New Faculty Joins AAS

Laurie Lambert, a Ph.D. candidate who will complete her doctorate in English and American Literature at New York University in May 2013, has joined AAS as the newest faculty. Her research and teaching interests include African Diaspora studies, Caribbean literature and cultural history, postcolonial literature and theory, and freedom and slavery studies. Lambert is the recipient of numerous awards including the NYU Mellon Dissertation Fellowship, the Social Sciences and Humanities Research Council of Canada Doctoral Fellowship, and the Northeast Modern Language Association Summer Research Fellowship. She has taught courses in World Literature, Caribbean culture, and Film Studies. Her dissertation, Worlds Real and Invented: The Grenada Revolution and the Caribbean Literary Imaginary, brings together literary and historical methods to analyze the competing discourses through which the revolution was narrated and transformed. African American & African Studies Program welcomes her as the newest member of our faculty.

AAS Institutes Goss Academic Achievement Award

The African American & African Studies Program (AAS) at UC Davis is proud to introduce the AAS Goss Academic Achievement Award. Through this award, Majors and Double Majors in the AAS Program can receive a cash award in their junior year toward their senior year completion.

Tribute to Dr. Patricia A. Turner

By Milmon Harrison

The UC Davis campus community recently bid “farewell” to our Vice Provost for Undergraduate Education, Dr. Patricia A. Turner, who began her new position as Dean and Vice Provost of Undergraduate Education at UCLA this past January. Dr. Turner, or “Pat” as we all know her, is one of our own, having been a member of the African American and African Studies faculty for more than two decades. And as such her departure is a particularly bittersweet occasion, deserving special Program acknowledgement.

Pat Turner received her Ph.D. in Rhetoric from the University of California-Berkeley in 1985 and spent the first five years of her continued on page 10
The 2012-2013 school year has been one of hard work with the usual juggling of teaching, research and writing, and service responsibilities, compounded by a national faculty search. Personally, I published a new book, *The Hiplife in Ghana: West African Indigenization of Hip-Hop* (Palgrave Macmillan, 2012), which is explored in this newsletter, and taught a graduate course in Winter 2013, AAS 201. Critical Foundations in African American Studies. Both the book and graduate teaching have been very fulfilling: one furthering my research agenda in Hip Hop Studies and the other continuing to implement our Graduate Designated Emphasis (DE) that might eventually lead to a doctoral program in African American and African Studies. Professor Milmon Harrison continues the implementation of our DE, teaching AAS 204 – Methodologies in African American & African Studies in Spring 2013.

We are pleased to announce a new contribution from Darryl and Lois Goss, the UC Davis alumni who gave AAS a $25,000 gift in 2007. That endowment has accrued enough for AAS to start a student award that we are calling the AAS Goss Academic Achievement Award. This will be a cash amount given to one to two juniors who are AAS majors. We continue to be truly grateful to the Gosses for their recognition and generosity, which has generated a new contribution from them, doubling their contribution to AAS. It is heartening to know that UC Davis has black alumni of means who think so much of our programmatic efforts that they are putting us on the donor map of UC Davis. Thank you Darryl and Lois Goss. Please see the formal announcement and application process for the AAS Goss Academic Achievement Award in this newsletter.

Our recent national faculty search was an open rank search in Comparative Race and Ethnicity or African Diaspora Studies, and was advertised in a wide variety of disciplinary and academic periodicals like the *Chronicle for Higher Education*. The Search Committee consisted of Prof. Moradewun Adejunmobi (Chair), Prof. Wale Adebanwi, Prof. Bettina Ng’weno, Prof. Danielle Heard of the English Department, and myself. Three candidates were selected for campus interview after close scrutiny of all applications. The three candidates who came to campus for two days each to meet with the AAS faculty, the Search Committee, students, and the Dean, as well as to give public research presentations. One candidate was made a job offer, and has accepted. Ms. Laurie R. Lambert, a Ph.D. Candidate in New York University’s Department of English has accepted a position as Assistant Professor and will be joining the faculty in Fall 2013. Please see a short article on Laurie Lambert in this newsletter. Additionally, there is a possibility of a second new faculty position, with negotiations currently ongoing. The Program is indeed moving forward in leaps and bounds! These additions to our faculty are much needed, and the entire AAS faculty is pleased to have our ranks augmented to implement our current curriculum, as well as to add new dimensions in literature and diaspora studies to the AAS course offerings.

Long-term faculty members who have been away are rejoining our ranks again. Milmon Harrison returned in Fall 2012 from his one-year sabbatical. I’m sure I speak for all of our faculty, staff, and students when I say it has been great hearing Milmon’s voice throughout the hallway again, as well as experiencing his particular brand of humor. I am also pleased to announce that Professor Bettina Ng’weno is returning to the AAS Program in Fall 2013. After a successful two-year leave that allowed her to establish the social sciences and humanities programs of the new Aga Khan University – East Africa, she is rejoining our faculty at the beginning of next school year. We all look forward to her return as a valued member of this program for over ten years.

Because our faculty ranks have been sparse, lecturers have been crucial to the delivery of our varied curriculum. I would particularly like to thank Andrea Smith Moore who has continued AAS 10, an important gateway course, as well as courses on film and television such as AAS 170 – Black Film and Video. Elizabeth Mukibi has been invaluable in various courses such as AAS 130 – African American Education, taught Fall 2012, and AAS 170A – African Descent Communities and Culture in the Caribbean and Latin America that is taught in Spring 2013. We also welcome a new lecturer to the AAS Program, Thomas W. Higgins, a Religious Studies Scholar who teaches AAS 163 – African Religions in the Americas in Spring 2013.

The 2013-2014 school year promises to provide a new level of productivity that should push the AAS Program to new heights. We are optimistic for the future! ☀
Halifu Osumare

- Halifu Osumare has published her second book, *The Hiplife in Ghana: West African Indigenization of Hip-Hop*, released in September 2012 by Palgrave Macmillan. This new text continues Professor Osumare’s research agenda of black popular culture and Hip Hop Studies. *The Hiplife in Ghana* explores one international site, Ghana, West Africa, where hip-hop music and culture has morphed over two decades into a whole new form of world music called hiplife. It investigates hiplife music not merely as an adaptation of hip-hop, but as a revision of Ghana’s own century-old popular music known globally as highlife. The text is theoretically situated in scholarship on the globalization of American hip-hop as having created a Global Hip-Hip Nation (GHHN), while deconstructing the imitation-adaptation model; instead, the author reveals various indigenization processes by local artists and consumers. Ghanaian hiplife becomes an example of the emphasis on localization of hip-hop with its highlife rhythms, melodies, and the use of local languages. In the process the text illuminates many of hiplife’s well-known artists, such as Reggie Rockstone, Batman Samini, Tic Tac, and Okyeame Kwame, who are perched for international notoriety, along with close readings of selected hiplife lyrics.

- Osumare launched an international book tour in October 2012. The tour included Ghana itself, The Africa in Motion Film Festival in Edinburgh, Scotland, and London’s Africa Centre. Scheduled New York readings at Harlem’s Schomburg Library, New York University, and the Museum of Contemporary African Art were canceled due to Hurricane Sandy; however, have been rescheduled for November 2013. The book is touted to be the first full ethnography of West African hip-hop.

Wale Adebanwi

- Adebanwi will deliver the Oxford University African Studies Center 2003 Annual Lecture on May 14 at Oxford, United Kingdom. He will also spend a brief period at Oxford to interact with graduate and undergraduate students.

- Adebanwi participated in a panel discussion organized under the auspices of the “Religion in Diaspora and Global Affairs (RIDAGA)” initiative of the University of California Humanities Research Institute (UCHRI), held at UC Irvine on February 22, 2013. He spoke on “Religion and Transnationalism in Nigeria.”

- * Democracy and Prebendalism in Nigeria: Critical Interpretation* is the title of the new co-edited book by Wale Adebanwi (with Ebenezer Obadare, University of Kansas, Lawrence, KS). The book brings together scholars from different disciplines to assess the significance of Richard Joseph’s seminal 1987 book, *Democracy and Prebendal Politics in Nigeria*, and the current state of Nigerian politics. Professor Larry Diamond of Stanford University wrote the preface to the book, which included contributors such as Jane Guyer, David Pratten, Rotimi Suberu and Richard Joseph.
Reconciling My Place in American History  By Bivett Brackett

While I wasn’t able to attend President Barack Obama’s first inaugural ceremony in 2009, I know his second term swearing in festivities would be no less historic. Figuring the sheer numbers of attendees would still be close to at least a million me and three of my close friends decided we needed to get a jump on the competition if we wanted to participate in any of the official events. The day after election announcements were confirmed we emailed our Senators and House of Representative members requesting tickets to any and all events open to the public. In addition, we sent online requests for guided tours to the White House, Capitol Building, John F. Kennedy Center, and Supreme Court.

After a nerve racking 10 weeks of wait, my friends and I lucked up with tickets to the Inaugural Ceremony, parade, and official ball! The reason why I take no personal credit is because these tickets were not doled out on first come first serve basis but rather a lottery system: Many people were unable to get tickets for any events at all. I have visited Washington, D.C. numerous times in the past but have never gone strictly to be a part of history. Therefore, I was elated to also discover I had been granted entrance to the White House and a host of other landmarks in the surrounding area.

I arrived in D.C. in the wee hours of the morning and immediately had to get dressed to catch the Metro train down to the White House for my tour which was supposed to start promptly at 8:30 a.m. I thought the experience itself would be surreal however, I soon discovered that my melanin was still much of an anomaly in these public spaces. Asking strangers for directions on the train always led to sequestering about who I was or knew back home in California that afforded me the privilege of a White House tour. I was perplexed because in my naivete I assumed every U.S. citizen had a right to visit these public landmarks as long as they went through security clearances. One resident went even further to comment that most people of color are not interested in visiting these places because they only serve as a reminder of second-class citizenry.

As any other curious UC Davis student majoring in African American Studies who is taught to question any general assumption made according to race, I thought it would be interesting to subject her theory to further examination. I would concentrate a specific amount of my time on my tours not only enjoying the artwork and new tidbits of information I learned from tour guides but would also try to find ways that someone with an Afrocentric lens could appreciate and enjoy as well. Sadly, my White House tour did not offer much to disprove my female stranger’s claim since very little is mentioned of blacks in the White House except for the sitting president and our first family. It was more interesting for me to realize what was omitted or not said. An example of this was the speech given about the White House being designed by the Irish-born architect James Hoban and Pierre L’Enfant being said to have created the overall design of the city, yet no mention or credit is given to Benjamin Banneker, a freed black, as self-taught mathematician, astronomer, and scientist who actually was one of the three initial persons hired as surveyors of the land with Andrew Ellicott. One of the reasons why this piece of history is even more disturbing is that in March 1792 L’Enfant was fired before the first cornerstone was laid because he was attempting to assume credit for work he did not author. How empowering would it be for African Americans to learn upon initial entrance to the White House that freed blacks were talented and educated and that our history in America, even in the humble beginnings of this nation, was not limited to servitude and violence?

I pondered for a moment why Benjamin Banneker’s name is not included as part of American history and my mind drew me to the grandiose ballrooms where hundreds of slaves
served our first 16 presidents and their guest hors d'oeuvres. One of a kind furniture and artwork flown in from now famous European and American born white artists fill the rooms that we were never told were built by black masons and carpenters. I marvel that while we watch awestruck at these beautifully carved ceilings no one dares to mention they were fashioned by black hands. I began to wonder, “Is our American history a history of innocent censorship or is it a calculated omission of the contributions of Blacks in general?” Except for Sally Hemmings, the mistress and ex-slave of Thomas Jefferson there is little to no mention of blacks with respect to the Presidency or the White House in the early formation years of America. While I was elated to be one of the privileged few to make the White House tour that morning was nothing short of bittersweet as I wondered what other parts of African American history is left untold to the masses.

The next day I was scheduled to go on a Capitol Tour and have lunch with Abby Owusu, who is working as an intern for Congresswoman Barbara Lee’s Office through the UC Davis Washington Program. The beginning of the tour started off with a 15 minute video about the history of the construction of the capital similar to the White House tour. While they do mention slaves were responsible for building the rotunda the pictures I saw of the workers did not represent such. Audibly you are able to hear the storyteller clearly say that slaves built the Capitol building, however the image that visually comes across the movie screen is that of unclothed white men. I couldn’t help but recollect and start drawing from nuggets about filmmaking and black imagery I learned during Dr. Andrea Moore’s AAS 050 class this past summer. I asked myself silently why would the filmmaker use images devoid of melanin to depict slaves in the only part of the video that even mentions black people at all? To my surprise may have started off on a bad foot but the walking of the grounds proved more uplifting as I was able to take pictures of statues erected to commemorate both African American and women’s contributions toward building this union.

The Supreme Court was probably the highlight of my entire trip. Seeing our justice system evolve over time restored my faith in black intellect and accomplishments being used to promote the image of a shared American history. This was the first exhibit that I felt encompassed the variety of black experiences throughout time. I wondered why this was one of the least visited landmarks yet contained such a vast wealth of information about the formation and development of the United States. Contrary to my stranger’s comments this place did not represent suffering rather it celebrated triumph for all Americans not just Blacks; A place for our nation to join together and analyze facts and test the boundaries of universal principles such as equality and liberty.

I guess this is what an Inauguration should symbolize: People from diverse backgrounds connected by a flag, sharing a land and living a dream. The intrinsic connection with other Americans is what I experienced the rest of the trip. At the swearing in ceremony is where I shared laughs and screams of joy with the children, the elderly, homosexuals, men, women, immigrants, and every other subcategory that you can use to describe us as humans living in this land called American under the first Black President! Knowing and being a part of Black History is always going to be important, but you will not gain a complete education at exhibits, landmarks or museums, that knowledge can only be imparted through scholarship. Without promotion and growth of African American Studies departments in institutions of higher learning we stand to lose the little bit of history we have managed to salvage over the years and I am fearful that budget cuts throughout our UC system threaten our ability to participate in uncovering additional suppressed portions of our past!

Brackett is an Economics and African American Studies Major
The idea of going to West Africa is nothing like the reality of going to it. There are many expectations of it created by the social and cultural history of it that are portrayed through a variety of medias. Around the world, people read literature about the colonization of African nations and hear many stories of various social tragedies that people living on the continent must endure. As it is for many other people, I learn and retain information better through experience than I do visually or audibly. I had read several analyses of the causes and of effects of social issues that occur globally and locally, and the opportunity to go to Ghana, for me, was the chance of experiencing a place in another part of the planet. As I went through the process of fulfilling my travel requirements for several months, I kept growing excited to meet people who would be able to give me a new perspective on what it meant to live in this increasingly connected world.

Getting to Ghana required a fair amount of patience on my part, but I felt a huge relief once I finally arrived in Accra. There was so much new to me there, which was exactly what I wanted and I felt privileged for being able to find a place that would surely teach me more about our global society. The title of the summer program taught by Professor Adejunmobi, “Culture and Development in an African Nation,” was fitting for the experience that we were provided. The majority of our first few days in Ghana were filled with learning about the cultural history of the country’s largest ethnic group, the Asante. This helped us gain an understanding of whose land we were in, which proved helpful as the days went on. After the first week, we took trips to culturally significant places in the southern half of the country. We were right in the middle of what we had been reading about in our assignments. To be in the markets that were described in our passages was the best learning experience that I have ever gone through. I was extremely curious to the way that local markets played a role in the larger markets and going to places like the gold mines in Obuasi, the continent’s second largest gold deposit, has furthered my understanding of the effects globalization in countries where resources are being extracted rather than being consumed.

The stark reality of being in a place where the every other country has impacted its quality of life provided me with the best educational experience thus far. All the emotions I felt from meeting people that immediately opened up to me, and being in places that I cannot describe at this instance all added up to a great, empowering month in a country that has helped shape my global views. All of the conversations, handshakes, smiles, and dances that I shared with people in Ghana all contributed to the most enlightening summer of my life.

Edgar Reyna is a Senior in Community and Regional Development.
This past summer I was blessed to study abroad in Ghana and I was able to directly experience the culture of Ghanaians. I took the Culture and Development in An African Nation course taught by Professor Moradewun Adejunmobi. Professor Adejunmobi is phenomenal! Her classes allowed me to think critically about the reasons Ghana is not industrialized and what impact their culture has on their development. The class was well structured and I loved the way her lectures corresponded to the field trips we took in the three major cities (Accra, Cape Coast, and Kumasi) in Ghana because the material I was reading became a reality.

When we arrived in Ghana it was surprisingly easy for me to adapt and I discovered the beauty in the local culture. Despite the tribulations that came the Ghanaians way they only seemed to get stronger. They work extremely hard to provide for their families and they are thrifty, creative, and determined people. We went to the markets, arts and crafts, Kente weaving village and many other places where the vendors sold fresh fruit, snacks, art, handicrafts, clothes, and other goods. We also learned how to design our own batik cloth by dipping adinkra symbols and sponges into hot wax and then imprinting them on our cloth. Afterwards we dyed our cloth and we waited for them to dry before we went home.

About half-way through the trip we went to the JayNii Streetwise Orphanage, I met the couple Jay and Nii who started the organization and once I heard their story I was inspired to help the children in my community. They saw a critical need to help orphans and children of single mothers, so they decided to act by using their music and dance skills to raise funds to educate, protect and provide for the children in their community.

When we toured Elmina and Cape Coast Castle, that was a shocking and emotional experience because African slaves were held captive in the dungeons during the Transatlantic Slave Trade. Ghana is rich in resources and they have an abundance of gold in their land. We went underground in the Obuasi gold mines and discovered how the gold is derived from the rocks. We also went to the Tafi Atome Monkey Sanctuary and I was able feed the monkeys that reside in the village. They swiftly came down from the trees to eat bananas and then went back in the trees. We went on a Canopy walk in Kakum National Park, W.E.B Dubois center, Botanical Gardens, Museums and many other places.

I highly recommend studying abroad in Ghana with Professor Adejunmobi because she truly cares about her students. She invests time in ensuring students actually learn and she also made sure we had an amazing trip. Studying abroad in Ghana exceeded my expectations and I will never forget the unique and remarkable experiences that changed my perspective of Ghanaians and made me appreciate the life I was given!

Victoria Yates studied Psychology.
During the Fall 2012 Quarter the African American and African Studies Program introduced a new collaborative project which offered an opportunity for undergraduate students to engage in undergraduate research - through African American and African Studies - that would eventually affect the UC Davis community. In collaboration with the Linda Francis Alexander Scholars Program (LFAS), and faculty from the Sociology department, AAS introduced a Freshman and Transfer Independent Study Course titled: “Affecting Social Change Through Undergraduate Research and Community Activism: Theoretical Frameworks, Fundamentals, and Approaches.

These two seminars provided students with the fundamental knowledge and skills to begin a trenchant research or social change project at UC Davis. A key benefit of this course is training in the main aspects of post-graduate education (graduate and professional school), undergraduate research, presenting at conferences, and publishing. Through reading, discussion, and writing reflections, students developed either a research or social change project and began the process of writing a proposal to actually address their researched areas of concern. With direct support from Maiesha Kiburi (Coordinator of LFA), Dr. Andrea Smith-Moore (AAS) and Dr. Lalia Kiburi (Sociology) and seminar instructors, and with collaborative support from Dr. Bruce Haynes (Sociology) and Siria Martinez (Director, McNair Scholars Program), students were able to begin such research projects as: the effects of being the only (black student) in a class at UC Davis (Constantina Woolfolk); exploring the relationship between new technology/internet media and the traditional entertainment industry (Lloyd Cunningham); Hair in the Black Community; Why do Black Women try so hard to keep up with their hair? (Dashon Carr); and a YouTube project called All of Us Around the Table Together – which is a program that uses the concept of food and dialogue to improve police and community relations in Oakland (Genay Markham).

Often, African-American freshman may not be aware of the resources (that is, faculty knowledge and expertise) that can assist them in planning future research and projects, and the fundamentals of preparing for post-graduate study. While there are campus resources to aid undergraduates with interests in research, never has AAS taken on a project of this magnitude. The class only met in person once bi-weekly, but the bulk of the social and intellectual engagement took place via Smart Site. In fact, most of the course discussions and assignments took place via Smart Site. This process allowed for students to view the opinions of their classmates, and respond to their postings, opinions on reading assignments, and other ideas (online). Many young scholars found the Smart Site most helpful and very convenient given their interest in research, but their limited time for classroom interaction during the day.

Together, students were able to uncover the fact that it is never too early to begin preparing for graduate school. They also learned that in order to be competitive applicants for graduate school, they would have to take advantage of every opportunity. In this course, students gained the knowledge and skills necessary to undertake any type of research or community service project, which would benefit them in term papers, theses, presentations, and other academic pursuits.

There were two different cohorts of students: freshman (taught by Dr. Lalia Kiburi), and transfer students (taught by Dr. Andrea Smith-Moore). Each week, students had a short reading related to either a proposed research topic, or social change (a community service project specific to UC Davis). By noon each Friday, they posted a two-paragraph reflection...

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of topics on the SmartSite forum related to their cohort, and respond to the posts of two other classmates. Additionally, a one-page, single-spaced reading reflection was emailed to Kayton Carter and Maiesha Kiburi by 5 p.m. each Friday. The specific textbooks used to support the academic focus of this course included: *Strengths Finder 2.0* by Tom Rath; *Leadership For A Better World* by Susan Komives; *How to Do A Research Project: A Guide for Undergraduate Students* by Colin Robinson. One of the articles used included: Assata Shakur’s definition of a *Race Woman/Race Man*. Students were also assigned individual (or group) appointments with Shields Library where librarians assisted with finding resources for their research or community service projects. Other in-class sessions consisted of a research and graduate student panel (with Dr. Bruce Haynes, Sirta Martinez and McNair Scholars), and classroom presentations by URC, MURALS, and other current researchers.

At the end of the Fall Quarter, a few students were able to solidify an advisor for continuous support with fine-tuning their research project – Dr. Bruce Haynes has now taken two students under his wing. Moreover, the LFAS program will be hosting its first research fair in Spring Quarter 2013 so that many undergraduate scholars can present their research projects to the UC Davis campus at large. Moving forward, it is expected that AAS will offer these seminars to even more undergraduate students with specific interests in undergraduate research. It is also our goal to one day be able to connect undergraduate students with graduate students of similar research interests.

Carter is Senior Learning Skills Counselor, Program in African American and African Studies.
I declared a major in African-American studies because I’ve always been eager to explore the richness of Black History aside from slavery and the Civil Rights movement. AAS classes have definitely broadened my perspective of the African or Black experience in the U.S. and in Africa. Studying this major enabled me to compare the Black experience to that of other groups. My degree has better prepared me to work in diverse settings, because AAS classes have exposed me to the different plights and perspectives of various ethnic groups globally and nationally.

Ethnicity in the U.S. (AAS 100) was one of my favorite courses offered in the major, because Dr. Osumare required students to read Ronald Takaki’s book “A Different Mirror.” I appreciated this book because it told history from the perspective of historically oppressed groups including Native Americans, Mexican Americans, and Asian Americans. Dr. Osumare did an excellent job in explaining how the construction of “race” in America played an essential role on the experiences of these people. I recommend every student, regardless of major or department, to enroll in this course, because not only is the material intellectually stimulating, this knowledge can also eliminate preconceived notions one may have about a particular group, which in turn can facilitate a healthy environment for all students.

Another course I enjoyed was West African Social Organization (AAS110), lectured by Dr. Adejunmobi. I am eager to learn about the history and culture of various African tribes, especially in West Africa because that’s where most of African American lineage can be traced. As always, Dr. Adejunmobi did a fantastic job with articulating concepts and making the material interesting for students to learn. I loved this class because it informed me about the contemporary issues, history, and cultural politics of Africa. I’ve always been interested in understanding why many African countries are rich in natural resources, but have a fragile political and economic system. Upon my completion of the class, I learned how and why some Africans participated in the transatlantic slave trade, and the ways in which colonialism impacted African nations as a whole.

Aside from academics, I participated in the UC Davis Washington Program in Spring 2012. Through this program, I was able to intern at the U.S. Department of Justice Community Relations Service (CRS). I worked on countless projects for CRS’ staff members, legal team, and National/Acting Director. I conducted research on various hate crime cases pertaining to the African American community and other communities. The national director of the division rewarded me with a certificate of appreciation for my outstanding performance in the division, and for bringing attention to the Jason Smith case, a fourteen-year-old boy who was brutally murdered by the Klu Klux Klan in Louisiana in June of 2011.

Being exposed to this kind of knowledge will serve me well as a civil rights attorney because I will be more open minded and culturally sensitive. As a civil rights attorney, I will educate people about their legal rights and advocate for underrepresented and oppressed members of our society.
Fine; University of California Press, 2001), and Crafted Lives: Stories and Studies of African-American Quilters (University of Mississippi Press, 2009). She is frequently called upon to offer commentary and analysis by the national media. Pat also contributed to and appeared in the late Marlon Riggs’ “Ethnic Notions” and “Color Adjustments,” two award-winning documentaries that continue to be used in courses dealing with representations of race in American popular culture today. Last June, 2012, she delivered an address, “Crafting Change: African American Folk Artists and the Civil Rights Movement,” at the Library of Congress as part the Smithsonian Institution’s Annual Folklife Festival in Washington, D.C. Everywhere she has gone Pat Turner has represented the African American & African Studies Program well and helped raise our profile in the public eye.

In addition to her substantial research contributions Pat has also been a dedicated and inspiring instructor in our Program. She developed and/or taught some of our foundational courses on the African American experience. These foundational courses include: Introduction to African American Culture and Society (AAS10), Black Images in Popular Culture (AAS50), Ethnicity in the U.S. (AAS100), Education in the African-American Community (AAS130), Afro-American Vernacular Music and Verbal Arts (AAS151), and African-American Folklore (AAS160).

When I recently spoke with Pat about her time in African American & African Studies at UC Davis, she spoke of several highlights that I think of as being part of her legacy. One of the things she mentioned was her pride at having being one of the faculty who developed the core courses for our major. She came to the Program at a time when virtually all of the courses needed to satisfy the major were being offered in other departments and programs around the campus. The courses that she and other faculty developed made it possible for students to satisfy the major/minor requirements with classes offered right here in AAAS. This was an important contribution to the legitimacy and stability of the Program on the UC Davis campus.

As highly esteemed a scholar as Pat is, she also spoke at length of how proud she is to have been affiliated with scholars here in our Program who are also highly renown nationally and internationally for their contributions to their respective disciplines. She expressed her great satisfaction at seeing former UC Davis students become successful in their chosen career paths.

Pat also related to me how impressed she was by the loyalty of African American alumni over the years. Those former African American students, like Darryl and Lois Goss, Bobby Woods, and so many others – including those former students who now serve on campus as staff – continue to be there to support the Program in so many ways. As more grads move into prominent positions in which they will be able to give back to the Program, she is hopeful that there will be more of this type of alumni support as a result of our having built a welcoming space for them to maintain their relationships with us. Since we are a small community on the UC Davis campus and in the Sacramento area, the ongoing support of African American & African Studies alumni is essential to our existence, our effectiveness, and our future growth.

Finally when asked if there was one thought she might like to leave with us, she replied: “I really feel well served by UCD and the Program. I built a career, established a reputation, and worked with wonderful colleagues there, and across the campus… I feel quite blessed in my career and will always be loyal to African American and African Studies at UC Davis.”

While we certainly wish her nothing but the very best in her new position and in all her future endeavors, we will miss Pat’s presence, both here on campus and as a member of our faculty. She has been an honored colleague, providing wise counsel and priceless institutional memory; she has also been a friend and a mentor. Without a doubt the African American & African Studies Program owes a great debt of thanks for her work in helping build this program for the serious study of peoples of African descent as well as a source of support for our students.

We could not let her leave this campus without expressing our sincere appreciation or publicly acknowledging Dr. Patricia A. Turner’s invaluable contributions.

By Milmon F. Harrison, Ph.D., former Director of African American and African Studies Program
I am not the stereotypical foreigner who thinks of Africa as a place reserved for naked natives and nomads with an exotic culture. I am not one who takes a backpack full of sanitizers and antibiotics to Africa either. I have been to Africa and seen the good and the bad. I can even serve as a witness for anyone who desires to sue the American media for mischaracterization. At the beginning of the school year, after deciding to add a second major, International Relations, I took my first African American and African Studies class with Professor Moradewun Adejunmobi. The class is West African Social Organization (AAS 111). I walked in the first day with some knowledge I acquired from books and online articles. It was a two-hour class. I love Africa, but I was not sure how I would feel about staying in a room for two hours. Regardless, I wanted to give it a shot.

The class picked my interest from the beginning. One of the first topics focused on family structures: how families interact to create a society, and how societies make a country. For someone who has never lived in Western Africa, I found this topic fascinating. Professor Adejunmobi wanted the students not to think like foreigners. Instead, we analyzed every subject from the natives’ point of view. Why do Africans make some decisions that seem abnormal for those of us who live in Western countries? We were engaged in discussions to interpret the positive and negative side of every issue raised. As time progressed, we started talking about the many problems that continue haunting the continent. By now I was happy to be part of the class.

For every problem Africa faced, I always used to blame the European countries that came to tear it apart and steal its valuable resources. To my surprise, I learned that Africa has problems that were not created by the colonists. The issues of corruption, nepotism, and weak government structure have existed in West Africa for a long time. Sitting in the class was almost like being inside a tour bus with one's friends driving across West Africa. The professor, our tour guide, taught us the reasons why things are the way they are. I did not have to pay for an expensive study abroad program or take a tuberculosis shot or fill out lengthy paperwork to be on the tour bus. Regardless, it was exciting to take a trip to Africa twice a week. You never knew what to expect but you knew you would be mesmerized from the beginning to the end.

For anyone who has not taken the tour, my message is simple: you are missing out. Whether you have never been to Africa, or call it home, this class is your opportunity to debate the problems facing the continent. If one day you plan to dedicate your life to helping the less fortunate, this journey will forever change your life. This is not like a travel channel show that makes you feel comfortable. This tour will be gripping, sad, and inspirational all at once. I will forever be thankful for the priceless knowledge this class has given me.

Robel Haile is a Managerial Economics/ International Relations Major and GIS Minor. He is also the President, Bottles for Poverty (www.bottlesforpoverty.org).
My experience as an African American and African Studies undergraduate has proven fruitful. Under the watchful eye of faculty and staff, I enjoyed studying topics like Hip Hop in Urban America (AAS 181), African American Education (AAS 130), and Black Film and Video (AAS 170). Delving deeper into the major, I elected to develop my interests in courses outside the department’s. In retrospect, I am humbled by the opportunity to predicate my education on a historically marginalized perspective.

Dr. Lalia Kiburi’s “Ethnicity in the US” (AAS 100) class was a particularly enlightening experience. I took the class in my first year at UC Davis as an undeclared Life Sciences major. Over the brief six-week summer session, we contextualized the circumstances of immigrant groups in the U.S., both past and present. I applied much of the scholarship from AAS 100 to deconstruct life experiences and illuminate the impact ethnicity has on the functions of daily life. There was a seldom a day that failed to challenge my worldview; thus, I was forced to either reaffirm or revamp my stance on a particular issue and communicate how I arrived at that decision. I not only gained a substantial understanding of ethnicity in the U.S. but also learned much more about myself by summer’s end.

I never envisioned my college experience taking shape as it has. Pending three changes of major and fearing a fifth year, I decided to explore the AAAS program Winter Quarter of my 3rd year. It was the most important decision I’ve made in my time at the university, and I relish in my choice. I am honored to found my education on understanding the conspicuous infrastructure that dictates everyday life, how history perpetuates this infrastructure, and its socioeconomic and political implications on Black life in America. I bask in the illustrious history of the African Diaspora, and I firmly believe that in order to project future success, I must understand times past.

I’d like to extend my sincerest gratitude to the faculty and staff for their continued support and nurturing of my educational endeavors. Your very presence at an institution of such high esteem inspires me. To my peers, thank you for creating a safe space to engage in discourse. I leave Davis with fond memories of you all that I hope to cherish a lifetime. And finally, I must express the love I have for my mother, Ursula DuPont. Though she remains in my hometown of Midwest City, Oklahoma, she is instrumental to my success—always and forever. May the AAAS program continue to uplift members of our community and flourish in doing so.

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— Harrison James DuPont

Harrison James DuPont
The criteria are the following:

- The Student is enrolled full-time at UC Davis and has official status as a Junior
- The Student has been an AAS Major for at least one full academic year
- The Student has a minimum of a 3.5 grade point average
- The Student plans to graduate as an AAS Major
- The Student is currently engaged in an undergraduate research project
- The Student has shown campus organization and/or community involvement

Mr. and Mrs. Darryl and Lois Goss are African American graduates of UC Davis: Darryl Goss earned a B.A. in African-American Studies in 1983, and Lois Goss earned a B.A. in Sociology in 1985. Through their generous donations and continuing support to the African American and African Studies Program, we have created the **AAS Goss Academic Achievement Award** to reward those students who excel academically, while showing a commitment to student involvement and advocating for African American & African Studies. The AAS Goss Academic Achievement Award provides recognition and financial assistance to the college education of outstanding AAS Majors engaged in undergraduate research and studying African American and African Studies. For applications for qualifying UC Davis students, please contact Kayton Carter, AAS Student Affairs Officer at (530) 754-9581 or kaycarter@ucdavis.edu.
"Wale, no one knows how much oil is exported from Nigeria every day. And anyone who wants to know may not live long enough to know," a former Nigerian government Minister explained to persistent reporter, Wale Adebanwi, during a confidential chat in the mid-1990s on the Nigerian oil industry.

More recently, Dr. Adebanwi taught The Politics of Resources in Africa (AAS 176) this winter and introduced a group of 22 students to the complex relationships between resources, economics, and politics throughout Africa. The central question of the course – why and how is the continent richest in natural resources plagued by war, corruption, and poverty?

Diamonds, oil, gold, and many of the minerals found in your cell phone, such as coltan, are extracted in African countries. The battles fought over each look different in part due to the kind of resource involved and the ways in which it is mined, valued, and sold.

I cannot dig for oil in my backyard, even if I know it’s there. Oil requires machinery and expertise that I do not have. Large companies, usually American, Australian, Chinese, or European in origin, are needed to extract oil.

Gold, as we know from California’s own history, can be mined by a single person with a shovel and a pan. One of these resources will likely lead to guerilla warfare between multiple armed groups and one is more likely to lead to a civil war for control of the state.

For several years now, I have been interested in the West African nation of Mali. I traveled there with Engineers Without Borders in 2006 and, at the time, Mali was a stable and moderate model of democracy. The 2012 coup, however, revealed cracks that were forming even then in the government’s legitimacy.

Mali is one of the poorest nations in the world with an arid climate, poor farmland, and the ever-encroaching Sahara to contend with – hardly the recipe for building a thriving, diverse economy.

But Mali has oil. It has yet to be developed and exported, but it is there, way up north buried beneath in the sand. We cannot yet know the bounty that lies in those formations, but Nomadic herdsmen have been known to burn rocks for fuel.

What does this mean for Mali? What could the development of an oil industry do for or to the Malian people? For the economy? For an already unsteady political environment? Could oil further tempt Al Qaeda in the Islamic Maghreb – a group feared and poorly understood by the West?

I study International Agricultural Development here at Davis and at the end of my Master’s program I hope to work in West Africa. Understanding the forces behind and history of resource-related conflicts, and the reasons for instability in the face of immense resource wealth will help me see the whole picture.

AAS 176 is a gripping course that is not for the faint of heart, but it has challenged me and broadened my thinking. This is as much a course about psychology – greed, risk, and power – as it is about politics and resources.

I may never work with commodities more valuable than rice, but appreciating the connections between resources, the state, and the economy will make me a more strategic thinker and a better ally to the people I choose to serve. For that, I am glad that Dr. Adebanwi started chasing after a Ph.D. and stopped chasing after Nigerian export figures.

Antrim is pursuing MS in International Agricultural Development with a focus on gender and West Africa.
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Thank You!