First Woman from Africa Honoured with Nobel Peace Prize

Press Release

The Norwegian Nobel Committee has decided to award the Nobel Peace Prize for 2004 to Wangari Maathai for her contribution to sustainable development, democracy and peace.

Peace on earth depends on our ability to secure our living environment. Maathai stands at the front of the fight to promote ecologically viable social, economic and cultural development in Kenya and in Africa. She has taken a holistic approach to sustainable development that embraces democracy, human rights and women's rights in particular. She thinks globally and acts locally.

Maathai stood up courageously against the former oppressive regime in Kenya. Her unique forms of action have contributed to drawing attention to political oppression nationally and internationally. She has served as inspiration for many in the fight for democratic rights and has especially encouraged women to better their situation.

Maathai combines science, social commitment and active politics. More than simply protecting the existing environment, her strategy is to secure and strengthen the very basis for ecologically sustainable development. She founded the Green Belt Movement where, for nearly thirty years, she has mobilized poor women to plant 30 million trees. Her methods have been adopted by other countries as well. We are all witness to how deforestation and forest loss have led to desertification in Africa and threatened many other regions of the world - in Europe too. Protecting forests against desertification is a vital factor in the struggle to strengthen the living environment of our common Earth.

Through education, family planning, nutrition and the fight against corruption, the Green Belt Movement has paved the way for development at grass-root level. We believe that Maathai is a strong voice speaking for the best forces in Africa to promote peace and good living conditions on that continent.

Wangari Maathai will be the first woman from Africa to be honored with the Nobel Peace Prize. She will also be the first African from the vast area between South Africa and Egypt to be awarded the prize. She represents an example and a source of inspiration for everyone in Africa fighting for sustainable development, democracy and peace.

Oslo, 8 October 2004.

For more information:

- nobelprize.org - The official online source of the Nobel Prize
- For more information on Wangari Maathai, visit her website at: http://www.wangarimaathai.or.ke/

Wangari Maathai’s 2004 Nobel Diploma
Indiana University Signs Agreement with the University of Liberia

Press Release

Bloomington, April 29: At the end of two days of successful meetings, University of Liberia President, Dr. Al-Hassan Conteh, signed an Agreement of Friendship and Cooperation with Indiana University President Adam Herbert.

Professor Patrick O’Meara, Dean of the Office of International Programs at Indiana University, represented President Herbert for the signing ceremony attended by top University administrators at the Indiana Memorial Union.

Dean O’Meara said the agreement would facilitate an exchange of teaching, research, personnel, students, as well as books and reference materials between the two institutions.

Dr. Conteh and the Senior Program Coordinator of the University of Liberia, Ms. Sedia Massaquoi-Bangoura, visited the Bloomington Campus of Indiana University April 27th and 28th to make the case for rebuilding the University of Liberia.

The University of Liberia has been damaged by more than a decade of fighting and plunder in Liberia. Faculty brain-drain and extensive looting of the institution’s facilities and physical plant has disrupted its teaching and research activities.

With the advent of peace in Liberia, following an ongoing intervention by the largest UN peacekeeping mission in the world, Dr. Conteh and his faculty and staff are convinced that the time is ripe to resume the training of Liberian doctors, agriculturists, teachers and lawyers to contribute to the reconstruction of Liberia.

Indiana University has a long relationship with Liberia, dating at least back to the 1930s. Its research scholars, including the late Professor Gus Liebenow and his surviving wife, Beverly, Drs. Ruth and Verlon Stone, Dr. Claude Clegg, and Dr. A.B. Assensoh have worked in Liberia at various times and published many books and articles on Liberia.

Dr. Amos Sawyer, the former President of Liberia’s Interim Government of National Unity, is now Research Scholar and Associate Director at Indiana University’s Workshop in Political Theory and Policy Analysis.

For Further Information, contact:
Verlon Stone, Ph.D.
Indiana University
IU Liaison to University of Liberia
Center for International Education and Development Assistance (CIEDA)
Project Coordinator, Liberia Collections Project
Archives of Traditional Music
Web: http://www.onliberia.org

Research Associate
Folklore & Ethnomusicology Department
email: stonevl@indiana.edu
The African Studies Program at Indiana University supports a wide spectrum of courses and research in the humanities and social sciences, with special emphasis on history, linguistics, anthropology, folklore and the arts. Particular emphasis is on research related to three thematic areas: 1) expressive culture; 2) political economy; and 3) trans-nationalism. The library collections reflect this range of interests. With over 130,000 monographs and more than 700 serial subscriptions, IU’s African Studies collection ranks among the top tier of such collections in the United States, and possibly worldwide. Materials relating to Africa are located on all eleven floors of the Wells Library as well as in several campus libraries (Fine Arts, Education, Music, Geography/Map, Lilly Library).

The emphasis of the collection is on such disciplines as history, anthropology, archaeology, folklore, ethnomusicology, the fine arts, literature, film, communication, culture, linguistics, economics, political science and government, ecology and conservation, and less comprehensively on religion, philosophy, geography, and education. Gender-related materials are acquired in all disciplines, as are materials relating to Islamic cultures.

The collection includes materials in all major west European languages and in the official languages of African states except for Arabic. Dictionaries and grammars are purchased for as many African languages as possible. Linguistic materials and texts in African languages are collected in depth for the following languages: Afrikaans, Bambara, Chichewa, Chitumbuka, Fula, Hausa, Igbo, Kinya, Kirundi, Kpelle, Lingala, Ndebele, Sango, Shona, Somali, Sotho, Swahili, Tswana, Twi (Akan), Wolof, Xhosa, Yoruba, Zulu.

The majority of the collection is in print format, but it also includes materials in other formats:

- A collection of over 300 videos (documentaries and movies) – a list of available titles can be viewed at http://www.indiana.edu/~libsalc/african/video.html;

- A sizeable microform collection; one of the most recent additions is Africa Through Western Eyes, which includes film of original manuscripts and papers of explorers, such as Livingstone, Park, Stanley, et al.

- Electronic materials; the Wells Library subscribes to over 300 databases, many of which contain sources relating to Africa and give access to current periodical literature. Particularly noteworthy is an online publication, Empire Online, which provides access to over 60,000 images or original manuscripts and printed material, 1492-1962, taken from libraries and archives around the world.

- Collections digitized by the Wells Library’s Digital Library Program (DLP), as for example the Nuer Field Notes Project (http://www.dlib.indiana.edu/collections/nuer/), and the Digital Somali Library, which is currently being developed.

Electronic/digital access to the collection is available through the African Studies Collection Home Page at http://www.libraries.iub.edu/index.php?pageId=322 This website includes a description of the collection as well as information about new library acquisitions, African newspapers as well as links to important web portals.

**Resources for K-12 Teachers**

The electronic data base includes a separate list of K-12 resources for educators and students interested in Africa. Information about these critical resources can be obtained at (http://www.indiana.edu/~libsalc/african/k12resourcesforeducators.html)

For more information, please contact Marion Frank-Wilson, Librarian for African Studies, Wells Library, Indiana University (e-mail: mfrankwi@indiana.edu).
Teaching to the Indiana Standards
2005 African Studies Summer Institute and Workshops

The Indiana University African Studies Program organized a week-long Summer Institute for grade 7-12 teachers from Monday, June 13 through Friday, June 16, 2005. The Institute was designed to help teachers develop new resources and activities to build their curriculum and empower their students with well-rounded knowledge about the African continent. Experts from different disciplines made presentations on a wide range of topics relevant to the new Indiana standards. Topics covered include Ancient African Empires and Long-Distance Trade; the Trans-Atlantic Slave Trade; Colonialism, Decolonization and Independent African States; Economic Development; Women and Gender; Islam and other African Religious Traditions; African Arts, Music, Film and Literature; Resources for Teaching about Africa. The Institute afforded participants an opportunity to explore possibilities of developing teaching modules and learn other ways to use the resources available at IU’s African Studies library collection.

This year’s Summer Institute was free of charge and a modest per diem was available for a limited number of participants. Teachers paid for parking and those wishing to obtain graduate credit for the Institute paid for one (1) credit hour through the IU School of Education. Institute activities were designed to allow for a daily commute from central Indiana. Participants from outside a commuting radius were able to obtain overnight accommodations on campus. The praise of the participants was unanimous for the lecturers and presentations. The following are some of the examples of the many positive comments from the evaluations:

“I learned a lot. I appreciated the variety of topics. It was a great idea to approach Africa from so many perspectives. And the readings and recommended texts can take us even further.”

“It has been an extremely interesting week. The content has helped me learn a great deal and also has opened some interesting questions which I will continue to think about and discuss. Your speakers were certainly all knowledgeable and passionate about their topics. I feel I have gained much background from the sessions which will benefit me in the classroom...”

“Overall... I really enjoy the subtle changes made from last years program The final session on clothing and headdresses was a “blast”.

Mini-Workshops on Africa for High School Students

In February 2005, the African Studies Outreach program gave a four-day workshop on Nigeria for eleventh grade students at Harmony School, Bloomington, Indiana. The program, dubbed “The Nigerian Project,” was requested by Ms. Barbara Backler, the school diversity program coordinator. African Studies faculty and graduate students from IUB made presentations on various aspects of Nigerian history and culture, including Nigerian political history, ethnicity, languages, religions, food, fashions, music and contemporary issues.

On April 25, 2005, 173 students from Brown County Junior High School, accompanied by 9 teachers and 5 parents, participated in a 3 hour mini-workshop on Africa on the IUB campus. Topics covered included the trans-Saharan trade, West African civilizations, colonialism, African music (drumming), African fashions and African folk tales. The mini-workshop was requested by Ms. Robyn Klepner, IUB student teacher at Brown County Junior High School.

One-Day Workshop on West Africa for 7-12th Grade Teachers

On Saturday, April 16, 2005, the African Studies Outreach program gave a one-day workshop on West Africa for K-12 teachers. The workshop addressed the Indiana Social Studies Standard relating to knowledge about West African civilization, trans-Saharan trade, and Islam. Experts from different disciplines made presentations on diverse topics relevant to the new Indiana standards. Themes covered include ancient West African empires (Ghana, Mali and Songhai), trans-Saharan trade, music of West Africa, Benin art, and folklore.

For further information about the African Studies Outreach Program contact Osita Afoaku (afreach@indiana.edu) at 812-855-6786 or 812-855-5082.
Application Form
African Studies Summer Institute for Teachers
June 12-16, 2006

Name: ________________________________________________________________

Phone: ______________________________________________________________

E-Mail: ________________________________________________________________

Address: Home: __________________________________________________________

Work: ________________________________________________________________

School: _______________________________________________________________

Subject Taught: _________________________________________________________

Grade Taught: __________________________________________________________

Length of Time Teaching: _______________________________________________

Are you currently including Africa in lesson plans? Yes / No

If yes, under what topics?

_____________________________________________________________________

_____________________________________________________________________

Have you taken any course or participated in any workshops relating to Africa?

_____________________________________________________________________

What would you like to gain from the workshop?

_____________________________________________________________________

Are there any specific topics you would like to see covered?

_____________________________________________________________________

Would you like graduate credit for the workshop? Yes / No

Do you plan to commute to the workshop everyday? Yes / No

Are you in need of overnight accommodations? Yes / No

Please return application to Dr. Osita Afoaku at afreach@indiana.edu or:

Outreach Program
C/o Ms. Helen Harrell
African Studies Program
221 Woodburn Hall
Indiana University
Bloomington, IN 47405
Fax: 812-855-6734
Lesson Plan: Teaching About Contemporary Issues at the Secondary School Level

The author, Ms. Kelly McKee, participated in the 2004 African Studies Summer Institute. Below is a lesson plan she developed based on her experiences.

As a secondary school social studies teacher I am always looking for new ways to teach current issues of the African continent. Students are curious to learn more about current events, but it seems to be a challenge to present the continent with a positive outlook of present day and the future. My students share current events from the newspaper and magazines; however, this news typically focuses on the negative aspects of Africa. High school educators face this ongoing challenge of teaching their students about Africa in the 21st century, and offering hope for change.

One curriculum unit I created to address this issue in my African studies course is to hold a mock African Union-NGO conference. This three week project allows students to investigate one current issue of their choice, and offer practical solutions to resolve the issue or concern. Students are required to research one issue from a historical perspective, as well as from the current day point of view. A few examples of topics include: land mines, human rights, refugees, child soldiers, AIDS, malaria, desertification, malnutrition, education, etc. Once topics are selected each student is responsible for writing a three to five page analytical essay to share the origin of the issue, and explain how the issue impacts the lives of Africans today.

The next part of the African Union-NGO conference project is for each student to create their own NGO, or Non-Governmental Organization. Before students create their NGO, they are required to learn about existing NGOs working in Africa today focusing on the same issue or topic as their research project. A few examples of NGOs students have contacted in the past are: The International Campaign to Ban Land Mines (ICBM); Human Rights Watch; CARE; Resource Africa; and Akina Mama Wa Afrika. Each student is required to send an e-mail to two NGOs asking for advice and information about their organization. They are asked to learn about the vision, goals, budget, and overall organization of each NGO they contact. Students feel as if they are part of the cause when they receive an official response. As a teacher I have been exceptionally pleased with the formal responses from various NGOs my students contacted for this project. This type of experience not only allows children to see the importance of the role of NGOs in our world today, but also sparks interest for future career possibilities. From this point, students are ready to create their own NGO. They are required to create a name; write a vision statement; develop goals; create a budget with itemized goals; think of a motto; and design a logo. This part of the project allows students to be creative, yet realistic and practical.

After students have completed their research and created their NGO, they transform all of their work into a multimedia PowerPoint slideshow. Slideshows are then presented to the entire class as the main component of the African Union-NGO conference. Students educate their peers about their current issue from the past and present, as well as share their NGO. Part of the NGO presentation is to explain how much money the organization will need to fulfill its goals and to share details of how the money will be spent. At the end of the conference, each student receives five million dollars, play money of course, and they are given an opportunity to invest in their classmates NGOs that are most worthy of promoting real change on the continent of Africa.

The overall outcome of this project creates a realistic understanding that change in the world today is not easy or immediate. Students come to the realization that many people in our world put forth a great deal of effort to make our world a more sound and peaceful place. They also develop a sense of empathy and compassion by learning about people in Africa who are malnourished, suffering from AIDS, maimed by land mines, etc. have been victimized throughout history. Overall, I have been pleased with the process and the outcome of this project. Helping high school students to understand pressing issues in our world today can benefit everyone with the prospects of living in a more globally minded world.

By Kelly McKee
Social Studies Department
Lake Forest, IL
African Union-NGO conference

OBJECTIVES:

To introduce students to the African Union and to understand its origin, purpose and function in Africa.

To introduce students to the role of Non-Governmental Organizations and how they are impacting the world in the 21st century.

To engage students in critical and analytical thinking activities.

To provide students with opportunities to utilize technology as a research tool and as a form of compassionate global communication.

To enhance student's presentation and technology skills.

PROCEDURE:

WEEK ONE

Students select their topic and country.
Research and submit note cards or research handouts.
Research NGOs via the Internet.
Contact two NGOs that address the same current issue by sending a formal e-mail message to learn more about their goals and budget.
Begin drafting research essay.

WEEK TWO

Submit research essay and have it approved by the teacher.
Design PowerPoint slide show – follow PowerPoint Organization Handout.

WEEK THREE

Class presentations.
Each student will have 15 minutes to present their slide show to the class.
Participating students in the audience take notes on each presentation and decide if they want to fund the presenter’s NGO.

EVALUATION:

An assessment rubric will be used to evaluate accurate research, the relevance and creation of the NGO, resolutions to help address the issue, and quality of the overall presentation.
Five Windows into Africa offers an inside look into five different aspects of life on the African continent. Traveling from Northwest to Southern Africa, the CD-Rom brings the viewer access to political and cultural events, lifestyles, and daily practices of peoples in Mali, Liberia, Ghana, Nigeria and Zimbabwe.

Covering topics of masquerade in Mali, a funeral in Liberia, traditional Muslim practice in Ghana, urban life in Lagos, Nigeria, and the struggle for independence in Zimbabwe, each of these five windows also discusses aspects of African spirituality, power, aesthetics, entrepreneurship, individuals and/or community. Created by a distinguished group of Indiana University faculty, the pieces cover fields of art history, ethnomusicology, history, and politics. Each piece can be discussed in regards to the discipline used for study, or they can stand alone to bring viewers insight into the lives of these African people.

The CD-Rom opens to a main menu with easy to understand instructions. The menu also includes an introduction, topic tours on the themes of the CD-Rom, ‘Getting Around’, which aids in navigating the CD-Rom and credits those who brought this project to us.

Access to each event is preceded by a brief introduction, followed by a main menu of that event’s sections. Each event has different organization, but all panels are user friendly and accessible to viewers. All but one of the events is organized chronologically; for the culture of Lagos, Nigeria is unearthed through a map of the city. Each section also has a themes navigation bar to help move through the events.

Patrick McNaughton takes us inside the traditional Kono Don Bird Dance of Mali; this event is based around a timeline of one evening’s performance. Images of the masquerade performance help describe the cultural importance of the event, as we see the town’s participation in the gathering. The audience and participants spend an evening filled with song, dance and music as well as gain an understanding of the art and spirituality of the Bird Dance.

The ease of use of this section makes it an appealing teaching tool. Audio combined with visual images of the evening’s various performers gives the viewer an understanding of the region of Mali as well as the importance of this masquerade in village life. The panels are easy to scroll through, allowing one the visuals and narration alone, or for the viewer to engage in the added material regarding the culture and events surrounding the masquerade. With only brief allusion to sexual acts during the masquerade dance, this section is for a more mature viewer.

John Hanson’s elucidation of the role of Friday prayers in the Muslim practice in Ghana provides video and narration of the week’s end ritual, answering questions about the practice of Islam in West Africa before the viewer has decided what to ask. An all video section, Hanson’s piece allows the viewer to comprehend the full scope of what a typical Friday in the West African Islamic practice may look like. The continuous video play not only keeps the viewer interested, but helps to further focus one’s attention to the information provided. The content and presentation of this section allows for a wider audience range.
Dele Jegede introduces us to the culture and livelihood of Lagos, the bustling capital of Nigeria. By covering a wide variety of topics such as spirituality, celebrations, theatre, art, trade, politics and society, transportation, urbanization, and historical perspectives of living in the city, this section gives the viewer an insider’s view into the beauty and harsh reality of life in Lagos.

This grand West African city requires a greater interest on the part of the viewer, for the amount of multi-media in this section is limited, and less interaction occurs. The topic is also intended for a more mature viewer, as details about life in a large city include mentions of sexuality, death, and spiritual practices that leave persons bloodied and bruised.

Ruth Stone shows us the funeral of a Liberian expatriate whose body has been returned to his home country to be laid to rest. The piece studies the funeral practice in the large city of Monrovia, focusing on the social, political, and musical traditions and practices that are followed. We travel with the funeral procession from city to village, all the while seeing the ebb and flow of power between state and local religion, funeral processes, and the importance of both aspects to Liberian life.

This section also has a large video component which allows the viewers to engage freely, though several video clips have poor audio content. Therefore, an older more motivated viewer would be recommended for this section as well.

Finally, N. Brian Winchester provides us with history and background of the struggles of the people of Zimbabwe. Freedom from colonial rule came to fruition with the Lancaster House Constitutional Conference in 1979 in Britain. The timeline of events in what was colonial Rhodesia are chronicled with the help of video and visual tools providing a history of unrest and civil war. The Lancaster House Conference brought together black and white leaders of Rhodesia where they formulated an agreement which led to the creation of the nation of Zimbabwe.

This section provides a balanced mix of video clips and reading, with the video enticing the viewer to learn more. Arranged chronologically from 19th century Rhodesia through late 20th century Zimbabwe, this section gives ample information exemplifying the struggle and oppression leading up to the liberation of the nation in 1979. Discussion of violence and death leaves this section for an older audience.

These Five Windows into Africa give the viewer images that appropriately capture the vitality and diversity of the African experience. More information on using this CD-ROM as a teaching tool can be found at the website iupress.indiana.edu. Simply follow the link in the left-hand column to “Instructor’s Pages,” and scroll down to find Five Windows into Africa.

By Sarah Cluff
IU African Studies Program Outreach Assistant

"These Five Windows into Africa give the viewer an experience that appropriately captures the vitality and diversity of the African culture"
Music and Culture of West Africa: The Straus Expedition is a multi-media collection of the life and sounds of West Africa, as gathered by field researcher Laura Boulton during her 1934 trip to French and British West Africa. Recordings, photographs and silent films from this journey are available through this CD-Rom, which provides information on 21 different ethnic groups of the West African region. This CD-Rom uses the information gathered by Laura Boulton to capture a period in West African musical history, as well as to enlighten the reader about the field experiences of early research in Africa.

This CD-Rom collection is easy to navigate. The user can either utilize the menu available through the compass or access the same information through specific locations noted on the map of West Africa. The collection has information on a variety of topics, from the cultural and musical histories of West African towns, to the explorations of the Straus Expedition, all including the various instruments and musical styles found in each area. The media includes video play, visuals such as photographs and documents, numerous audio recordings from the 1934 research trip, as well as interactive lessons in African musical principles.

Using the map to navigate allows one to view information specifically on the Straus Expedition and on Laura Boulton herself, which gives the user insight into the contribution this expedition made to the social sciences and ethnomusicology in particular. Navigating the CD-Rom by the map will also link the user to the seven towns and cities which can be explored further. This map is beneficial in delineating the place of music in African lives, along with the place of musicians and their instruments.

This CD-Rom highlights seven towns in Senegal, Mali, Niger, Nigeria, Benin, and Cameroon. On the map, while perusing the cities and towns to visit, one can see the drop-down menu of available information on instruments from that region. Selection of the ‘Town’ option will provide the viewer with an introduction to the social and cultural lives of the peoples there, putting the role of music in people’s lives into a general context which shows it to be an integral part of life in West Africa.
Music and Culture of West Africa: The Straus Expedition

These introductions also provide a history of the region, its peoples, and the area’s influence on music and upon surrounding cultures. Information about instruments and musical culture and about what role music currently plays in African lives also help the viewer to understand the characteristics of West African music.

Introductions to Aerophones, Chordophones, Idiophones, and Membranophones all give information about the structure of an instrument, its uses in society, the associations those uses hold, as well as how the use of these instruments have impacted particular cultures. Examples of each instrument category are given and definitions of these Sachs-Hornbostel categories can be found in the glossary as well as in the interactive lessons.

Also included is information on African musical principles, which help in unlocking the practices of call and response, hocket, polyrhythm, signaling, and timbre – all aspects which are regularly seen in music of West Africa. These interactive sections allow the user to program their own polyrhythm, to play horn in order to better understand hocket, and aid to elucidate the other practices frequently heard in the region.

Cultural information is provided in regards to the place of the jeliya, the trained musicians in West African society; the Sunjata epic, one of the well known epics of West African tradition; as well as the role of Konkoba and Dogon masks as part of masquerades which are traditionally accompanied by music played by trained musicians.

Further information on using this CD-Rom as a teaching tool can be found at the affiliated website iupress.indiana.edu. Simply follow the link in the left-hand column to “Instructor’s Pages,” and scroll down to find Music and Culture of West Africa: The Straus Expedition.

By Sarah Cluff IU African Studies Program Outreach Assistant

“This exploration of West African music using the CD-Rom “Music and Culture of West Africa: The Straus Expedition” allows the user to travel with the research team, and to discover the instruments, music, and culture of the West African people.”
Find Indiana University’s African Studies Outreach Program on the World Wide Web at:

http://www.indiana.edu/~afrist/outreach1.html

African Studies Outreach Resource Updates

- The Outreach World website has over 93 lessons and units posted about Africa (with 301 altogether from across the global regions), along with contact information, a calendar of training activities, and stories of interest to teachers and educators.
- The website is easily navigable and accessible resource.
- A study abroad portal highlighting the dozens of teacher delegations visiting Africa and the other continents is being developed.
- A data-base is being compiled of Book Awards, from past years and across the global regions so that teachers can have access to the best of the best.
- A select bibliography and exemplary multimedia resources (including the ones on OutreachWorld) are also being compiled, organized along specific themes across the K-12 curriculum.

For further information about Title VI Outreach Centers and contact lists, please visit www.outreachworld.org