futures. The faculty were invaluable in giving advice and helping us through our individual struggles, such as with the readjustment in returning to campus. The small group discussions gave us the opportunity to hear about one another’s experiences and stories from abroad, an incredible way to bring us back together as a community.

—Mina Shah, Junior, BA Comparative Literature

**Discussion led by Dr. Krish Seetah & Dr. Jill Rosenthal (foreground) with students Elon Hailu, Stefan Noorgard, and Brian Ombonga**

Pictured: students Osei Boakye, Mina Shah, Laetitia Walendom, Elizabeth Sigalla, Lucio Dery, Tamer Shabani, and Stacey Wong

**OCT 1** Mobile Innovations and Governance in Ghana  
Kweku Opoku-Agyemang, Global Poverty and Practice Postdoctoral Fellow, Blum Center for Developing Economies, University of California, Berkeley

**OCT 8** “Even the Wood was Cut for Them”: Ngaran Encounters with the Rwanda Crisis, 1994-2000  
Jill Rosenthal, Acting Assistant Professor, Department of History, Stanford University

**OCT 22** SEED 101: Growth Opportunities through the Private Sector  
Learn about the Africa-focused work of the Stanford Institute for Innovation in Developing Economies (SEED)

**NOV 12** Grassroots Women as Water Champions & Social Entrepreneurs: A Path Towards Effective Leadership and Self-Reliance  
Gemma Bulos, Director; Rose Wamalwa, Country Director Tanzania/Kenya; Godliver Businge, Head Technology Trainer; Global Women’s Water Initiative

**JAN 14** Outsourcing Journalism in Kenya: The Increasing Influence of Political Cartoonists and Independent Commentators  
Dickens Olewe, Digital Content Manager, The Star, Kenya; John S. Knight Journalism Fellow 2014–2015, Stanford University
In February 2015, CAS co-hosted a series of five events during The Nile Project’s visit to Stanford. This included lectures, concerts, and an Africa Table seminar about women’s roles in community water conservation in East African societies. The Nile Project, co-founded by Ethiopian singer Meklit Hadero and Egyptian ethnomusicologist Mina Girgis, is a group of musicians from 11 Nile River Basin nations. The project seeks to reimagine the River Nile, not as a body of water that runs through many nations, but as a unifying force. In a week filled with music and laughter, we learned what it means to be open to the different stories that can be told about a place.

In preparation for The Nile Project’s visit, Dr. Grant Parker, Co-Director of CAS and Associate Professor of Classics, highlighted Stanford’s collection of rare maps of the Nile region during his lecture titled “Many Maps, Many Niles.” He introduced the conceptual idea of the Nile as not only a physical geography, but also a social space through which human interaction with water can inform cosmological understandings of the world. Professor Parker posed the question of how we can begin to make sense of the Nile using maps. He posited that when thinking of representation, the specificities of location and place deserve to be considered in conjunction with the parameters of space, defining the former by human experience, and using the latter to imply a great realm of possibility.

At the start of The Nile Project’s performance at Bing Concert Hall, Meklit took the mic and introduced the way these musicians perceive themselves in connection with the Nile: “Our understanding is still tied to geography but grounded in an ecosystem rather than caste or national divisions… it’s really about what we share; all while recognizing that we share something different to each of us.” The audience was then taken on a journey through the Nile Basin, opening with a Rwandan song of welcome and moving through songs of friendship, love and longing. These songs, sung in different languages, spoke to the specificity in each musician’s experience of the Nile, undoubtedly influenced by their own culture, all the while creating a unified story based on an ecological imagination. And so, I would like to echo Meklit’s hope that the musicians of the Nile Project will create a model for relationships among different African countries, mainly by sharing and learning each other’s music.

—Atheel Elmalik, Senior, BA Anthropology
I remember my first day stepping onto the Stanford campus. Like every new bright-eyed Stanford student, it took some time before I could call this campus my home. The Stanford African Students Association (SASA) played a vital role in helping me find my own place on this vast campus. SASA is a student organization that aims to foster cultural, political, and social awareness about Africa. It promotes dialogue about pertinent issues affecting the continent, creates an intellectual and social space for Africans at Stanford, and fosters fellowship amongst SASA and Africa-interested community members in the Bay Area at large.

Our most exciting event this year was the African Cultural Show, an annual showcase aimed at exposing the Stanford community to a little taste of African cultures through entertainment. The show consisted of a fantastic amalgamation of student talent. From the moving words of Sojourner Ahebee’s poetry to the playful and energetic Afrobeats dance group, the Cultural Show provided a platform for students to display their diverse talents. This year, SASA was honored to host the Lijadu Sisters, legendary identical twin singers from Nigeria who gained fame in the 1970s, as our headlining act. The duet’s unique blend of Afrobeats rhythm with funk music, combined with their angelic harmonies, transcends time. Supported by the West African Highlife band, local to the Bay Area, the Lijadu Sisters gave us a night filled with as much dancing as there was joy.

Early in the academic year, SASA kicked off the 2015 Sib Program. This program connects each incoming African freshman with a mentor in the SASA community, an older sibling, or ‘big sib’ as we affectionately call them. In this way, little sibs have someone to call when seeking academic advice, and also someone to bond and have fun with.

This year SASA also took part in a dialogue with the Black Community Services Center. We discussed the ways in which we can increase collaboration between our two communities and create an avenue to explore our identities on this campus. I was privileged to be part of the SASA community this year. It is amazing to have a family of individuals not only to laugh and dance with, but also to be silent and think with. This was an exciting year of growth and new experiences for SASA, and I am excited to see what the future holds for our organization as we Azonto into the new academic year.

—Oluwemil Lijadu, Junior; Vice President, SASA 2014-2015

2015 SASA Cultural Show photos courtesy of Tamer Shabani and Clara Galperin, from top to bottom, left to right: the Lijadu Sisters sing for the 2015 SASA Cultural Show; Natasha Mmonatau and Kareem Alston prepare to emcee; Atheel Elmalik strikes a pose during the fashion show; SASA Cultural Show organizers Elizabeth Sigalla, Kemi Lijadu, and Saida Ali accept flowers; the Stanford Azonto dance team performs; Katlo Gasewagae and fellow students show off their dance moves; Muzzammil Shitu performs a rap during the cultural show
NIGERIAN STUDENTS ASSOCIATION

Stanford’s Nigerian Students Association (NAIJA) is a student-run organization whose mission is to educate members of the Stanford community and to foster cultural, historical, and political awareness concerning all things Nigeria. The student group strives to celebrate the deep beauty of Nigeria’s diverse culture and heritage, and to create a safe and open community for Nigerians and those Nigeria-interested to discuss, learn, and enjoy each other’s company.

This year NAIJA organized a plethora of activities and events for students and community members, kicking off the academic year with Green White Green Plaza, a celebration to acknowledge Nigerian Independence Day. NAIJA members served homemade puff-puff, and attendees enjoyed the soothing and eclectic sounds of Nigerian music.

NAIJA STRIVES TO CELEBRATE THE DEEP BEAUTY OF NIGERIA’S DIVERSE CULTURE & HERITAGE, AND TO CREATE A SAFE AND OPEN COMMUNITY FOR [STUDENTS] TO DISCUSS, LEARN, AND ENJOY EACH OTHER’S COMPANY

At the beginning of NAIJA’s New Year’s Dinner, students dedicated time to a vigil commemorating over 2,000 people who lost their lives in the Boko Haram attack in Baga on January 3, 2015. In an effort to inform and further educate the community, NAIJA members hosted a follow-up round table discussion on Boko Haram and the Nigerian government’s response.

In conjunction with the Center for African Studies, Stanford’s African Students Association (SASA), and the Black Community Services Center (BCSC), NAIJA headlined Black Fest and the SASA Cultural Show, two of the biggest events on campus. Both concerts featured incredible vibrant Nigerian acts representing the contemporary cutting edge of hip hop by Jidenna, and classic Nigerian funk by the charismatic Nigerian-twin duo, the Lijadu Sisters.

Though NAIJA started the year with no funds, no direction, and no plan, through the dedication and hard work of the executive board and the support of the Center for African Studies, the student organization has flourished. NAIJA members are proud of their growth and accomplishments this year, and look forward to what next year will bring.

—Nchedo Ezeokoli, Senior, BS Science, Technology & Society; President, NAIJA 2014-2015

CAS FAMILY COOKOUT

On Saturday the 21st of February, the African community at Stanford broke bread like it had never done before. A variety of special dishes from across the African continent gave way to an extraordinary immersion in African cultures amongst Stanford students, who prepared special dishes that they had grown up eating.

Standing in the kitchen, brimming with joy, students helped one another out, sharing their secret recipes and engaging with each other as they cooked “check-check” chicken, meat pie, vegetable sauce, and avocado salad; you name it, they made it. It seemed like there was plenty to eat, but before anyone knew it, the food had all run out. The many enthusiastic students in attendance eagerly await the next CAS cooking event with the African community.

—Valdes Tita, Sophomore, BS Management Science & Engineering

Oluwaseun Adebagbo & Kemi Lijadu
The Stanford Africa Business Forum (SABF) is an annual student-led conference that brings together business leaders, policy makers, faculty, and students with a common interest in innovation in Africa. The goal is to stimulate thoughtful discussion and action through interactive panels and guest speakers. This year’s theme was “Entrepreneurship and Investment: Building and Scaling Businesses across Africa.”

We partnered with graduate and undergraduate communities through the Stanford Institute for Innovation in Developing Economies (SEED), CAS, the Stanford African Students Association, ASSU, the Graduate Student Council, and the Graduate School of Business. The event was an incredible success with over 250 attendees and 30 speakers from 25 countries, sharing a breadth of perspectives on the realities and opportunities of building and growing businesses on the continent. The conference hosted a wide range of speakers, from thought leaders in technology such as Patrick Bitature, founder of East Africa's largest mobile phone conglomerate, to pioneers in the consumer goods industry such as Tara Fela-Durotoye, who empowers women to build financial independence and entrepreneurial skills. The re-occurring message of the day was that sound leadership principals are the foundations for growth.

We believe it is events like this that lay the groundwork for us to come together as a community and inspire innovation.

—Ama Misa, MBA Candidate, Graduate School of Business

On April 9th, the Stanford Africa Entrepreneurship Network (SAEN) hosted its flagship event of the year, the Africa Entrepreneurship Workshop. The event featured four successful and exciting companies enrolled in SEED, representing the fashion, technology, medical, and food processing industries. In an evening electric with passionate discussion and deliberation, industry experts, alumni, students, and the CEOs from the featured companies came together to ideate around organizational, marketing, and growth challenges. Participants split into teams to explore the challenges presented. As the evening progressed, teams dove into each challenge by interviewing company representatives, brainstorming, and creating prototypes aimed at starting the solution generation process. Attendees formed lasting connections and discussed collaborative efforts and mechanisms for sustaining the energy generated in the diaspora and on the continent.

This evening of shared interests, community building, and impactful contributions was made possible with the support of the Center for African Studies, SEED, the Africa Business Club, and the Vice Provost for Graduate Education.

—Uche Monu, PhD Candidate, Electrical Engineering

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—Uche Monu, PhD Candidate, Electrical Engineering
REMEMBERING THE VICTIMS OF GARISSA

As a Kenyan student studying many miles from where I grew up, I resort to YouTube and Facebook to keep up with local politics and trends back home. On a fateful Thursday evening, I got wind of a developing story about an act of terror on Garissa University. It was April 2, 2015 and 147 students had lost their lives. The next day the ‘developing’ story made both local and international headlines.

These were students like me, pursuing careers and dreams with the hope of contributing to the wellbeing of their families and society at large. It is this reality that led me to seek help in organizing an event to mourn, commemorate, and remember our fellow students.

I did not expect the overwhelming support that we received from students, faculty, and staff at the Center for African Studies and the Stanford African Students’ Association. Besides providing a space for mourning, healing, and grieving, the Garissa candlelight vigil helped foster knowledge and understanding of the local Kenyan context of the attack. Ken Opalo, a Political Science PhD Candidate, and Dickens Olewe, a visiting Knight Journalism Fellow, provided the audience with the political background and history of Al-Shabaab militia activity in Kenya and on the horn of Africa. In a powerful act of remembrance, we read aloud the names of the 147 students. At the end of the day it warmed my heart to think that I was part of a community—nay, a family. A family that I could count on for support, and a family I could count on to stand up and be there.

In Solidarity With The Ethiopian And Eritrean People

In April of 2015, ISIS executed thirty Ethiopian and Eritrean migrants seeking life in Libya. The Stanford Ethiopian and Eritrean Student Association (SEESA) asked me to organize a vigil in commemoration. I was truly touched by the unexpected number of people who came out to support us, especially the CAS and SASA family. It was encouraging to receive the sympathetic smiles and comforting hugs from friends and strangers alike.

The highlight of the vigil was the heartfelt speech given by Jonathan Wosen, a graduate member of SEESA. During his remarks I learned that one of the victims was Muslim and that he chose to remain in solidarity with his Christian brothers. It reminded us that sometimes moments of beautiful love and solidarity emerge out of instances of extreme violence. While the killings were fueled by religious differences, our community grew closer by embracing these differences. The diverse faces and religions of those in attendance showed that while the vigil was about commemorating lives, it was also an opportunity to stand in solidarity and bridge religious gaps.

—Ndila Mumbua, Freshman

—Elon Hailu, Senior, BA Anthropology; President, SEESA 2014-2015
Four Seniors Reflect On Their Journey At CAS

ATHEEL ELMALIK
Senior, BA Anthropology

“The mix of people who are welcomed by CAS makes it a beautiful and challenging place to work, because creating a space that feels inclusive for people of such different backgrounds and worldviews is not easy. But CAS has shown me the possibilities of what can happen when we push each other intellectually with a rigor that does not separate the academic from our physical, emotional, and spiritual belonging and engagement with Africa. For all the ways that CAS absorbs the friction, and creates beauty out of it, I could not be more grateful.”

NATASHA MMONATAU
Senior, BA History

“CAS provided the ground for me to begin cultivating ways of understanding the future. I realize now that before Atheel nudged me through the doors of Encina Commons two years ago, I was just a piece of moon dust floating through the darker orbits of Stanford’s lightspeed galaxy. Through our lunar family at CAS, I gratefully joined fellow beings who as a whole reflect something more brilliant than the sun.”

LAETITIA WALENDOM
Senior, BAH Urban Studies

Perhaps what’s most striking about being a part of CAS over the past couple of years is that it never once felt like work. Finely spun fibers of shared laughter, bass heavy music, thoughts and apprehensions have created a seamless fabric of celebration and contemplation. I wrap the warmth of my past four years with CAS at Stanford around me wherever I go.”

ELIZABETH SIGALLA
Senior, BA Economics

“I can’t think of a better way to describe my experience at CAS than through my interactions with an amazing CAS community. Be it cracking ideas for the cultural show late at night or spontaneous dance parties at the CAS lounge, my CAS family has been with me through thick and thin. These lovely memories will not only serve to remind me of the wonderful time I had at Stanford but also make me remember that no matter where I go, I will always have a home at CAS.”
Students dance at Ken Opalo’s post-dissertation defense celebration party.
Congratulations Class of 2015!

2015 CAS CAPE TOWN SUMMER FELLOWS
SAIDA ALI
African and African American Studies & Anthropology, Junior
ANNIE RYAN
African and African American Studies, Junior
DAN SAKUGUCHI
Philosophy, Junior

2015 CAS SUMMER LANGUAGE FELLOWS
MARLETTE JACKSON
PhD Student, Political Science, Amharic
SAIMA MALIK
PhD Candidate, Education, Kinyarwanda
LAUREN STEINBAUM
PhD Student, Civil and Environmental Engineering, Swahili

2016 SUSAN FORD DORSEY FELLOWS
YOUNG SU PARK
PhD Candidate, Anthropology
FATOUMATA SECK
PhD Candidate, French

2015 CAS SUMMER RESEARCH FELLOWS
LEORA KELMAN
MBA Candidate, Business
Fostering Growth through the Apparel Industry in Sub-Saharan Africa: Lessons from Other Geographies and Challenges and Next Steps
NATHAN LO
MD Student, Medicine
Evaluating and Optimizing Diagnosis of Neglected Tropical Disease
HANNAH MOOTS
PhD Student, Anthropology
Environment & Health in the Archaeological and Historic Record in Mauritius
ELSIA ORDWAY
PhD Candidate, Environmental Earth System Science
Land Use Change & Agricultural Expansion: Impacts of Globalization in SW Cameroon
YOUNG SU PARK
PhD Candidate, Anthropology
Exporting Korean Development Model to Ethiopia: Politics of Memories and Rationalities of Care of Korean Family Planning Projects in Ethiopia
SCOTT WILLIAMSON
PhD Student, Political Science
Motivating Lustration in Tunisia’s Democratic Transition

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