

alliances



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Member of the University of Michigan International Institute

The Ghana Emergency Medicine Collaborative (GEMC) training program participants with University of Michigan faculty member, Rockefeller Oteng (fifth from left), on the helicopter landing pad atop the Accident and Emergency Unit of Komfo Anokye Teaching Hospital in Kumasi, Ghana. They represent emergency care team members prepared through an innovative partnership to improve management of injury and acute medical conditions in Ghana." (Full story p. 10)

Photographed by Steven Upton





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From the Director



Greetings in this ninth year of the African Studies Center (ASC) at the University of Michigan (U-M). It is a year of transition and expansion. I am grateful to Kelly Askew, the founding director who is on a sabbatical year leave, and to Pauline Jones, director of the International Institute, for entrusting central leadership to me and associate director Judith Irvine. Kelly and the entire team prepared well for this time. We are excited about possibilities and the opportunity to work with the entire ASC community—those across the ocean and faculty, staff and students on the vast U-M campus.

At almost a decade old since its start, a focus of this time is to institutionalize well-serving items in a stellar foundation even while research and engagements continue to expand into new disciplines and geographical locations. Evidence of such expansion is found throughout the pages of this 2016 edition of *Alliances*.

The idea of a center for researchers with studies in Africa crystallized to become reality in 2008. Accomplishments in education and equitable partnerships are implemented through four initiatives—ASRI, AHI, STEM-Africa and UMAPS—and with the wise guidance of the ASC Executive Committee. Collective impacts are evident in the plethora of conferences, summer schools and workshops, effects on career trajectory of UMAPS faculty, involvement with academic units all across the U-M campus and the ever increasing and mutually beneficial engagement with university colleagues, government agencies and communities in countries of Africa.

As the University of Michigan celebrates its bicentennial anniversary in 2017, what does the 2016-17 academic year hold for the ASC?

The U-M mission is “to serve the people of Michigan and the world through pre-eminence in creating, communicating, preserving and applying knowledge, art and academic values and in developing leaders and citizens who will challenge the present and enrich the future.” Our ASC mission—truly mirrors the U-M mission. We indeed can celebrate an expanding ASC community!

A challenge inherent in expansion is to sustain excellence, effectiveness, accessibility and productivity while welcoming new opportunities to enrich the present and the future. This is a time to institutionalize what is working well while also developing new strategies to effectively meet the challenges and objectives of our partnerships.

In a season of transition and expansion, we warmly welcome faculty, staff and students who are new to the U-M campus and enthusiastically invite engagement of those who work in or have interests in Africa. Although the ASC community is deeply rooted in the research and educational partnerships of our faculty associates, we especially seek this year to provide a home— a safe space and community connection— for graduate and undergraduate students who come to study in Ann Arbor from countries of Africa and those who conduct research in Africa.

I am grateful for the wonderful team of the ASC and the International Institute Global South cluster composed of Sandie Schulz, Traci Lombre, Gloria Caudill, Kathy Covert, Raquel Buckley, and newcomer Henrike Florusbosch. Henrike is a U-M alumna and former ASC graduate assistant who returns in a new full-time capacity. What this team accomplishes daily makes the Center’s extensive activities possible! We are thankful for contributions of Pierre Muhoza over the last two years and will miss his “can do” spirit as he begins new adventures in a doctorate program at Johns Hopkins University.

Through focused efforts, good will and collective insights, the ASC will flourish as it continues to explore key global issues, identify and nurture talent and create effective productive, and equitable research partnerships that make a difference. Thank you for engaging. Looking forward!

A handwritten signature in blue ink that reads "A. Oveta Fuller". The signature is fluid and cursive, with a long horizontal flourish at the end.

A. Oveta Fuller
Director, African Studies Center
Associate Professor of Microbiology and Immunology

Our Mission

The African Studies Center provides strategic guidance and coordination for Africa-related education, research, and training activities on campus, and promotes opportunities for collaboration with African partners on the continent. The center serves as a conduit for University of Michigan’s many Africa initiatives in the sciences, arts, humanities, social sciences, engineering and medicine.



Jody Lori (second from left) visits the site of a maternity waiting home in Lukwizizi, Zambia.

Maternal deaths in South Africa: Cutting down the distance that kills

Jody Lori has been a midwife for 20 years and has never had a patient die in the U.S. But in Africa, she has seen many women lose their lives to childbirth-related complications.

“You ask someone in Africa, ‘Have you ever heard of a woman who has died in childbirth?’ and everybody says, ‘Yes.’ Everybody,” Lori said. “Their sister. Their aunt. Their neighbor. Their cousin. Their own mother.”

What’s one of the biggest killers of expectant mothers in rural Africa? Distance. Women often live hours away from a hospital. So if something goes wrong, they’re in serious trouble.

“It’s not unusual for a woman to go into labor and have to walk 10 miles to get to a health clinic,” said Lori, an associate professor and associate dean for global affairs at the School of Nursing at the University of Michigan.

Lori is part of an effort working to solve this problem in the Southern African nation of Zambia. The project has received funding from Merck for Mothers*, the ELMA Foundation and the Bill & Melinda Gates Foundation, which taken together totals \$11 million.

Key to the project is building maternity waiting homes—places close to primary health care facilities where women in the late stages of pregnancy can live until they’re ready for delivery.

Read the full story at: <http://global.umich.edu/newsroom/maternal-deaths-in-africa-cutting-down-the-distance-that-kills/>



Nyeema Harris credits her childhood experiences with setting her on a path to become a wildlife ecologist.

Lions in the West

Nyeema Harris credits her childhood experiences with setting her on a path to become a wildlife ecologist.

“I grew up in the city of Philadelphia, which isn’t surrounded by beautiful landscapes and even seeing deer was a treat,” said the newest assistant professor to join the Department of Ecology and Evolutionary Biology at the University of Michigan.

Much of her exposure to wildlife came from the Philadelphia Zoo, where she had her first job. When she was about 13 years old, a safari to Africa with the zoo confirmed her passion and interest in wildlife conservation. Having a biology teacher for a mom certainly helped along the way.

“It’s really interesting to think of the transformative experiences people have that lead them on different career trajectories,” she said. “I think it’s imperative for us in the natural sciences to promote transformative experiences to ensure the next generation of ecologists, microbiologists, and other scientists reflect the ethnic and cultural diversity of our nation.”

Read the full story at: <http://global.umich.edu/newsroom/lions-in-west-africa-a-new-assistant-professors-passion/>

\$90,000 Grant for Ethiopian Scholars

The University of Michigan's offices of the president and the provost have designated \$90,000 to the African Studies Center for its U-M African Presidential Scholars (UMAPS) program in support of rising Ethiopian academics.

In the UMAPS program, scholars are paired with a university faculty member in their field of study with whom they pursue new research opportunities. Scholars from Ghana, South Africa, Liberia and Uganda are invited to participate, along with scholars from other countries if nominated by U-M faculty.

This new source of funding extends the program to interested participants in Ethiopia.

Read the full story at: <http://global.umich.edu/newsroom/ethiopian-scholars-at-u-m-90000-in-new-funding/>

U-M team helps perform Ethiopia's first kidney transplants

A University of Michigan-led team has performed the first kidney transplants in Ethiopia after spending more than two years to help establish a transplant center in the East African country.

U-M transplant surgeon Jeffrey D. Punch led a team that did three kidney transplants at St. Paul's Hospital Millennium Medical College in Addis Ababa, the capital of Ethiopia. The transplants were done on three people who received kidneys from living donors. All of the patients, recipients and donors are doing well.

Read the full story at: <http://global.umich.edu/newsroom/university-of-michigan-team-helps-with-ethiopias-first-kidney-transplants/>

UM-SANSA International Research Experience for Students (IRES)

The University of Michigan and South African National Space Agency (SANSA) International Research Experience for Students (IRES) program (UM-SANSA-IRES or MSI for short) will support 18 students (six per year) in spending the northern hemisphere summer (8 weeks) at the SANSA Space Science Directorate located in Hermanus, South Africa. They will work on a variety of space weather science and engineering projects. The students will be paired with SANSA scientists, engineers and post-docs to provide one-on-one research mentoring and will participate in the annual "Space Weather Winter School" held by SANSA in June and July.

Two weeks' worth of pre- and post-trip activities at the University of Michigan will provide scientific, cultural and professional development programs to enhance the impact of the international research experience.

The students will have a U-M scientific mentor to engage prior to and after the IRES experience which also serves to foster scientific collaborations between U-M and SANSA scientists and engineers. Space Weather is the field of space science that seeks to understand the impact of solar disturbances on the Earth's space environment especially with respect to technology.

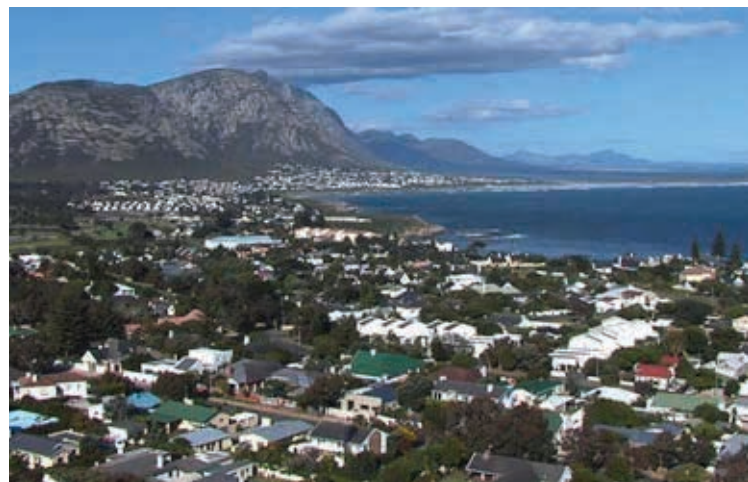
Read the full story at: <http://clasp.engin.umich.edu/academics/undergraduate/intl-research-experiences-for-students>



Founding ASC Director, Kelly Askew in Ethiopia visiting with some of the first UMAPS scholars from the country.



Doctors from the U-M Transplant Center performing a kidney transplant in Ethiopia.



A view of the setting of Walker Bay and Hermanus, located in the Overberg, Western Cape, South Africa.

YEAR 2: COASTAL OCEAN ENVIRONMENT SUMMER SCHOOL IN GHANA

by Brian Arbic



Drew Lucas from Scripps Institution of Oceanography discusses coastal dynamics during field trip.

The 2016 Coastal Ocean Environment Summer School in Ghana was one week of exciting engagements of approximately 120 faculty, government officials, private sector employees, and students from various universities and institutions in Ghana and the US. The participants enjoyed lectures, discussions and labs on oceanography, oil and gas development, fisheries management, maritime affairs, research funding, and learning how to apply to graduate programs.

History of the Oceanography Summer School: The second Coastal Ocean Environment Summer School occurred from August 1-5, 2016 in Accra on the campus of the University of Ghana (“UG”) hosted by the Department of Marine and Fisheries Sciences.

It builds upon a 2015 event from August 24-27 that was hosted by the Regional Maritime University (RMU) in Accra, and a 2014 exploratory “scouting trip” made by founders Brian K. Arbic and Joseph Ansong of the University of Michigan. They visited UG, RMU and the Department of Fisheries and Aquatic Sciences in the University of Cape Coast (UCC) and several departments at the Kwame Nkrumah University of Science and Technology (KNUST) to explore the idea of an oceanography summer school to cover marine issues of great importance to Ghana. These issues include fisheries,

piracy, pollution, shipping and port management, and the recent advent of offshore oil drilling along the country’s coastline. Long-term goals of the summer school are to secure funding to sustain an annual school, to build links with institutions in other African countries, and to incorporate research partnerships into events in the current format.

A Range of Participants: The summer school featured about 100 Ghanaian participants from UG, RMU, KNUST, UCC, the University of Energy and Natural Resources, the University of Mines and Technology, The Council for Scientific and Industrial Research, Ghana Shippers Authority, the Hydrological Services Department, the Department of Urban Roads, the Ghana Meteorological Agency, the Ministry of Petroleum, the Ghana National Petroleum Commission, AngloGold Ashanti Iduapriem Ltd., and Endeavor Mining Corporation.

Six University of Michigan undergraduates participated in 2016. They worked (in pairs) to provide three case studies that were funded by the Michigan Sustainability Cases of the School of Natural Resources and the Environment. Each case focused on important issues in Ghana for which greater sustainable change is desired. The Michigan undergraduates documented events in photos, assisted with lab preparations and website development

and conducted interviews and site visits relevant to the case studies.

Elizabeth Oliphant and Mark Finlay studied the use of jatropha for biofuels in Ghana. Jatropha is a common plant in Ghana that also is known as nettlespurge or physic nut. They chose to focus on biofuels, particularly jatropha, because of their potential for increasing energy independence of Ghana. A final team report will look at the environmental, social and economic effects of jatropha.

Jessica Hicks and Erich Eberhard studied deforestation while Anne Canavati and Jayson Toweh studied the toxic metal pollution at the e-waste dump in Accra.

US and Ghanaian faculty were involved with organizing and conducting the summer school in 2016. Faculty from the US were from the University of Michigan (Dr. Joseph Ansong and Professors Brian Arbic, Aline Cotel, and Adam Simon), Scripps Institution of Oceanography (Dr. Drew Lucas), Oregon State University (Professor Emily Shroyer), the University of New Orleans and US Naval Research Laboratory (Dr. Ebenezer Nyadjro), and Woods Hole Oceanographic Institution (Dr. Prosper Zigah). University of Ghana scientists who gave lectures during the week included Dr. Lailah Gifty Akita, Dr. Edem M. Kyeye-Yeboah, and Lecturer Angela Lamptey. Captain Johnson Adjetej



Aline Cotel demonstrates fluid motions.



Summer school participants working in laboratory settings



Participants at closing ceremony.

of Regional Maritime University, a summer school participant, and a guest, Dr. Najih Lazar of the University of Rhode Island, also contributed lectures.

Ghanaian support was led by Professor Kwasi Appeaning Addo (Head of the Marine and Fisheries Science Department, UG) and Dr. Edem M. Kyeye-Yeboah.

Summer School Topics and Structure:

An opening ceremony on Monday, August 1 kicked off the week. The first day involved a field trip to a beach location where water samples were taken for later analysis. A strain gauge and thermistor were placed into the water for easy access for measuring pressure and temperature changes associated with wave motions. Lectures in the mornings and lab sessions in the afternoons occurred Tuesday through Thursday. As a new addition for 2016, the labs were a hit by providing hands-on work. Concepts of fluid dynamical concepts were especially popular. On Friday, participants provided feedback on how to improve future sessions of the summer school. The week concluded with presentation of certificates to participants.

Lectures and labs covered topics such as tides, coastal and estuarine dynamics,

fluid dynamics, biogeochemistry, satellite oceanography, ocean modeling, maritime affairs, fisheries management, oil and gas development, and research funding. Ghanaian scientists led a session on graduate school opportunities in the UK, US, and Ghana. Ezekiel Acquah of the UG Office of Research, Innovation, and Development presented information on research opportunities at the UG. Four participants from the 2015 summer school, Felix Uba of University of Energy and Natural Resources, Lily Lisa Yevugah and Kwame Nyamekye of KNUST, and Richmond Kennedy Quarcoo of Regional Maritime University also gave talks on their personal research projects. For instance, Yevugah discussed her Masters' degree research on the conservation of coastal mangroves in Ghana.

Lectures from the 2016 summer school, the final schedule, and many pictures, can be found at <https://coessing.org/2016-school>.

Funding for the Summer School: Initial funding to offer oceanography summer schools in Ghana from 2014-2017 came from a US National Science Foundation Grant (OCE-1351837) to Professor Arbic. For the 2016 and 2017 summer schools, additional funding is provided

by several UM programs [M-Cubed, African Studies Center (ASC), ASC STEM Initiative, Michigan Sustainability Cases of the School of Natural Resources and the Environment, and the Office of Global and Engaged Education]. The Department of Marine and Fisheries Sciences at UG received funding from several sources in Ghana such as the Ministry of Petroleum, Ghana Shippers Authority, Ghana Ports and Harbours Authority, and Global Cargo and Freight Forwarding Ltd..

As climate change impacts environmental factors that affect water levels around the globe, scientists, technologists and trained personnel are needed more than ever to operate sensitive equipment to measure changes in water levels. The Coastal Ocean Environment Summer School is envisioned as one means to have participants learn about the coastal ocean environment and also to attract some to pursue training or research in oceanography or other related subjects. Besides making progress towards these goals, the experiences in 2015 and 2016 provided great partnership and engaged education that we want to sustain as an annual offering in Ghana and other coastal countries in Africa.



Summer school attendees at closing ceremony.

COMMUNITY AND HERITAGE IN NORTHERN SUDAN: EXPANDING THE REACH OF THE AFRICAN STUDIES CENTER

by Ray Silverman and Geoff Emberling



Geoff Emberling at El Kurru excavation site, 2015.

The archaeological project at El Kurru in northern Sudan, directed by Dr. Geoff Emberling (Kelsey Museum) was funded by the Qatar-Sudan Archaeological Project with a mandate to develop a lasting presentation of the site for visitors. The site itself has long been known to archaeology as the burial place of kings of Kush who conquered Egypt and ruled there as the 25th Dynasty of Egypt. Because it preserves a large pyramid and two painted tombs, it is regularly visited by Sudanese and foreign tourists.

Yet, the site itself remains entirely uninterpreted. Visitors miss the opportunity to visit the village of El Kurru, its groves of palm trees, and the Nile River, and the relationship of this local environment to the archaeological site. Perhaps most problematic, there is virtually no interaction between the local community and visitors to the site.

A grant from the African Heritage Initiative to Ray Silverman, professor of History of Art and Afroamerican and African Studies brought the heritage expertise of the African Heritage Initiative (AHI) to El Kurru in a 10-day trip in February and March 2016. Silverman was joined by two UM graduate students, Caitlin Clerkin and Craig Harvey. The El Kurru project was funded through an award to Prof. Kodzo Gavua, a faculty partner at the University of Ghana and a member of the international board of AHI, who was part of the site visit. A fortunate addition to the group was Prof. Janice Boddy, a cultural anthropologist at the University of Toronto who has worked in Sudan for 40 years.

Goals of the trip were (1) to introduce the group to the major archaeological heritage sites in Sudan; (2) to introduce the group

to approaches to heritage currently practiced in Sudan; and (3) to bring the distinctive approach to community-centered heritage work developed by Silverman and Gavua in their projects in Ghana to a new context in Sudan. The group was hosted by Dr. Emberling.

In Khartoum, we had discussions about archaeology and heritage with local officials and visited museums. Most importantly, there was an animated discussion with Dr. Abdelrahman Ali, Director-General of the National Corporation for Antiquities and Museums (NCAM; this is the national antiquities department) in Sudan. He explained the national position on heritage as a strategy for interpreting the past that could unite the country. He discussed a wide range of Sudanese efforts at site protection as well as education and outreach.

We met with a French archaeologist, Dr. Vincent Francigny, the director of the SFDAS (Section française de la direction des antiquités au Soudan) and the only foreign archaeologist with a permanent position in Sudan. We visited the small Ethnographic Museum, whose displays are still arranged by tribe, and the much larger National Museum that is devoted to archaeology into Medieval times. We were delighted to meet Prof. Henry Louis Gates, Jr., who was in the country filming a PBS documentary series on kingdoms of Africa.

On the way to Kurru, we rented 4WD vehicles for a trip to two monumental sites that are far out in the steppe—Naga and Musawwarat es-Sufra. Both of these have received significant attention from archaeologists and architectural restorers. At Meroe, the last capital of Kush and one of two UNESCO World

Heritage sites in Sudan, the group was hosted by Dr. Mahmoud Suliman Bashir, the archaeologist in charge of the Meroe Pyramids Project.

The AHI international delegation also visited one of the most widely discussed community archaeology projects in Sudan. It involved an iron-working festival organized by Dr. Jane Humphries of the University of London-Qatar, and the building of a permanent outdoor exhibition dealing with the history of iron working at Meroe.

In Kurru, we settled into the only available rental house in the village before a morning orientation to the archaeology of the site. A series of meetings with members of the community included: local antiquities officials; notables (including the head of the local council who was also the imam, the head of the youth council, and members of the council); women teachers at the local elementary school for girls; and professors of archaeology at the nearby University of Dongola at Karima.

Archaeological approaches to heritage have largely focused on ways to encourage site preservation and on well-meaning discussions of the potential economic benefit to local communities of increased tourism. However, discussions led by Profs. Silverman and Gavua were extremely innovative. They began with questions about what people thought about the site and their connections to it, but continued with discussions about contemporary culture. When asked whether people in El Kurru would want visitors to the site to learn something about life in El Kurru—the answer was an enthusiastic “yes”!

Continued, p.22



Moments in the wonderful journey of 2015-16 UMAPS fellows.

1. (from right to left): Adey Desta (Ethiopia), Elizabeth Mimioufou (Cameroon), Vangile Bingma (S.A), Joy Gumikiriza (Uganda) and Natasha Ross (S.A.) share some smiles at Mentor Brunch.
2. The 2015-16 scholars with tour guide Elizabeth James (DAAS) and Tara Weinberg (History) at Belle Island in Detroit tour during Orientation Week.
3. Akye Essuman (Ghana) presents at the UMAPS Colloquium.
4. Jacques Tagoudjei (Cameroon) chats with a colloquium attendee.
5. Leon Tsambu (D.R.C.) with mentor Nancy Hunt.
6. Endale Hadgu (Ethiopia) and Sisay Bekele (Ethiopia) enjoy time at Belle Island.
7. Ben Smith (ASC) and Elizabeth Nansubuga (Uganda) smile for the camera.
8. Oveta Fuller (ASC Associate Director), Nyambura Mpesha (DAAS), Elizabeth Mimioufou and Frieda Ekotto (DAAS) at the ASC 2015 Fall Reception.
9. UMAPS comrades Lawrence Ocen (Uganda), Semeneh Ayalew (Ethiopia) and Emmanuel Miyingo (Uganda) at brunch.
10. Christian Obirikorang (Ghana), John Ulumara (Tanzania), Natasha Ross, Endale Hadgu and Oveta Fuller at the UMAPS closing celebration and African Dance Party.
11. Adey Desta talks with visitors to the EMC2 Conference during the poster session.
12. Adey Desta, Kelly Askew (ASC Director) and Leon Tsambu at the UMAPS closing ceremony.

GHANA EMERGENCY MEDICINE COLLABORATIVE: SHAPING EMERGENCY CARE DELIVERY AND TRAINING

by Pierre Muhoza



According to a 2004 World Health Organization report, a disproportionate percentage of the 5.8 million annual injury-related deaths occur in low- and middle-income countries due to poor emergency care. On a global perspective, this is still true in 2016.

Injury accounts for 10% of the world's annual deaths. Fatalities from injuries are 32% higher than those resulting from malaria, HIV/AIDS and tuberculosis combined. In much of Sub-Saharan Africa, inadequate urban planning, poor infrastructure, rising levels of urbanization and rapid population growth have contributed to increased injuries from road traffic accidents, falls and other unintended events.

In Ghana, the situation is further compounded by the acute deficit in human resources for health infrastructure. The same is true for many developing countries. The Ghana Emergency Medicine Collaborative (GEMC) seeks to change this.

A successful partnership in Emergency Medicine training:

GEMC was established in 2008 following a discussion between Dr. Paul Nyame, the Rector of the Ghana College of Physicians and Surgeons, and Dr. William Barsan, the

Chair of the U-M Emergency Medicine (EM) Department. Their conversation resulted in the start of a highly effective post-graduate training program in emergency care in Ghana. The GEMC was created to provide sustainable, high-quality, in-country emergency care training for medical students, nurses, and physicians.

"The emergency nursing program in Ghana has led to the creation of a cohort of emergency nursing clinicians in West Africa, where this specialized area of nursing previously did not exist. These emergency nurses now have the skillset to not only provide high quality clinical care, but also to influence healthcare delivery and serve as leaders in the advancement of the nursing profession nationally." - Sue Anne Bell, Nursing Aim Lead, U-M School of Nursing

The collaborative builds on pre-existing successful partnerships between U-M and Ghanaian government and medical institutions. Six institutions that previously collaborated on human capacity building are Kwame Nkrumah University of Science and Technology (KNUST), Komfo Anokye Teaching Hospital (KATH), the Ghana Ministry of Health (MoH), Ghana College of Physicians and Surgeons, Ghana's

National Ambulance Service (NAS) and the University of Michigan (U-M).

From its inception, the GEMC has been a partnership of equals — all stakeholders remain invested in the project. The collaborative has distinguished itself from previous efforts by avoiding the "medical mission trip" model or "drag-and-drop" approaches to medical interventions. Rather, GEMC has sought to create a mutually engaged comprehensive and integrated program for training Ghanaian EM faculty and healthcare leaders. It builds institutional capacity and develops systems of operation that could work across Ghana and be sustainable.

The overarching end-goal of GEMC is to systematically expand the cadre of specialty trained personnel throughout the country by using innovative, enabling technologies and "train-the-trainers" methodology. The Ghanaian specialists trained through GEMC will be able to train others at their local or regional health facility. By ensuring local ownership of direction of program objectives, GEMC has strengthened the alliance between academic institutions and coordination with governmental organizations. One of the greatest successes is its ability to garner local, regional and federal support both in Ghana and in the US.



In 2010, the National Institutes of Health (NIH) awarded KNUST, in partnership with the University of Michigan, a Medical Educational Partnership Initiative (MEPI) Pilot Grant to support Ghana Emergency Medicine Collaborative activities. The MEPI grant is in its final months. Preliminary project evaluation results show that the achievements attained by the GEMC far exceed the initial primary goals of the grant.

"You have a setting where a patient comes in and you do not have to ask any questions. Every patient from the king to the lonely man off the street gets triaged. The nurses have a standardized process... and you are seen by a Specialist who is trained in Emergency Medicine." - Rockefeller Oteng, UM Emergency Medicine Department / Lead Clinician, KATH Emergency Department

Partnership achievements: Since the MEPI grant award, GEMC has pioneered the first three-year residency training in emergency medicine (EM) in the West African sub-region. U-M faculty members provide the technical expertise required to implement EM simulation training and an e-learning curriculum. The program has successfully graduated 27 EM specialists with 30 residents currently in training.

Using a similar approach, faculty members from the U-M School of Nursing have worked with their Ghanaian colleagues to guide design of an emergency nursing curriculum and to establish a degree-granting program for nurses at KNUST. Eighty-five emergency nurses that graduated from the program have been posted in various hospitals in 9 of the 10 regions of Ghana. Currently, fifty more nurses are in training and expected to graduate by the end of 2016.

A significant innovation of the residency and nursing training programs has been institutionalization of a faculty and trainee exchange program. EM residents, physicians and fellows from the US travel to Kumasi to provide clinical bedside teaching and learn from their Ghanaian colleagues. The senior Ghanaian residents



A diverse group of GEMC-trained emergency care providers who will train others throughout Ghana.

in turn teach tropical medicine and the clinical presentation of advanced diseases to US residents. Similarly, Ghanaian faculty, residents and nurses have traveled to the US and South Africa where they have been exposed to more advanced systems of emergency care.

Through the MEPI and GEMC over 500 medical students have been exposed to the practice of emergency medicine. From workshops coordinated with the National Ambulance Service (NAS) and clinical rotations at KATH, a workforce of 600 emergency medical technicians from the NAS received training in triaging, resuscitation and prehospital acute care management.

Making a critical difference: The provision of emergency care for acutely ill or injured patients requires effective participation of different professionals and specialists. In recognition of this, all Ghanaian EM trainees received instruction in inter-professional teamwork. The training was conducted using modules from the TeamSTEPPS curriculum that has been shown to maximize patient outcomes by improving communication and teamwork skills among healthcare professionals.

From trainee enrollment to personnel staffing around the country, a deliberate effort was made to recruit individuals from different parts of Ghana. The goal is to ensure that upon graduation and return to their home institutions, the EM expertise would be spread around the country. With

a 100% in-country retention rate, all of the EM participants and specialists trained in Ghana are practicing around the country, moving into leadership positions and introducing EM practice to more hospitals.

Commitment to equal partnerships with Ghanaian institutions and a collaborative problem-solving approach have been key to the success of the GEMC. It is with this understanding that the collaborative is now working towards creating fellowships in Critical Care and Pediatric Emergency Medicine as the next steps for advanced care for acutely ill and injured patients.

To support GEMC, contact the UMHS Development Operations office at (734) 764-6777 or use the U-M Leaders and Best Online Giving system to donate to the Ghana EM Gift fund - 321223 for contributions.

"The acute care of critically ill and trauma patients in Ghana was mostly unstructured and poorly executed prior to introduction of emergency medicine. It is now evident that EM has streamlined emergency care because of its focus on categorizing patients according to the acuity of their ailments/trauma and equipping doctors with the knowledge and skill to solve their acute problems in a timely fashion. Preventable deaths in Accident & Emergency Unit have decreased significantly since the start of EM" - Hussein Yakubu, Chief Resident, KATH Emergency Department

LESTER P. MONTS: A CAREER DEDICATED TO AFRICA AND DIVERSITY

by Oveta Fuller



Alliances seeks to document the ASC history and some achievements of its members. I spoke with Professor Lester P. Monts, one founding voice of the African Studies Center (ASC) and former Senior Vice Provost for Academic Affairs. He returned in 2014 to his university position as the Arthur F. Thurnau Professor of Music. The first part of the interview covering some history of the ASC appeared in the Fall 2015 edition of *Alliances* (www.ii.umich.edu/asc/about-us/publications.html).

The following excerpts are from discussions of his ethnomusicology research in Liberia and perspectives from years of administrative service at U-M. We learn a great deal about music, the culture of West Africa and how to foster sustainable partnerships.

Fuller: *I want to talk about your work as an ethnomusicologist in Liberia. How did you get started there?*

Monts: Liberia has been part of my life dating back to childhood. My grandfather was a Baptist minister and we attended Missionary Baptist churches. One of the missions we supported was in Liberia. As this was in the 1950s during the period of colonization in Africa, Liberia stood out as an independent nation. When I was working on my Ph.D., I took a course on research methods in anthropology. A course requirement was to write a fundable research proposal. When I turned in my proposal, the professor liked it and encouraged me to put it out there for funding. I sent it to a couple of places, and was successful in receiving two fellowships to support my research. My wife and I decided to forgo returning to Edinboro University where I had a faculty

appointment and instead to spend the next year conducting research in West Africa, in Liberia.

The topic of my dissertation was “The effect of Afro-American settler culture on the music of the Vai”. Liberia’s history includes the migration of African Americans to the region that became Liberia. The Vai were a coastal group of some prominence because, among other things, they were the first Sub-Saharan African group to develop a system of writing. They were very much involved in the trade activities on the coast. They were the first group to adopt Islam as a religion.

My proposed dissertation topic was to do a comparative analysis of music in Vai country with that in a Vai enclave in the city of Monrovia. Over the years various ethnic groups had settled in various parts of Monrovia. Migration occurs in and out of these enclaves. My plan was to spend six months in the upcountry area studying the basis for Vai music in a traditional music setting and then compare those data with what I would observe in Vai Town in Monrovia.

The ultimate goal was to determine to what extent urban living had impacted the use and function of Vai music. I also wanted to see if aspects of Afro-American culture and Christianity had affected Vai music and culture in an urban setting. Only a few months before arriving in Monrovia, an urban renewal project wiped out Vai Town and the people dispersed to other parts of the city. However, all was not lost, I had a plan B. I was so fascinated with what I observed musically in the up-country that it’s almost 40 years later and I am still looking at music and culture in that up-country. I have shifted around some on

topics over the years.

Fuller: *What did you find in your dissertation, or could you not do it because of the urban development project?*

Monts: I stayed up-country to do a general music ethnography on the Vai— the first ethnomusicologist to really spend a lot of time in that area. I did a general music ethnography which was in vogue at the time. Several topic areas that ethnomusicologists study are role of musicians, conceptual nature of music, theoretical aspects of the music itself, cultural change and dynamics, song genres, and the meaning of music from the Vai people’s perspectives. I later branched off into looking at musical change and musical borrowing among various ethnic groups in that region. I looked at Islam and its impact. Over that time Islam had become stronger and had displaced some of the traditional social institutions and the associated music.

Fuller: *So Islam displaced the traditional ethnic music? Why is that?*

Monts: That is the pattern in West Africa because the music is associated with certain institutions. For example, the Vai don’t have a word for music. There is a word for a song, there’s a word for dance. There’s a word for playing musical instruments. You would never say to a person “sing me a song”. The person would ask what you are talking about. You would have to say “sing me a farm song” or “sing me a children’s song” or “sing me a midwife song”. It has to be associated with a particular cultural context. The book I wrote has to do with what I called “Vai Musical Language”. It covers terms and phrases that the Vai use to express those things that we would call music. There is an intersection of music and language. My recent studies focus on religion and music

and funerary rites and the transition from a particular kind of funerary sequence to a sequence that is sanctioned by Islam.

Fuller: *Does Islam bring its own required worship, rituals that may or may not support institutions that were already in the ethnic groups?*

Monts: Yes. Among the Vai and several other ethnic groups in the region there are two very powerful secret societies. These are Sande or Bundu for women and Poro for men. It is within those social institutions that a number of ritual practices emanate. For example, traditionally at the age of puberty girls would go to the Sande society and the boys would go to the Poro society. The girls remained secluded from the rest of population for three years and learned everything that has to do with womanhood. The boys did the same and learned things that have to do with manhood including farming and warfare. In both societies, there are song performances associated with various rituals and ceremonial activity.

The repertoires of Poro and Sande society are vast. They are powerful and very secretive. There are four major secrets associated with the Poro and three secrets associated with Sande. Among the Vai and among ethnic groups throughout the region, the number three is very much associated with women and the number four with male rituals and ceremonies.

As I get closer to retirement, I want to do some work that would be a source of income for two towns in which I have lived and worked.

One is called Bulumi and the other one is Misila. During the mid to late 1970s, Bulumi was a town in transition, moving from close adherence to Poro and Sande to a more Islamic version of the Sande society called Moli Sande or Muslim Sande. The Poro was completely abolished. On the other hand, Misila was a Muslim town that had been founded by orthodox Koniaka Muslims who in no way would subscribe to traditional Poro or Sande practices. Misila hosted Moli Sande, the Muslim acceptable form of Sande, but no Poro. The people of Misila did not condone the use of masquerades or any form of idolatry. Only one or two musical instruments were allowed in Misila

and none of the musicians of note ever performed there. I have done a couple of films to compare music and ritual practices of these two towns.

Fuller: *Is going back to Liberia something you want to do in this time of nearing to retirement?*

Monts: Absolutely, but I don't want to go back and just do research. I want to do something that has a lasting meaning. I want to leave something that has some staying power. I think a really good feature film or documentary can be made to highlight the artistry of musicians and dancers. The whole process of creating the dress, the costume, the spatial dances, the steps has so much intrigue.

People wonder how the dancer knows how to dance. Well, the drummer speaks for the dancers through speech surrogates transmitted through drum performance. There is constant communication between the person playing the drum and the dancers.

Monts: There had been very little ethnomusicological research in this area of Liberia, so when I went in for dissertation work, news went to the paramount chief that this American man was coming to talk to him. The protocol was to first go to the paramount chief for the area in which you were going to be working and seek his permission. You get a letter from him, if you can, so that you can pass it on to any clan chief or town chief that you deal with.

When I arrived in the house of the paramount chief, he greets me wearing a three-piece suit and a hat. He introduced himself as James Johnson. I explained to him that I want to study the music and I understand that the towns in your chiefdom were very famous for drumming and dancing. I had done the research, so I named some of the musicians and the major dancers and towns and so forth. He became intrigued. In Liberia at the time, there was a big national push to maintain the culture. The next time I visited, my brother was in his garb! He had on his bobo! And he had had one made for me!

Fuller: *That's a great story.*

Monts: You probably remember the movie Amistad. The Amistad slaves were actually from the region in Liberia and Sierra Leone where I do my work. Debbie Allen, who worked with Stephen Spielberg, asked me for some original music from the area. I sent them several examples, especially Poro music. While they didn't use the exact music, there are sections of the movie that contain similar forms of traditional music.

Fuller: *That is exciting! You have had students who are ethnomusicologists, PhDs or others?*

Monts: Yes, my first PhD student wrote a dissertation on the music of the Marquesas Islands in the Pacific. Another student wrote on the Pansori, a performance genre in Korea. I've been on committees for a student who wrote on Mariachi music of Mexico. Another student wrote a fabulous dissertation on the games that black girls play. She eventually turned it into a book which won the highest level prize that the Society of Ethnomusicology awards for a new book. And, I've had students in American culture, just serving on their committees.

Fuller: *The last area that I want to talk about is your role as Senior Vice Provost and some achievements for Michigan. We must talk some about the pivotal role that you've had here at U-M.*

Monts: The work evolved into something that I never thought it would ever evolve to in the Office of the Provost.

Fuller: *I understand that you set up the UMAPS for Liberia. How did that occur?*

Monts: After the trips to Ghana and South Africa in 2008, President Mary Sue Coleman provided support for UMAPS for those two countries. Knowing that Liberia needed the same kind of help, I said that I will put in the money from my office for Liberia. I carved it out of my budget and sent it off to African Studies. Kelly (Askew) has done a good job nurturing and mentoring the participants. And, I think the University of Liberia has benefited immensely from having early faculty participate in UMAPS.

Fuller: *I had no clue how far your office reached. It seemed that every place I heard about had something to do with that office.*

Monts: And the reason is that I was there for 21 years. When U-M was going

through the admissions lawsuits, we were out in the public explaining the reasons we promote diversity at Michigan. Nancy Cantor changed my title to Senior Vice Provost. In addition to units of the Office of Multicultural and Academic Affairs, we covered university honors, the academic calendar, and academic disciplinary actions. It was a huge administrative portfolio.

One of the things I am really proud of is the infrastructure that we built for the University of Michigan. After the lawsuits, there was a need to focus on outreach and engagement. We created the Center for Education Outreach. Knowing how much research went into winning the admissions cases at the Supreme Court, we asked, “how do we sustain this?” Establishing the National Center for Institutional Diversity was the result.

I was also Mary Sue’s (Coleman) senior counselor for the arts diversity and undergraduate affairs. Seeing all that she was doing in China and that there was no arts component within these initiatives, we went to China. I had gone there several times and met with the leaders at the Confucius Institute headquarters. We agreed that we could create a Confucius Institute that focused on Chinese arts. This is why our Confucius Institute at Michigan is unique among the more than 500 worldwide. Most send teachers from China to teach Chinese language. Our institute focuses on Chinese arts: painting, opera, musical ensembles and the like. I believe it has been very successful in accomplishing its mission.

During my tenure as an administrator, an important initiative was the strategic use of the Provost Faculty Initiative Program. The Office of the Provost provided to the schools and colleges funds to maintain a level of diversity within those units. I am pleased with the number of dual career people we hired in the business school, LSA and education. Many of the faculty members are still here. They have been tenured and promoted and, have in many cases, taken over important leadership roles.

Fuller: Building infrastructure is certainly important and one of the lessons that I have learned. You can do a great job with change, but if progress is not institutionalized, it is hard to make a lasting impact.

Monts: Yes. Serving different needs of students, of learning and of faculty research means that you don’t need only one office that combines everything that has to do with diversity.

Fuller: How’s your book coming?

Monts: I work on that when I have time. Right now I’m working on a documentary on Michigan music. And as soon as the green light is given to travel to Liberia I want to do the documentary on Vai masquerades. I have seven chapters of a nine chapter book done. But until I know what happened to music and religion after the major civil war in Liberia and after the Ebola crisis, the book just wouldn’t be complete. I don’t want to put book ends and say this is from 1975 until, you know, 1990. I don’t want to do that. The book is based on one area of my research— music and funerary rights.

Fuller: Is there anything that I should ask you about that I didn’t ask you about?

Monts: Well I am proud of the foundation I set up in Liberia, it’s been fledging a bit, but I hope to get it back on track.

Fuller: What’s the name?

Monts: It is the Monts Foundation for Cultural Reconstruction in Liberia. My Liberian research associate whom I have known since he was in high school runs it. A lot of the funds come from royalties from my recordings and books.

Fuller: Is it based in the Vai Country or Monrovia?

Monts: In Monrovia.

Fuller: And have you been in touch with him over the course of writing this book?

Monts: Yes, I have just spoken to him. A number of people in Liberia are expatriates.

During the Ebola outbreak, some people were saying basically that people of means don’t get Ebola. They mistakenly think Ebola is a poor person’s disease, for rural areas. Even among the Vai I had seen this. In the preparation of the dead, and especially if it is a “big man” or important person, they wash the body. The women who wash the body take the water and splash it on themselves. And that’s all part of the ritual. And that’s a way to contract Ebola.

Fuller: It certainly is.

Monts: And the fact is, people were taking the chance because they believe so much in this person’s role as an ancestor-- that you don’t violate the basic protocols of the wake or the funeral. It was tough to get people to move away from that, at least temporarily.

Fuller: We are proposing to address something like this in a collaboration with two of the UMAPS fellows from the University of Liberia. The premise is that if community leaders or clergy can really understand the issues, then you can move biomedical science insights into the community in a trusted manner. This differs from somebody coming in from the outside and saying do this, or do that, when that instruction conflicts with the traditions that are cherished and followed. People don’t understand nor receive it. With a trusted and informed community person, they better perceive that the goal is not to try to change their traditions, but to provide what is needed to integrate into those traditions so to stay safe. It becomes clear that staying safe includes receiving new understanding. We say, “I am not going to tell you what do with it, but we want you to understand the issue so you can figure out how to make these things—science insights and tradition— compatible.”

Monts: That’s absolutely correct. The person most trusted in Vai towns and villages to deliver babies is the chief midwife. If she says something then people are going to believe it. And that’s different from someone in a hazmat suit standing there and saying “you need to do this and that.”

Fuller: That’s the very principle. You go to whomever the community trusts, whether it is clergy, the chief or a midwife, whoever it is. If you engage them and help them to understand and help them also appreciate their roles as informed leaders, then you have a gateway. We call them the gatekeepers of the communities. You have an effective way of moving new information into that community.

Monts: That’s right.

Fuller: I am really delighted to have had some of your time.

Monts: It’s been very good!

Note: Thanks to Pierre Muhoza for assistance in transcribing audio of the Monts interview.

THE 2016 LESTER P. MONTS GRADUATE RESEARCH AWARD

Nana Osei Quarshie, a fourth year PhD student in the interdepartmental program in History and Anthropology, with advisor, Nancy Hunt, has been selected as the winner of the 2016 Lester P. Monts Award for Outstanding Graduate Student Research. Mr. Quarshie was recognized at the African Studies Center's 2016 Fall Reception. His paper is entitled "But he is not a madman to do any harm: Petitioning for the release of suspected lunatics in the Gold Coast, 1936 - 1946." It concerns



Nana Osei Quarshie

lunacy, colonial asylums, and petitions for release made to colonial authorities in 1930s and 1940s Gold Coast (Ghana). Nana relates these to colonial understandings of 'savage'/'primitive' subjects and to the vulnerability of migrants, who were overly represented in the asylums.

This award winning paper is a culmination of research and training Mr. Quarshie has completed over several years. For his Master's degree in Race, Ethnicity and Postcolonial Studies at the London School of Economics, he analyzed the racial and gender dimensions of asylum confinement in Ghana, 1887-1906, by interpreting primary source documents located at the British Library, the Wellcome Library for the History of Medicine, and the School of Oriental and African Studies Library. Those findings recently appeared in the oldest African psychiatric journal, *Psychopathologie Africaine*.

During graduate studies in History and Literature at Columbia University and the Ecole Normale Supérieure in Paris, Quarshie studied the anthropology

and history of mental healthcare in francophone West Africa. At Michigan, his dissertation project traces a few histories of migrants from Côte-d'Ivoire seeking mental health care in Ghana and vice versa across colonial archives.

The Lester P. Monts Award, created by the ASC Executive Committee to recognize an outstanding research paper by a graduate student in African studies, includes a \$1,000 cash award. It is given yearly in honor of the distinguished Professor of Ethnomusicology and former Senior Vice Provost for Academic Affairs, Lester P. Monts to commemorate his many contributions to promote scholarship on Africa and institutional engagement with African universities.

Student News

Chiamaka Ukachukwu, a Master's Student in the Department of Molecular and Cell Biology has been appointed as a member of the ASC Executive Committee for 2016-17. She takes over from Timnet Gedar, a PhD student in History, who served in this capacity in 2015-16.

Gedar is currently out of the country on a Fulbright Student Fellowship. The student representative is one liaison for the ASC with students on campus.



Cover of first publication in the new "African Perspectives" book series.

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For additional information about the series, please contact Dr. Ellen Bauerle, Executive Editor, University of Michigan Press: bauerle@umich.edu.

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The Dance of REFRESCH and Gabonese Partners in a Third Century Funded Initiative

by Brenda Vyletel



Left to Right: Roland Lingombe, student at USTM in Franceville, Megan Czerwinski, nursing student at UM, Regis from the Gabonese press, and Maggie Lemak, undergraduate at UM, get real with the electric fence demonstration in the "maker space."

"I'm so happy." Soft spoken Gabonese anthropologist Alex Tsitsy Sijosky stated this slowly, choosing his words carefully, but speaking with passion. A few feet away, the dark iris of a pet pink-backed pelican didn't blink at the declaration, while the eyes of the woman who had asked the question, "What do you think of the workshop?" opened a bit wider. She hadn't expected that answer.

What workshop? That's a story that began over two years earlier when Gabonese Ambassador Michael Moussa Adamo enthusiastically encouraged U-M Prof. Johannes Schwank of Chemical Engineering to bring together an interdisciplinary team of professors and students to **RE**search **FRES**h solutions to food, energy, and water (FEW) **CH**allenges in Gabon. A few months later, REFRESCH became a reality as a three-year program funded by the U-M Third Century Initiative.

What is the mission of REFRESCH? It includes firstly, improving the livelihoods of resource-constrained communities and secondly, finding effective solutions for sustainable energy, water and food security by combining skills development, collaborative design, and rigorous assessment. Soon after funding was received, the team began reaching out beyond the embassy to build relationships with people in Gabon.

REFRESCH's efforts have evolved over two years of interactions. The first forays in Gabon focused on working in one village at a time. REFRESCH teams met with inhabitants of multiple rural villages to discover areas of need and explore the question of which technologies seemed the most promising for collaborative design (or co-design), development

and adoption. As relationships with academics grew and local government officials stressed the need for expanded educational opportunities, REFRESCH recognized the benefits of incorporating innovative educational models into its repertoire.

However, it was the Gabonese businessman who provided cars and drivers to REFRESCH, who suggested the basis for REFRESCH 2.0. Anicet Pambo recognized the incredible amount of time and resources being devoted to working with limited numbers of people, so he suggested that REFRESCH, on the next trip, invite people from many different villages to come to a centralized location to see and hear about the different FEW technologies. The idea struck a chord with REFRESCH's students and faculty.

As idea approached reality, REFRESCH has further stretched the concept. First, the Gabon team proceeded to gather in a wider range of Gabonese stakeholders—universities, vocational schools, research institutions, nonprofits (non-governmental organizations or NGO's) and government offices. Second, REFRESCH extended to collaborative organizations the co-design of the format and content of the workshop. Thus activities and talks offered in the workshop were determined in conjunction with Gabonese stakeholders. Thus the major Gabon-oriented REFRESCH event of 2016 emerged as a five-day workshop, on May 10-14, for about 85 attendees to the Albert Schweitzer Hospital in Lambaréné.

The first two days of the workshop were devoted to the academic partners—14 faculty and students from the University of Science and Technology of Masuku (USTM) and University Omar Bongo

(UOB), two directors from a vocational school in Libreville (LTNOB), and one scientist from the Institute for Technological Research (IRT).

To begin the week, the group learned about case-based educational methodologies in an energetic discussion about wolf hunting in Michigan. This served as a fantastic icebreaker. The topic enabled crumbling of social barriers and highlighting of how an issue like human-wildlife conflict can unexpectedly cross-over between two cultures that may seem to be separated by a chasm.

A panel discussion followed with anthropologists from UOB exploring the subject of best practices in interacting with people from rural villages. Results from pre-assessment focus groups with about ten villages conducted by graduate students from U-M and UOB were followed by Prof. Roy Clarke's tutoring on how to teach people with a high school educational level about solar PV. This demonstration was so enthusiastically received that Roy Clarke became Roi Solaire (Solar King). An outdoor area "maker space" became a central attraction as a site of building, demonstrations and discussions for the remainder of the week.

Not knowing how the turn-out would be, the REFRESCH team awaited, with bated breath, the arrival of the next participants (NGO's, villagers, and government representatives). The turn-out was excellent – all anticipated attendees from the conservation community and 17 out of 20 invited villagers checked into the local hotel. Over 90 workshop participants



Roy Clarke discusses solar PV with directors of a vocational school in Libreville.



Faculty from University Omar Bongo in Libreville discuss best practices in interfacing with people in rural regions.



Patrick Ollomo from the Gabonese national park service (ANPN) discusses a village cooperative formed to produce nut oil for resale.

listened on May 12-13 to presentations by REFRESCH and Gabonese collaborators. The topics covered small solar PV for home use, water security, sustainable fisheries, beekeeping, recycling aluminum cans for profit, composting, human/wildlife conflict, creating terminologies in local languages to aid adoption of new technologies, the use of biomass for energy, and a local cooperative formed to produce significant amounts of moabi oil (a food product) to sell on a larger scale to consumers.

As hoped, demonstrations in the “maker space” sparked enthusiastic engagement.

Of the U-M projects on display, the electric fence powered by small solar PV panels and the improved cook stove garnered high interest. The aluminum smelter built by USTM was enthralling. People watched with excitement the neon glow of the melting chamber as aluminum cans dropped and they heard the hissing from castings of ingots and other products.

Many villagers engaged in animated conversations with the local beekeeper. Strategically placed bee hives can deter elephants while also contributing to the economic and nutritional benefit from a steady honey supply.

It was from such a backdrop of excitement in open demonstrations on the first day after the villagers joined the workshop that Alex Sijosky eloquently expressed his delight. He explained that he had never before had the opportunity to speak this extensively with people from such a wide range of villages at the same time. It was a most valuable experience! That was a common statement heard from several sources – “We’ve never done anything like this before.”

As we are aware, faculty from the two major Gabonese universities—UOB and USTM—had never before met. The REFRESCH workshop provided a unique collaboration-building experiment.

Follow-up efforts are in progress. The workshop was a win-win from the perspective of the academics, government, and NGOs – each Gabonese stakeholder has said that they would like to continue working with REFRESCH. There is interest in establishing a permanent educational facility on the grounds of the Albert Schweitzer Hospital to teach best practices in sustainability from a Gabonese perspective.

Ascertaining the degree of “success” from the perspective of residents of the rural villages and achieving lasting impact will take more time. REFRESCH students are evaluating focus group results, applications, pre-workshop surveys, video, photos, and post-workshop interviews to help determine the effectiveness

in facilitating cross-stakeholder conversations and collaborations.

As with many countries of the continent of Africa, possibilities abound especially, in the expansive rural areas. Gabon is a country with unique breadth of beauty, resources, and biodiversity. REFRESCH and its Gabonese collaborators would like to continue to build on these relationships to move forward with this gift of new, motivated and mutually beneficial alliances.



Placide Eyegue, Roland Lingombe, and Frederic Ongonwou, students from USTM, present on how to melt down aluminum cans to make ingots to mold into useful products.



Discussions among representatives of two Gabonese universities and a vocational school using case-based teaching methods on wolf hunting case in Michigan.



Joe Trumpey and Rebecca Hardin discuss the electric fence with Patrick Ollomo of ANPN and a number of villagers.

INITIATIVE UPDATES and NEWS

AFRICAN SOCIAL RESEARCH INITIATIVE

by Cheryl Moyer and Anne Pitcher

The African Social Research Initiative (ASRI) of the ASC at the University of Michigan promotes excellence in social science research. We facilitate new collaborative networks, offer statistical training, and foster professional development among faculty and students at the University of Michigan and academic and non-governmental organization (NGO) research partners in Africa.

ASRI comprises three intersecting subgroups organized around research on democratic governance and distributive politics; income dynamics and poverty; and gender, health, and development. Each subgroup endeavors to sustain partnerships that rely on multi-method approaches to engage in data collection and analysis. The cross-fertilization among the subgroups through shared research agendas and conferences underscores the value of inter-disciplinary approaches. This has contributed greatly to the high visibility that ASRI enjoys on the University of Michigan campus and among its partner institutions.

ASRI has been led by Anne Pitcher, Professor of Political Science, for the past four years. Cheryl Moyer, Assistant Professor of Learning Health Sciences and Obstetrics & Gynecology, took over leadership of ASRI while Dr. Pitcher was on sabbatical in 2016, and the two have agreed to co-coordinate ASRI in 2016-2017.

2016 ASRI Initiative Conference in Ghana

ASRI worked with partners at the Centre for Social Policy Studies (CSPS) at the University of Ghana to host the fourth bi-annual ASRI conference from July 14-16, 2016. The conference, titled "Breaking the Barriers to Africa's Development: The Role of the Social Sciences", was held at the Balme Library on the University of Ghana campus in Accra. It included economists, demographers, sociologists, public health researchers and political scientists from

Ghana, South Africa, Mozambique, and Michigan.

The goals of the conference were to:

- Bring together social scientists across a variety of disciplines to present findings of their most recent work;
- Deliberate on emerging issues and possible pathways for Africa, with a specific focus on interdisciplinary solutions;
- Strengthen alliances between researchers within and outside the continent working on African development; and
- Provide an opportunity for interaction with policy makers.

The conference began with a day of site visits, including: 1) The Dodowa Health and Demographic Surveillance Site. This is one of three research outposts of the Ghana Health Service where longitudinal population data have been collected for nearly a decade. We also visited 2) The Livelihood Empowerment Against Poverty project, an economic stimulus program in one community in urban Accra. Site visits were followed by two days of panel presentations and keynote speeches that focused on the role of the social sciences in addressing African development.

Keynote speakers included:

George K.T. Oduro, Pro-Vice Chancellor at the University of Cape Coast, Cape Coast, Ghana, who spoke on "*The Role of the Social Sciences in Breaking the Barriers to Africa's Development*"

Rod Alence, Associate Professor at the University of Witwatersrand, Johannesburg, South Africa, who spoke on "*Trade Shocks and the Politics of Development in Ghana (since 1937)*"

Kaltheen Beegle, Program Leader, World Bank Africa Region, Accra, Ghana, who spoke on "*Poverty in A Rising Africa*"

Panel presentations bridged multiple thematic areas, including democratic governance, delivery of public goods, income dynamics, poverty, gender, health throughout the life course, migration issues and development.



ASRI faculty with colleagues and participants in Ghana.

ASRI Statistics Training Course

ASRI also worked with colleagues at the University of Ghana to host the ASRI STATA training course from July 18-29, 2016. The two-week training program provides in-depth instruction on using STATA, a leading software for econometric and statistical analyses. The 38 participants included University faculty, graduate students, officers from Ghana's Ministry of Fisheries and Aquaculture Development, Ministry of Roads and Highways, and National Communications Authority. Instructors for the training comprised researchers and academics from the University of Ghana, the University of Cape Town (South Africa), and the University of Cape Coast (Ghana). The training focused mainly on data management and the analysis of survey datasets. ASRI provided course participants with licenses for Stata 14 (latest version of the software) and certificates of participation.

ASRI Faculty News

Anne Pitcher (DAAS/Political Science) begins in 2016, a term as President of the African Studies Association (ASA). This is an immense honor and responsibility as ASA is the largest association of Africanist scholars in the world. A reception to celebrate this role of our colleague will be hosted by the U-M African Studies Center on Friday evening of the ASA annual meeting December 1-3 in Washington DC. We are sorry, however, to lose a valued, longtime member of the African social sciences research community: **Nancy Rose Hunt** (History). She is taking a new position at the University of Florida-Gainesville as a part of their Preeminence Initiative. They have succeeded in stealing away a top talent and we shall miss you, Nancy!

STEM-AFRICA: STRENGTHENING AFRICAN RESEARCH PARTNERSHIPS

by Rebecca Hardin and Oveta Fuller

The STEM-Africa Steering Committee continues to brainstorm and share experiences toward an evidence-based model for educational partnerships across Africa. Such a model could emerge, as the Peace Corps did many years ago, from the matrix of many U-M innovations. There is intersecting value of increasing U-M investments in faculty development and student learning along with problem driven approaches to partnerships for global engagement. Here are some examples from for what we seek in a new *African Science Corps*.

REFRESCH Year 2 in Gabon. An innovative workshop occurred at the Schweitzer Hospital in Gabon that demonstrated an avid interest in sustainable Food, Water, and Energy issues in African institutions and communities. The second REFRESCH workshop included vernacular, vocational, and higher educational learning communities. (see feature in this issue on the REFRESCH project, pg. 16). We are developing tools to evaluate strengths and weaknesses of such cross-sectoral events and the curricular innovations they catalyze. A new Rackham Interdisciplinary Workshop “Educational and Design Approaches to Tackling Global Sustainability Challenges” considers these challenges.

EHELD works with high school teachers in Liberia. Partnerships in STEM fields are not limited to vocational and higher educational levels. They also seek to nurture at the elementary and secondary education levels. STEM-Africa faculty and partners are learning to connect and leverage the growing alumni network on the continent and to expand beyond university campus partners. For example, UMAPS alumni Wolobah Sali assisted in EHELD (Excellence in Higher Education

for Liberian Development) sponsored physics lessons in Liberia in August 2016. (For details of the event for high school teachers see article pg. 25).

Society of Women in Engineering impacts in Liberia. We realize the value of more targeted workshops with African educational institutions. One example is efforts led by Aline Cotel to support women and girls for training in STEM fields through connections to students from the U-M chapter of the Society of Women Engineers (SWE). Leadership camps, organized by U-M and University of Liberia students, seek to help female undergraduate students in Liberia acquire professional skills and to build a professional network and to provide advice on pursuing graduate school. According to Dr. Emmet Dennis, President of the University of Liberia (UL) and an EHELD advocate, the SWE efforts are in part responsible for the over 50% female composition of the entering undergraduate engineering class in 2015 at UL. We hope this impact and positive trend continues.

Oceanography Summer School in Ghana. The success of the Coastal Environment Summer School in Ghana (see article pg. 6) demonstrates how collaboration among students and faculty from many institutions leads to new unique unexpected endeavors. Key partners in the second year of the summer school include research and education oriented institutions and also trade or sectoral schools (see: <https://coessing.org>) Founders of the summer school, Joseph Ansong and Brian Arbic, have been working together off and on since Arbic was a teacher in the

Peace Corps in Ghana and Ansong was one of his students.

Trusted Messenger Intervention expands beyond Zambia. We recognize the need to disseminate understanding of science advances and the power for change that can come from moving discoveries in STEM areas into broader community accessibility. This prevailing theme undergirds most STEM-Africa efforts with partners at African universities in government and in communities to collaboratively address needs.

For four weeks in May-June 2016 the Trusted Messenger Intervention (TMI) developed by U-M professor Oveta Fuller in conjunction with highest leaders of established religious leader networks in Zambia engaged its fifth team of U-M students and faculty in using the power of science with the reach of religious leaders. In addition to the two-day interactive microbiology and infectious disease based workshops, focus groups, field site visits and pre-and post surveys, in summer 2016 over 30 in-depth one-on-one interviews with past workshop participants were conducted. These interviewers were designed to evaluate impacts since the inception of TMI in 2006 as an HIV/AIDS prevention approach in Zambia. Avery Demond, a professor in Civil Engineering joined the 2016 team as part of an M-Cubed project “Enhancing Cultural Proficiency for Research and Education in STEM”. Her primary objective was to explore how pre-departure preparations over a semester affect students’ abilities to maximize success of field immersion.

As part of the Trusted Messenger research, efforts planned with the



STEM-AFRICA faculty with distinguished university leaders from Uganda.

Department of Population Studies at the University of Zambia (UNZA) of determine impacts of the individual level intervention on rates of HIV testing and new infection and disease in targeted areas.

Outcomes in Zambia over years from the religious leader network approach were featured in a keynote plenary talk at the 26th Annual Science, Technology and Community Engagement Conference at the University of Gondar (Ethiopia) in June 2016. The conference was attended by over 800 faculty and graduate and undergraduate students from several colleges and universities and by area community members and stakeholders. Using this approach in Ethiopia is a topic in discussion by Prof. Fuller, U-M collaborators and colleagues at the University of Gondar.

With UMAPS alumni Gessler Murray and Rene Gerring, faculty from University of Liberia, efforts are underway to use the Trusted Messenger Intervention with the influence and reach of networks of religious leaders. This may help to more effectively address long-term control of Ebola virus, HIV/AIDS and other manageable infectious diseases in Liberia.

Learning in STEM from Telling Stories

A unique workshop at U-M in October 2015 sponsored by STEM-Africa, the School of Public Health and the School of Environment and Natural Resources featured stories from a range of collaborative teams linking U-M scholars and their colleagues from Africa. The stories were about partnership and problem solving over time. Many participants spoke about long-term collaborations in data collection, scientific writing, pedagogical and benefits of field research partnerships. Participants included primatologist Jacinta Beehner who works in Ethiopia; geographer Bilal Butt in Kenya; virologist Oveta Fuller in Zambia, Nkem Nkumbah in Cameroon and applied physicist Roy Clarke working in Uganda. Keynote speakers Marie Elena Penarada of the Sustainable Sciences Institute in San Francisco, and Ella August of the U-M School of Public health described the workshops that they run in



University of Yaoundé faculty member Uphie Melo at the STEM-African III Conference held in Ann Arbor in 2014. She is a co-chair of the 2017 STEM-IV Conference.

Ecuador and Kenya. These include ways to support scientists in developing countries for analyzing and publishing results. It includes not only attaining better data collection, management and analysis skills, but stepping back to consider how to tell the stories of their research – why it matters, and to whom.

STEM-AFRICA Faculty News

Cheong-Hee Chang a professor in Microbiology and Immunology and a new member of the STEM-Africa Initiative steering committee visited Uganda in July 2016. She has been appointed as an Adjunct Faculty at Kumi University. She and pharmacologist Patrick Ogwang from Mbarara University of Science and Technology (MUST) are exploring immunological stimulation and anti-malaria effects of plant extracts commonly available for use in a tea in Uganda. In the initial visit to Uganda, Professor Chang was intrigued by the beauty and potential of this country. She will work to establish ties with investigators for immunology research and for immersion of graduate and undergraduate students in collaboration with faculty at several Ugandan universities.

Mathematics Conference site in Cameroon is selected to host the 2017 STEM-IV Conference. A globally engaged team for STEM education partnerships in mathematics is composed of **Nkem Nkumbah**, originally from Cameroon,

and **Daniel Burns**, who has worked in Cameroon many times over the course of his U-M career in Mathematics. They spent much of the summer in Cameroon planning for the fourth STEM-Africa conference that will be held May 28-June 2 in Yaoundé. They visited the African Center of Excellence (ACE) in Information and Communication Technologies (CETIC). CETIC is a training and research center created within the National Advanced School of Engineering of the University of Yaoundé. It was created by the Cameroon government with World Bank funding. The 2017 STEM IV Conference will bring creative pedagogies and careful scholarship to emerging centers of excellence. It will extend the reach of scientific knowledge squarely into community, industry, and state spheres. Our Cameroonian colleagues Alphonse Owano and Uphie Melo are working with their respective educational units, the Ministry of Higher Education and other government entities to prepare for this STEM Conference that will include attendees from many countries of Africa.

The African Science Corps envisioned by the STEM-Africa Initiative considers the big picture and high potential for engagement. We envision a model that enables African experts to better work and learn across the borders of their own countries, but also to reach beyond the continent. Interaction can occur with Africans that temporarily are studying abroad and with those in the “scientific diaspora,” who are living, teaching and conducting research at international institutions. A combination of short courses, summer schools, and workshops can foster partnerships and progress in teaching methods and research productivity.

We are exploring with potential partners such as USAID, the World Bank, CRDF Global, and others, strategies to secure sustained funding. An over-arching focus such as an African Science Corps as proposed by Prof. Brian Arbic and the STEM-Africa steering committee would be ideal. We envision expansion of curricular modules such as the Michigan Sustainability Cases of which there



Digitizing government library archives materials at Mountain of the Moon University in Uganda.

currently are three in production on Ghana, three on Ethiopia, and two in Gabon. These are led by Rebecca Hardin in the School of Natural Resources and the Environment. We continue to seek ways to collaborate with African colleagues in STEM areas for understanding by a wide range of learners of how to marry theory with practice.

To engage actively with the STEM-Africa Initiative or to learn when the steering committee will meet, email asc-contact@umich.edu or jflorusb@umich.edu.

NEWS FROM THE AFRICAN HERITAGE INITIATIVE

by Derek R. Peterson

History Since E.P. Thompson. E.P.

Thompson was a hugely important figure in the global development of social history from the 1960s. In South Africa his influence was reflected in historical scholarship. Thompsonian characteristics are defined by richly detailed explication of the experiences of the black working class. Now, the Thompsonian legacy in South African historiography and historical practice appears inherently paradoxical; it encourages sensitivity towards culture and analysis of class as process, while nurturing a common sense which was—and in many ways remains—of generally hostile disposition towards theory.

In November 2015 we held the fourth of the Mellon Foundation sponsored conferences that join U-M with the Wits Institute for Social and Economic Research. The workshop aimed to explore the genealogies and legacies of Thompsonian social history across Anglo-American, Africanist and South Africanist scholarly domains. Historians at Wits and Michigan share training and ongoing intellectual interests in the theoretical challenges of writing social history in a world where many of the tenets of class analysis have been undermined by effects of de-industrialization. Organized by Stephen Sparks (U Johannesburg), Keith Breckenridge (WiSER) and Geoff Eley (U-M), the conference interrogated the legacies, limits and possibilities of Thompsonian scholarship and the relationship between theory and empiricism between the North and South.

The event held in Ann Arbor was attended by a dozen South Africa-based scholars, eight American scholars from other universities, and about twenty Michigan faculty and graduate students (including a large and interested contingent of faculty from the History department). Discussions were consistently vigorous and hotly conducted. It was a 'rare occasion to get US and South African academics into the same room, across disciplines, in such large numbers = a terrific set of exchanges!'; commented one participant. Another

enjoyed the 'relatively relaxed atmosphere that combined with intellectual rigor', finding the conference 'a very stimulating and enjoyable experience'. In 2017 the *Journal of African History* will publish a selection of the conference papers.

Archive Work in Uganda. For the past six years the AHI has worked with the Center for Research Libraries in Chicago to fund an ongoing project to organize, catalogue, and digitize endangered government archives in Uganda. The project is based at Mountains of the Moon University (MMU) in Fort Portal. To date, four hitherto endangered government archives have been removed from the attics and basements where they were formerly kept, cleaned, organized, catalogued, and scanned. Our MMU colleagues have finished scanning the archives of Hoima District, which were previously in a shed behind the district government building.

The papers were returned to Hoima together with a digital copy of the archive. Local government authorities were unanimously enthusiastic in appreciating the work accomplished. Copies of the materials kept at MMU will be accessible to researchers. The material scanned by MMU over six years, about 450,000 images, is the largest single digital repository in the whole of Africa.

The Center for Research Libraries will not fund further archive projects in Uganda, as they wish to allocate their support to other worthy projects. AHI and MMU are developing plans to organize and scan the Masindi District archives (in western Uganda), a collection of about 150 boxes, now kept in a state of disorganization in the district headquarters. We continue to seek funding to support and sustain this work.

African Print Cultures. In African studies historians generally use newspapers as source material as one means of tracking the changing tide of public opinion and gathering data about past events. There are startlingly few studies that take African journalism itself as a subject of historical study.

In June 2016 the AHI worked with the Wits Institute for Social and Economic Research to convene the fifth in a collaborative workshop sponsored by the Mellon Foundation. The workshop held in the Maropeng, outside Johannesburg, was organized by Isabel Hofmeyr (Wits) and Derek Peterson (U-M). Eighteen scholars—six from UM, ten from South Africa, two from the United Kingdom—presented a series of papers on the compositional and organizational work that editors and contributors did to constitute the news.

The papers were concerned with the infrastructure of newspaper publishing: the authorial positions that contributors adopted; alphabets with which they wrote; and work they did to organize events and compose the news. They ranged widely across time and space. One paper concerned the manuscript albums that free African-American women kept in 19th century Philadelphia. Another studied the Arabic-script printing business that Islamic editors founded in South Africa. A third considered 'Tom Tinkle', a slyly subversive editorial column published in the Nigerian press during the 1940s.

The richness of the papers combined with the beauty of the setting, made for a uniquely productive meeting. The organizers have assembled a selection of papers for publication in a journal in the field of cultural history.

Forward Planning. "Political Subjectivities and Popular Protest" In November 2016 we hosted a conference on popular protest movements, the

sixth in the Mellon Conference series. The plan to bring South African activists and scholars into conversation with counterparts in the United States on the "Rhodes Must Fall" movement was changed due to demonstrations in South Africa. Scholars from U-M, Wayne State, South Africa and other institutions joined in a well received relevant panel discussion on "Scholar-Activists and contemporary Social Movements" just after the USA presidential elections. Other activities included lectures by Nandini Sundar (University of Delhi), a film, "Fighting for a Living," with discussion led by Stuart Wilson (the Socio-Economic Rights Institute of South Africa) and a presentation by Achille Mbembe (Wits University) on "Knowledge Futures and the Humanities Today".

In June 2017 the AHI will help to convene the seventh meeting with the Wits Institute for Social and Economic Research for a workshop in Johannesburg on 'Performance.' . Organized by Naomi André (UM), Donato Somma (Wits) and Brenda Mhlambi (Wits), it will involve artists, musicians and scholars interested in exploring the social constitution of the arts in South Africa and the United States.

In February 2018 the AHI will help to support a workshop organized by Judith Irvine on 'Language in/as Social History' to occur in Cape Town with scholars working in the field of linguistics, communication and linguistic anthropology.

Continued from p.8 (Northern Sudan)

Questions about food produced the most enthusiastic responses. However, agriculture, festivals, and aspects of the place itself, including the palm gardens and the Nile, were important in discussions. Conversations also led to discovering local craft traditions still practiced in the village. One discovery example is a weaver who worked on a horizontal pit loom.

Discussions were framed as part of preparations for developing a type of heritage center. One of the most immediate outcomes was organizing a photo contest for people in the village that will be judged in 2017. This likely will be a contest primarily among the younger people in the village who take photos with their smart phones. The best photos will provide visual material for a media component in a heritage center to be developed in the future.

Among the many benefits of these discussions was laying the groundwork for collaborations with Sudanese colleagues, both the archaeologists in NCAM and the professors of archaeology in the nearby university department.

In 2017 the archaeological team will return to El Kurru with drafts of signs in English and Arabic that will be strategically placed around town. These will provide offering of a walking tour of the archaeological site which will also lead curious visitors into the village to the palm trees, a Medieval [Christian] fortification wall excavated there and the Nile River.

Signs will be tested on both Sudanese and foreign visitors before they are printed and installed on the site. It also will be useful to finalize plans and budget for a Sudanese heritage center—whether a kiosk, larger signs, or a more permanent structure—that would be constructed in 2018. Importantly, appreciation of the total offerings of the archeological site and surrounding village life is the desired outcome.



Participants in the workshop on African Print Cultures, Maropeng, South Africa.

AFRICAN STUDIES CENTER WELCOMES THE 2016-17 UNIVERSITY OF MICHIGAN AFRICAN PRESIDENTIAL SCHOLARS



Members of the 2016-17 cohort of University of Michigan African Presidential Scholars (UMAPS)

The African Studies Center (ASC) is pleased to welcome the 2016-17 University of Michigan African Presidential Scholars (UMAPS) as the ninth cohort of early career faculty from African universities.

The UMAPS program, launched in 2008 with support from the U-M President's office, to date has welcomed 120 early career faculty from Ghana, South Africa, Liberia, Uganda, Ethiopia, Cameroon, the Democratic Republic of Congo and Tanzania to campus for a four to six month residency. They work with a U-M faculty mentor for collaboration on projects that help to advance their careers. This group is the second with faculty scholars from Ethiopia who are supported in part by funding from the Office of the President and Provost. Support is provided to strengthen ties with institutions in Ethiopia.

The UMAPS program encourages focused immersion of each scholar into university life for research or writing. They have full access to campus research materials and facilities, attend seminars, and present papers in conferences and workshops to fully engage with U-M faculty and students. These activities promote lasting scholarly relationships, contribute to faculty development in Africa and enhance capacity building for their home institutions. In 2016-17, the ASC has officially added a monthly cultural immersion component to provide UMAPS faculty a range of experiences that also bring insights into everyday life in the USA.

The University of Michigan African Presidential Scholars for 2016-17 are:

FITSUM ASSAMNEW ANDARGIE is a lecturer in electrical and computer engineering at Addis Ababa University where he is currently a doctoral candidate in computer engineering. He holds a Bachelor of Science in Electrical Engineering (Computer Stream) and a Master of Science in Computer Engineering from Addis Ababa University. His research interests are high performance computing with general-purpose graphics processing units (GP-GPUs), acceleration of mobile applications using mobile GP-GPUs and Computer Vision. Todd Austin, professor of computer engineering, is his mentor.

IAN BEKKER is an associate professor in the English department of the Potchefstroom Campus of North-West University in South Africa since 2010. He also lectured in the linguistics department at Rhodes University in Grahamstown. His research is on the sociophonetics of South African English, focusing both on this variety's genesis and historical development as well as its current internal variation and change. He recently has expanded his interests to include phonetic developments in Afrikaans, along with bilingualism, linguistic and literary style, South African literature, heteroglossia, and anything to do with the Russian theorist, Mikhael Bakhtin. His mentor is Patrice Beddor, the John C. Catford Collegiate Professor of Linguistics.

DAGNACHEW BELETE is a lecturer at the Ethiopian Institute of Architecture, Building Construction and City Development at Addis Ababa University. He has a Bachelor of Science in Civil Engineering and Master of Science in Environmental Engineering from Addis Ababa University and a Master of Arts

in Urban Management from the Ethiopian Civil Service University. He is a doctoral candidate conducting research on "Landscape based storm water management: A key to water and water resource management in Addis Ababa." His mentor is Larissa Larsen, associate professor of urban planning, and landscape architecture.

MOSES KINGSFORD FLOMO is a full time lecturer and the acting chairman of the Engineering College at the Bong County Technical College; a part-time lecturer at Cuttington University and a visiting lecturer at the Phebe Para-medical Training Program (PTP) all in Liberia. He has a Master's degree in Material Science and Engineering from the African University of Science and Technology (AUST) in Abuja, Nigeria. He also attended Cuttington University in Liberia where he earned a Bachelor of Science in Chemistry. He will work with Pierre Poudeu, an associate professor in materials engineering in the College of Engineering on a research project: "The Impact of Low Density Polyethylene on the Mechanical Properties of Cement Mortar."

THABIT JACOB teaches environmental science and natural resource governance in the Department of Geography and Environmental Studies at the University of Dodoma in Tanzania. He holds a Bachelor of Science in Environmental Management from Kampala University in Uganda and Master of Science in Natural Resources Assessment and Management from the University of Dar es Salaam in Tanzania. He is a doctoral candidate in the Department of Social Sciences and Business at Roskilde University in Denmark and maintains affiliation with the Institute of Resources Assessment, University of Dar es Salaam. He studies the political economy of extractive resources, particularly renewed

state interest in large-scale investments in the extractive sector. The current focus is on the coal sub-sector in Tanzania. His mentor is Howard Stein, professor of Afroamerican and African Studies, and of epidemiology in the SPH.

SAMUEL JOHNSON is the acting chairman of the chemistry department at Bong County Technical College, and coordinator of freshman chemistry at University of Liberia. He has a Bachelor of Science in Chemistry and a Master of Arts in Educational Administration and Supervision from the University of Liberia. Samuel is pursuing a terminal degree in science education and science curriculum innovation. He will explore "Developing Teaching-Learning Modules for General Chemistry at the University of Liberia" with a team of mentors led by Brian Coppola, Arthur F. Thurnau Professor of Chemistry.

PRISCILLA KOLIBEA MANTE is a lecturer in the Department of Pharmacology, Faculty of Pharmacy and Pharmaceutical Sciences at Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi, Ghana. Priscilla holds a Bachelor of Pharmacy (Hons) and a PhD in pharmacology from KNUST. She has been a registered pharmacist since 2010. She will work with mentor Lori Isom, professor and chairperson of the Department of Pharmacology and Molecular and Integrative Physiology, to investigate the molecular mechanisms of cryptolepine as an anticonvulsant. Her research is focused on ethnopharmacological investigation of less explored medicinal plants which find use traditionally in the management of diseases of the central nervous system specifically epilepsy, major depression, and anxiety.

BABAJIDE OLOLAJULO is a senior lecturer in the Department of Archaeology and Anthropology at the University of Ibadan in Nigeria. He holds a PhD in anthropology from the University of Ibadan. His research interests are on the effects of oil exploitation on rural oil communities in the Niger Delta region of Nigeria, identity politics, and cultural heritage. During his residency at U-M, he intends to finish a book length manuscript tentatively titled, "Crafting Development: Oil Communities and the Politics of Intervention in Nigeria." He will be working with Omolade Adunbi, associate professor of Afroamerican and African studies.

HIRUY DANIEL is a lecturer in the Department of Archaeology and Heritage Management at Addis Ababa University (AAU) where his research focuses on heritage and museum studies. He holds a Master of Archaeology from Addis Ababa University and a postgraduate diploma from the University of the Western Cape in South Africa. While at U-M, he will examine issues of identity creation and contestation in museums in Ethiopia, as well as new approaches for sustainability and missions for museums in twenty-first-century Ethiopia. He will work with Raymond A. Silverman, professor of Afroamerican and African studies and of the History of Art.

GERALD WALULYA is an assistant lecturer in the Department of Journalism and Communication at Makerere University in Uganda. He holds a Master of Philosophy in Media Studies Degree from the University of Oslo in Norway and he is a PhD candidate in the same university. His dissertation studies focus on the press coverage of elections in East Africa's one-party dominant states of Tanzania and Uganda. His research interests also include political communication, media, and governance. At U-M, he will concentrate on writing portions of his PhD dissertation with the guidance of Joyojeet Kunal Pal, assistant professor of information.

NETSANET WELDESENBET is a lecturer and researcher at Addis Ababa University in the Institute of Ethiopian Studies and also a PhD candidate at Makerere Institute of Social Research, Kampala, Uganda. She holds a Master of Art in Contemporary Cultural Studies from the Institute of Ethiopian Studies, Addis Ababa University AAU) and she has served as a director of the Gender office at AAU. Netsanet's PhD dissertation research is on "Memory Beyond 'Boom' and 'Crisis': Memories of 1950s-1970s Asmara from Oral Recollections from Ethiopia Today." Her research interests concern urban space, memory, and oral history. Her mentor is Martin Murray, professor of sociology, and urban planning.

ZERIHUN GETANEH is a lecturer at the School of Civil and Environmental Engineering, Institute of Technology, Addis Ababa University, Ethiopia. He holds a Master of Environmental Technology from Jimma University in Ethiopia. While at U-M, he will continue to work on biochar-based urine processing for efficient nutrient recovery and reuse in agriculture. He will work with Nancy Love, professor of civil and environmental engineering; and Johannes Schwank, James and Judith Street Professor of Chemical Engineering.

2016-2017 UMAPS Colloquium Series

This year, each UMAPS fellow will present their scholarly work in a session of an ongoing monthly series rather than in an afternoon annual symposium. Talks prepared and presented by each visiting scholar are designed to increase skills in effective communication, to promote dialogue on topics, and to share the research with the larger U-M community. All are invited to attend to grasp the range and depth of work occurring through the UMAPS partnerships. The presentation titles and presentation titles will be posted on the ASC website on the events page.

October 6, 3:00-5:30 pm,

Koessler Room, Michigan League
Ian Bekker; Hiruy Tefera; Netsanet Weldeesenbet

November 3, 3:00-5:00 pm,

Pond room, Michigan League
Thabit Jacob; Babajide Oloolajulo; *Brian Arbic

December 8, 3:00-5:30 pm,

Koessler Room, Michigan League
Dagnachew Belete; Zerihun Workneh; *Herbert Winful

January 12, 3:00-5:00 pm,

Pond room, Michigan League
Priscilla Mante; Samuel Johnson

February 2, 3:00-5:00 pm,

Koessler Room, Michigan League
Gerald Walulya; Moses Flomo; Fitsum Andargie

* U-M faculty guest presenters

ASC: LOOKING FORWARD

EHELD HOLDS FIRST “TEACHING THE TEACHERS” WORKSHOP by Herbert Winfield

The University of Michigan is one of several partners in a 6-year grant funded by the United States Agency for International Development (USAID) that extends through June 2017. The goal of the USAID effort is to rebuild university programs in engineering and agriculture that were decimated by Liberia’s fifteen years of civil war. The EHELD (Excellence in Higher Education for Liberian Development) grant includes an outreach component aimed at encouraging high school students to pursue careers in engineering and agriculture.

In August 2016, the University of Michigan (U-M) EHELD program conducted a two-week training workshop, STEMStart designed to help improve skills of the high school teachers charged with preparing students for the rigors of university studies. The STEMStart residential workshop was held on the Fendall campus of the University of Liberia, 40 minutes outside of Monrovia.

The STEMStart instructional team was composed of Ann Arbor and Detroit area high school teachers recruited by Herbert Winfield, the Arthur Thurnau Professor in Electrical and Chemical Engineering and the EHELD principle investigator for the University of Michigan. The Michigan teachers were led by Hans Sowder, the K-12 coordinator at U-M’s Center for Engineering Diversity and Outreach. Other team members were Jessica Vinter, Jeff Oleksinski, Maurice Telesford, and Kim Horger. Massy Mutumba, an ASRI member who works in the nursing school volunteered her services as logistics coordinator.

In preparation for the workshop the team held several planning meetings on North Campus and invited Heather Beem of the Practical Education Network (PEN) to present a seminar on her work in Ghana to train teachers in use of local materials for science experiments. ASC and the STEM Africa Initiative provided some funding to support of these important preparations.

The camp began on August 1 with 40 high school science, math, and English teachers recruited from all over Liberia. Only one of these teachers was female, a number consistent with the reality that females make up fewer than 4% of high school teachers in Liberia. The first week was devoted to providing the high school teachers with the tools to teach math, science and English in a more meaningful way and to promote greater student engagement by incorporating fun and low-cost experiments into the curriculum. After an initial week of training, the teachers then applied the new skills by instructing a group of high school students in a monitored setting to allow the trainers to provide constructive feedback.

The first hour each day was devoted to instructional “best practices”. It covered topics such as lesson planning, classroom

management, and assessment strategies. This was followed by a session on English. That English was required for all teachers, regardless of their primary subject, is based on a philosophy that any teacher who teaches in English is a teacher of English.

Another required activity for all teachers was quantitative reasoning to focus on use of basic mathematical and scientific ideas to solve practical problems. Breakout sessions in the afternoons instructed teachers in content and practical techniques for teaching their specific subjects. In a wonderful type of synergy for ASC long-term impacts, the team was grateful for assistance of Wolobah Sali, a 2013 UMAPS fellow and physics instructor at the University of Liberia.

After the first week the teachers practiced what they had learned with a group of 40 high school seniors brought in for a “summer school”. After each lesson, peer teachers in Liberia and the US facilitators offered feedback and critique. Such practice teaching sessions benefited both the teachers and the high school students.

Exit evaluation surveys indicate that many of the teachers looked forward to incorporating the new techniques into their classrooms. Several also planned to hold workshops for their fellow teachers so to pass on what they had learned. Success of the workshop is best captured in the words of one participant who declared at the end: “This workshop will revolutionize my teaching.”

RETHINKING THE UGANDA MUSEUM: A NEW COLLABORATION by Derek R. Peterson

Established in 1908 and opened in 1954 in a purpose-built building close to the city center of Kampala, the Uganda Museum is the most important museum in the whole of the country. The core collection is the ethnological collection—originally called the ‘Tribal Hall’. The display cases organize the material objects into ethnic categories. In one cabinet hats and other headgear



Attendees at ‘Rethinking the Uganda Museum’ held in July 2016.



The Uganda Museum near the city center of Kampala.

are carefully labeled to indicate each object's tribal provenance. In another pots are likewise labeled. In a third there are two dozen arrows, each bearing a tag identifying it with a specific ethnic group. Viewed in this way, the objects seem to reflect and affirm the ethnic differences that seem to divide Uganda's people. But, if one consults the acquisitions catalogue a rather more interesting story emerges.

In fact the objects displayed in the collection were not fabricated in a traditional artisanal economy. Some of the objects were requisitioned as part of police investigations. Most of the spears in the collection, for example, were once exhibits displayed in murder investigations. Other objects were fabricated by prisoners, as part of the mandatory labor that the prison warders imposed.

The objects that are contained in the 'medicine' display case were requisitioned by the police as part of their investigations into accusations of witchcraft. The materials that were enclosed in ethnographic exhibitions were not, in their conception, destined for the Museum. The Museum worked in the service of government. In its halls dangerous objects—witchcraft objects, drums, armaments—were removed from the contexts in which they were meaningful and powerful. They were taken out of circulation and transformed into objects of ethnographic study.

Most of the Museum's core displays were in place by the late 1950s. There have been additions and renovations, but the Museum's core displays have changed very little. Today the Museum is in considerable danger of closure and dismemberment. Powerful people wish to requisition the land and erect a new high-rise building on the property that is to be called "Tourism House." The Museum

is to be relegated to one or two floors of the high rise, dramatically foreclosing the space available and making the collections effectively invisible to the general public.

In July 2016 the African Heritage Initiative that has international working group partners in Ghana and South Africa began a collaboration with the curators and staff at the Uganda Museum. The aim is to facilitate a four-way conversation among museum people in South Africa, Ghana, Michigan and Uganda about the purposes and futures of national museums in Africa. The first meeting of this group on the premises of the Uganda National Museum brought to Uganda Bongani Ndhlovu, the curator of the national museum in Cape Town; Leslie Witz, a museum scholar based at the University of the Western Cape; and Ray Silverman and Derek Peterson of the University of Michigan. It also was attended by Rose Mwanja Nkaale, the Commissioner of Monuments and Museums; James Tumusiime, the Director of the Uganda Tourism Board; Ephriam Kamuhanhire, the presidential advisor on cultural affairs; and the curators of Ethnology, History, and other departments at the Museum.

Two core questions were discussed. The first concerned the Ethnography Gallery: how can the objects contained in it be re-organized to emphasize the shared history of Uganda's people? A second



Statue of King George V. at the Uganda Museum

question concerned the status of history in the Museum. How ought the 20th century history of Uganda be told and represented in the Museum's galleries?

Neither question had obvious answers, and there was a vigorous and substantial debate about both. The first day was spent discussing the Museum's holdings, the provenance of the objects on display, and the materials that were kept off display.

The attendees in Kampala also discussed the work of museum curation in post-apartheid South Africa. South African museums had formerly emphasized the accomplishments of the country's white-dominated government. Since 1994 curators have been overhauling their collections to break out of the racist grip of apartheid and find new ways of describing their country's past.

Participants in sessions at the Uganda National Museum heard about layout and organization of the National Museum of Ghana—which finds itself in a situation not unlike the Uganda Museum. There were valuable presentations about community-run museums in Uganda, Ghana, and South Africa. The workshop ended with a lengthy conversation in which attendees offered ideas concerning the organization and layout of collections in the Museum's holdings.

A working committee has been formed that incorporates colleagues from South Africa and Michigan with curators at the Uganda National Museum. The group is charged with drawing up plans for a newly conceived National History gallery. It has been asked to develop an agenda for the reorganization of the Ethnography Hall. In 2017 there will be two follow-on workshops in Kampala. In one, members of the working group will present their draft plans to an audience of scholars at Makerere University for comment, correction and advice. In the second, the working group will present revised and polished plans to an audience of policy-makers, with an eye toward building public support for a re-organized and renewed National Museum to serve the people of Uganda in preserving and appreciating their history.

The University of Michigan African Students' Association held its 18th Annual Culture Show, "Afrolution: We Were, We Are, We Will Be" on Saturday, April 2, 2016.

Afrolution, an exhibition of cultures from all over Africa, is a celebration of Africa's diversity, beauty and its influence on the rest of the world. The cultural show, which has long existed on campus, features songs in different African languages along with performance of traditional dances through the use of masquerades. It was a showcase of the changing dances, clothing, and rituals throughout Africa's history from past to present. These photos include a show of fashions by designers from all over the country modeled by U-M African students with entertainers from across the globe and from other local universities participating in the dance and musical performances.





Engaged participants from multiple universities in Ethiopia in discussions at U-M during the Ethiopia Michigan Consortium Collaborative (EMC2) Conference held in February 2016.

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M | LSA AFRICAN STUDIES CENTER

1080 South University Avenue, Suite 3603
Ann Arbor, MI 48109-1106
(734) 615-3027
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