



# African African-American Studies

# NEWSLETTER

African/ African-American Studies

Eastern Kentucky University

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# EXPLORE AFA





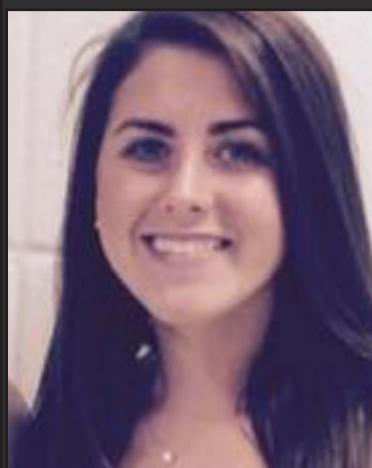
## *From the Editor,*

It's been another exciting semester in AFA! We kicked off the new school year with an interdisciplinary cookout that was co-sponsored by AFA and well attended by both our faculty and students. AFA Director Ogechi Anyanwu was also instrumental in organizing the university-wide Unity Rally, which highlighted EKV's commitment to diversity. The highlight of the semester was a trip to Washington, D.C. sponsored by AFA over fall break. The bus to D.C. was packed with some of EKV's finest, from faculty (Ogechi, Felicia Mack, and myself), to staff (including Andrea Greer, who spent hours coordinating the trip), to over 30 students. Students had the time and freedom to explore the museums, monuments, and places that interested them, but the entire group had the privilege to collectively spend an entire day at the newly opened National Museum of African American History and Culture. On the way out of DC, we stopped as a group to reflect on the legacy of Martin Luther King Jr. at his memorial. As you will read in reflection papers published in this newsletter, the trip was a powerful experience for many of our students.

In addition to our commitment to academic excellence, which you will see in the exciting scholarship and publications of AFA faculty in the coming pages, AFA had a special commitment to community engagement this semester. Students in AFA classes donated over 500 items in less than three weeks to the university's Hunger Awareness Campaign. I always knew that AFA students were special, but I was blown away by the generosity of our students to helping their fellow students in need. Over one hundred AFA students also volunteered their time to share their expertise on African and African American history and culture to local middle school students. Multiple AFA 201 and 202 classes visited 6th and 8th Graders at Model Laboratory School and Madison Middle School to meet with students in small groups to discuss the experiences of slaves, and the contributions of Africans to the history and development of the United States. Some students in Felicia Mack's AFA 202 class even made up their own song lyrics to help the students learn! Reflection papers from students published in this newspaper show how this was not just a meaningful experience for the middle schoolers, but also something that impacted our own students as well. Finally, a special thanks must be given to Brenna Brown for all of her hard work editing this newsletter!

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Graduate Assistant, AFA  
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## *From the Director's Desk*

I am happy to report that AFA had an eventful Fall 2017 semester. The program has fruitfully continued to focus on recruiting and retaining students by pursuing meaningful life-changing initiatives.

AFA organized a successful educational trip to Washington, D.C., on October 15-17, 2017. The 35 students and 7 faculty/staff that went on this trip spent the first day at the National Museum of African American History and Culture and the next day at the following sites: Martin Luther King Memorial, National Museum of Natural History, Lincoln Memorial, WWII Memorial, White House, Lincoln Memorial, and National Gallery of Art. Students who went on this trip submitted short essays that capture their experiences—and some the essays were reproduced in this issue. AFA is grateful to Nancy Davis and Andrea Greer for planning this trip with care and intelligence.

One of the highlights of the fall 2017 semester was the establishment of the Study Abroad Scholarship in Africa. Through this scholarship, AFA is helping to develop Kentucky leaders equipped with broad cultural perspectives that would help them address the needs of our global community. We have started receiving applications for the award, and we are naturally collaborating with the study abroad office to promote the scholarship.

To celebrate the 2018 Black History Month, AFA has revived the annual writing competition. The competition involves high school students (including Madison Central, Madison Southern, Berea Community, and Model Laboratory School) and Eastern Kentucky University students. The winners will be announced in a diversity event in late April.

Making impact in Madison County and beyond remains one of the primary goals of AFA. To that end, two AFA faculty, Josh Farrington and Felicia Mack took their AFA 201 and 202 students to teach students at Model Laboratory School and Madison Middle School. The topics they taught underscored the importance of African or African American history, cultures, and peoples to world civilization. The trip was a valuable educational experience for both ECU students and the students in those schools. AFA also initiated and co-sponsored the first Unity Rally at ECU held on September 6, 2017. The various speakers at the rally, including President Benson, affirmed ECU's diversity and inclusivity. Impressed by the event, President Benson asked the planning committee, Ogechi Anyanwu, Alix Heintzman, Minh Nguyen, and Kelly Smith, to make the Unity Rally an annual event.



Dr. Ogechi Emmanuel Anyanwu  
Professor of History  
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During the semester, AFA co-sponsored well attended events and activities on campus. The first event was the Celebration of Science Week Keynote Address, delivered by Sylvester James Gates, Jr., on “Einstein vs. Roberts: Does Diversity Matter in Science?” on September 14, 2017. Another event was the Beans-N-Greens: Exploring the diversity of Appalachia through local food traditions held on October 6, 2017. The program was also a proud partner of EKU’s 3rd Annual Hunger Awareness/Food Drive in November 2017. Dr. Felicia Mack, Joshua Farrington, and Gwen Graham were excellent in mobilizing our students to donate a lot of food items.

The AFA Club partnered with Black Student Union and African Student Association to organize a well-attended public forum on the “Myths and Realities of the Black Experience” on November 16, 2017. As always, the dedication of the editor, Dr. Joshua Farrington, the editorial assistant, Brenna Brown, made the timely release of this issue possible. AFA has continued to enjoy the support of the dean and associate dean of CLASS, IP, and the university community—and it will count of them in the years ahead.

From presenting papers at scholarly conferences to promoting excellence in the classroom, the AFA adjunct and associate faculty have continued their selfless devotion to teaching, scholarship and service. AFA congratulates Dr. Joshua Farrington, for the podcast he made for AFA 202 eCampus class, which won the “Excellence in Multimedia Creation” award at the third annual ECAPS award. Our students are fortunate to have our faculty who continuously inspire them in the classroom and engage them beyond it. Thank you for being mindful that “The illiterate of the 21st century,” as Alvin Toffler puts it, “will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

Enjoy the Newsletter.

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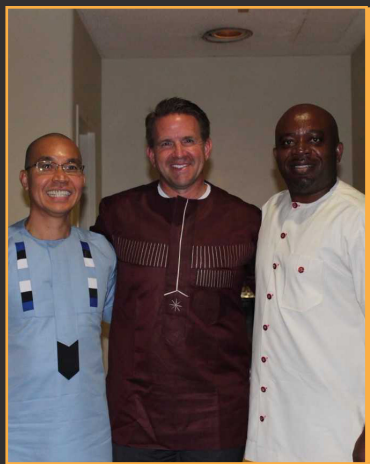






# AFA

# Faculty Biodata



Dr. Ogechi Emmanuel Anyanwu  
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Dr. Ogechi E. Anyanwu had an eventful fall 2017 semester. He team-taught a new course with Dr. Carolyn Dupont: HON 310W/320W Civil Right & Independence: Africa & US. The course focused on the consolidation of white supremacy in the United States, its internationalization in Africa and the Caribbean, and the rise of organized, mass resistance movements in those areas. Dr. Anyanwu completed and submitted for publication a review of Adam Ewing's book, *The Age of Garvey: How a Jamaican Activist Created a Mass Movement and Changed Global Black Politics*. He also presented a paper titled "Invoking Igbo Cultural Values to Challenge British Parternalism: The Cost and Consequences of Colonial Economic Experiment in Mbanjo" at the 15th International Conference of the Igbo Studies Association held in Greatwood Hotels Owerri, Nigeria, June 8-10, 2017. During the semester, Dr. Anyanwu initiated and helped to organize the first EKU Unity Rally held on September 6, 2017. This fall he served on the Martin Luther King Jr. Planning Committee, EKU University Diversity Mini-Grant Committee, EKU Diversity Office 3rd Annual Food/Toiletry Drive and Hunger Awareness Campaign Committee, EKU University Diversity Committee, and History Department Promotion and Tenure Committee. Dr. Anyanwu is also delighted to serve as a juror for the 2017 Nigerian Studies Association Book Award that considered two compelling books: Rhine, Kathryn A. 2016. "The Unseen Things: Women, Secrecy, and HIV in Northern Nigeria." *Bloomington: Indiana University Press*, and Vaughan, Olufemi. 2016. "Religion and the Making of Nigeria." Durham: Duke University Press. Reading these books gave him a renewed insight in understanding the complex historical issues that define contemporary Nigeria.



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This fall, all three of my sections of AFA 201 and 202 visited with middle school students at Model Laboratory School and Madison Middle School. The students discussed with 6th and 8th graders the experiences of African during the Middle Passage of the transatlantic slave trade. Even my most typically reserved students opened up after just a few minutes of one-on-one conversations with the middle schoolers.

This summer, I had the privilege of participating in an 8 week professional development course offered by eCampus's Instructional Design Center. For my capstone multimedia project, I worked with Alix Heintzman to create a podcast to use in my AFA 202 eCampus course. Because of Alix's adroitness as an editor, the podcast received an "Excellence for a Multimedia Creation" at the third annual eCAPS Awards. I hope to incorporate the podcast as a regular feature in the AFA 202 eCampus class.





Gwen Graham  
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Gwen Graham taught AFA 202 (The African American Experience) and a special topics course AFA 347 (The Development of African American Artists) this semester. She has a Master's degree in Teaching and a Bachelor's degree in Art with a minor in Art History, both earned from Eastern Kentucky University. Her focus of study, was and continues to be, on the connections between the African American experience and the works of art created by past and present African American artists. Her teaching style involves creating a learning environment that takes students on an educational journey that stimulates their critical and creative thinking while fostering transformative learning. Her most recent publication is: Sweely, G. & Graham, G. 2017. "Including Seminal African-American Artists in the Humanities." *The International Journal of Critical Culture Studies* 15, (1): 13-29. Publication date: March 2017.



Dr. Felicia W. Mack  
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Felicia W. Mack, PhD, is part-time faculty at Eastern Kentucky University in Richmond, Kentucky. She also is a Visiting Lecturer at Berea College in Berea, Kentucky and Contributing Faculty member in the Center of General Education and College of Social and Behavioral Sciences, Walden University. She is a regular contributor to blackpast.org. where she writes about the black experience, especially historical black churches in America. Her research interests include documenting race and gender in online learning environments: African Americans and Online Education. In S. Danver (Ed.), *The SAGE Encyclopedia of Online Education* (Vol. 3, pp. 85-88). Thousand Oaks, CA: SAGE Publications Ltd. (2016). In addition, she is interested in the policing of black and brown people in the United States. Her most recent co-authored publications include: "Trigger-happy Policing: Racialized Violence against Black Bodies in Academic Spaces," in *Violence Against Black Bodies: An Intersectional Analysis of How Black Lives Continue to Matter*, edited by Sandra E. Weissinger, Dwayne A. Mack and Elwood Watson. Routledge: New York (2017) & "Policing with Impunity: Racialized Policing in the Twenty-First Century," in *Law Enforcement in the Age of Black Lives Matter: Policing Black and Brown Bodies*, edited by Sandra E. Weissinger and Dwayne A Mack. Lexington Books: Lanham, Maryland (2017).



Dr. Segbegnon Mathieu Gnonhossou  
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Dr. Gnonhossou poses for  
photo while visiting  
Africa

Dr. Segbegnon Mathieu Gnonhossou is married to Djidjoho Christel who is PhD student in family sciences at the University of Kentucky. They have four children, three daughters and one son. He holds a Licence es-Lettres and a Maîtrise es-Lettres in Linguistics and Communication from the Université d'Abomey-Calavi, Rep. of Benin, an MA in Intercultural Mission from Fresno Pacific University, Fresno, CA and a Doctorate from Asbury Theological Seminary, Wilmore, KY. He is a PhD Candidate at the University of Manchester, England. His research is based on an ethnographic fieldwork among evangelical political leaders in Benin, West Africa and seeks to understand the connection between religious thought and political practices. He's a certified trainer with Mediation Training International and is a court-approved family mediator with the Kentucky Administrative Office of the Courts. As a Board Certified Coach with the Center for Credentialing and Education and as a teacher, he likes to inspire and coach learning toward change.

Dr. Gnonhossou is an interdisciplinary thinker and is fond of discussing topics related to political history, faith/religion, and economics, especially in relation to Africa. He's proud of his African identity and heritage and is committed to the reconstruction of African dignity through teaching and positive actions. He was in Benin, his home country, earlier this summer where he taught in several places in both southern and northern Benin besides completing additional interviews for his study. While in Benin, he visited the 'Gate of No Return' in the historical city of Ouidah where is located one of the West African ports that was used to embark enslaved Africans. Working with his wife, he recently co-authored "Family Mediation with African Couples: Exploring a Culturally Sensitive Approach" based on a research among married African couples in the Central Kentucky area and co presented the paper at the National Council for Family Relations in Florida. He is a member of the Wesleyan Theological Society, the African Association for the Study of Religion, the National Association for Community Mediation, and of the Manchester Wesley Research Center.

# *The Journey* Toward Freedom

15th – 21st CENTURIES

in Americans have had an uneven history in





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Dr. Nicola Mason was invited to share her research on authentic children's songs and games from sub-Saharan Africa with attendees at the Ohio Music Educators Association conference in January and the Georgie Music Educators Association Conference in February. Her presentation included hands-on activities that explored the diversity of Africa through the singing, playing, and drumming of musics from various geographical regions in Africa. She also spent the day at Huntertown Elementary School in Versailles, KY as the featured guest artist for their annual Arts Day. Students in grades K-5 explored Ugandan paper bead making, played a traditional stick game from Kenya, and danced/sang to commonly found songs from other countries in Eastern Africa.

A generous grant from the Department of Curriculum & Instruction provided funds to purchase a variety of drums and other African instruments to be used with ECU students and other students in the community. Expanding the instrumentarium also provides more opportunities for experiential learning in her course, AFA/EMS 200 'Exploring Africa Through Play' (General Education Element 6 elective).

When Dr. Mason is not teaching elementary music and African musics, she is an avid runner. She completed the Run the Bluegrass Half Marathon and Derby Half Marathon in April. She looks forward to spending Christmas break running under the warm South African sun as she conducts more field work on authentic children's songs and games.



Cleo V. Price Ph.D.  
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Dr. Cleophus V Price was born and raised in Monroe, Louisiana and my two sisters still reside in Monroe. I received my BA from Northeast Louisiana University; MPA from Southern Illinois University in 1993; Doctor of Education from UK in December 2005. I have taught UK 101 (1st Year Students Academic Success course) since Fall 2004 @ UK and AFA 202 (Eastern Kentucky University) since Fall 2011 as well provided instructions in a number of African American Studies classes at UK. My full-time job at UK is Assistant Dean in the Graduate School where I lead a team of 4 student affairs professionals. The office is responsible for auditing master and doctoral student files as they prepare to 'sit' for examinations and degree certifications for master, specialist, and doctoral students. Also, before higher education, I spent 9.5 years in the U S Army as a company commander of a M1 Abrams Tank unit (3 of those years in Germany)



Iddah Otieno, PhD  
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Dr. Iddah Otieno is a professor of English and African Studies at Bluegrass Community and Technical College, Lexington, Kentucky. She is also an Adjunct-Professor of African Studies at Eastern Kentucky University's African/African-American Studies Program teaching AFA 201-The African Experience. She received her B.Ed. (English) at Maseno University, Kenya in 1994, M.A. (English) at Eastern Kentucky University in 2001, and Ph.D. in Higher Education Policy (Comparative and International Education emphasis) from the University of Kentucky in 2012. Her research focuses on African Literature, education, and culture. Iddah is the editor of *An Anthology of Contemporary Short Stories and Poems from East Africa* (2014) and co-author of a book chapter "Community College-University Cross-Border Partnership through Faculty Exchange." In P. Blessinger & B. Cozza (Eds.) *University Partnerships for Academic Programs and Professional Development: Innovations in Higher Education Teaching and Learning*, Emerald Group Publishing (2016). Her other works in progress include: *Internationalization of Kenyan Public Universities in the Post-Colonial Era* (Lexington Books), *African Immigrants in the Bluegrass* (with Francis Musoni, Angene Wilson, and Jack Wilson), (University of Kentucky Press) and *Reevaluating the Black Experience in Higher Education in Africa and the United States: Struggles, Survival, and Successes* (with Ogechi Anyanwu and Tim Forde). Iddah has taught English and African Literature in Africa and the United States since 1994. Her other professional, academic, and community service accomplishments include: Director, Kenya Exchange Program, Bluegrass Community and Technical College—the first linkage with Africa within the Kentucky Community and Technical College System (KCTCS), Certified Diversity Executive, (Society for Diversity 2016), Editorial Board Member, Eastern Kentucky University's *Journal of Retracing Africa* (JORA) since 2013, Fellow, Bluegrass Higher Education Academic Leadership Academy (BHEC 2014), Coordinator, KCTCS Doctoral Mentoring Program, Chair, International Programs Best Practices Committee, Kentucky Community & Technical College System (KCTCS), Executive Leadership Team Member and Network/Outreach Coordinator NAFSA (Africa), Executive Board Member and Chair, Education Committee, Kentucky Refugee Ministries (KRM--Lexington Chapter), Executive Board Member, Telford YMCA, Richmond, KY (2012-present), Executive Board Member, Kentucky Teachers of English to Speakers of Other Languages (2002-2013), Executive Board Member and Chair, International Affairs, Madison County 31st Homemaker's Club (2002-present), among others. Iddah lives in Richmond, Kentucky, with her husband, Dr. Tom Otieno, Dean, College of Science, and her three children, Ephraim Otieno (University of Louisville), Christopher Otieno (Model Laboratory School), and Rebecca Otieno (Model Laboratory School). Outside work, Otieno loves to explore the world with her family and colleagues through food and educational tours.



Norman Powell, PhD  
Educational Leadership  
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Dr. Norman Powell is an associate professor in the Department of Educational Leadership and Counselor Education. While at Eastern Kentucky University, Dr. Powell served for ten years as the Director of the Kentucky Educational Collaborative for State Agency Children (KECSAC) and three years as the Director of Teacher Education Services, both for the College of Education.

His bachelor's of Arts degree is in Latin American Area Studies and Spanish from the School of International Service, and his master's and doctoral degrees are in Special Education in emotional behavioral disorders (EBD) with minors in administration and family systems, all from The American University in Washington, DC. Dr. Powell has worked in a variety of administrative, leadership, clinical, direct service and academic positions during his professional career. These have included: special educator, trainer, professor, child and youth care worker and administrator. His research interests include: youth at risk, cultural competence, equity, diversity, student transitions, constructive classroom management, school culture, climate and leadership. Dr. Powell is fluent in Spanish and has traveled extensively in Latin America, the Caribbean, Europe and other areas of the world.

He worked previously as the Program Dean for Life Span Care and Administration, a master's degree program at the Graduate School of Education and Human Services at N. Southeastern University in Fort Lauderdale, Florida. Prior to this university position, he served as Director of the Group Home Division for the Associates for Renewal in Education, Washington, DC; special education instructor for the graduate teacher training program at The American University Rose School Special Education Program, Washington, DC; Director of Family Services, Associated Catholic Charities, Archdiocese of Baltimore, MD; and Director of Child Care, the Christ Child Institute for Children, Rockville, MD.

Dr. Powell was the co-editor of *Choices in Caring: Contemporary Approaches to Child and Youth Care Work*, a book about the field of residential group care, and community-based programs for children and youth. He collaborated in the creation of the N. Southeastern University publication, *The Child and Youth Care Administrator*, and also served as co-editor and later as the editor.

Dr. Powell served nine years as a member of the Board of Directors of the Child Welfare League of America and has been active in the field of child and youth care work as a speaker, trainer, and advocate for the field of children and youth at risk.

A number of years ago, he spent two weeks in South Africa as the guest of the South African Association of Child Care Workers. He represented the United States at the IX International Colloquium of the European Economic Union in Barcelona, Spain. Dr. Powell has traveled and worked in many areas of the world including Denmark, Australia, Canada, Latin America and the Caribbean Islands.

Dr. Powell received the prestigious Golden Eagle Award by the Council on International Non-theatrical Events for producing a video training series "Walking Through the Storm: Working with Aggressive Children and Youth". He is fluent in Spanish and is certified in special education: EBD K-12. Dr. Powell also is a certified senior trainer in Life Space Crisis Intervention. He completed training at St. Louis University and was selected to serve three years in Honduras, Central America as a volunteer in the U.S. Peace Corps. While in Honduras, Dr. Powell worked with private and public agencies to develop educational and social service programs for Honduran children and youth.





Fall 2017 AFA DC Trip



Fall 2017 EKU Unity Rally





## **AFA STUDY ABROAD SCHOLARSHIP IN AFRICA (ASASA)**

The African and African American (AFA) Studies at Eastern Kentucky University invites students pursuing a minor or certificate in AFA to apply for the AFA Study Abroad Scholarship in Africa (ASASA). The purpose of ASASA is to increase awareness of and respect for cultural differences by setting aside \$2000 annually to fund four EKU students interested in studying abroad in Africa. Through this scholarship, AFA is helping to develop Kentucky leaders equipped with broad cultural perspectives that would help them address the needs of our global community.

### **REQUIREMENTS:**

- Must be an EKU student pursuing a minor or certificate in African and African American Studies.
- Must apply to an EKU-affiliated study abroad program that applies toward an EKU degree and/or AFA minor/certificate. See link for approved EKU study abroad programs: <http://studyabroad.eku.edu/>
- Must consult with any of the following EKU study abroad staff before applying for ASASA: Jennifer White, Education Abroad Director, Keith 125, [jennifer.white@eku.edu](mailto:jennifer.white@eku.edu), (859)-622-1705; Karrie Adkins, Education Abroad Coordinator, Keith 140, [karrie.adkins@eku.edu](mailto:karrie.adkins@eku.edu), 859-622-7699; Katie Samuel, Education Abroad Specialist, Keith 129, [katie.samuel@eku.edu](mailto:katie.samuel@eku.edu), 859-622-8794.
- Must submit a projected budget form, signed by EKU Education Abroad staff.
- Within one month of their return, scholarship recipients must submit at least ten annotated photos, a video journal, and 500-word essay about their study abroad experience to Ogechi Anyanwu at [ogechi.anyanwu@eku.edu](mailto:ogechi.anyanwu@eku.edu).

### **HOW TO APPLY:**

- Complete [ASASA Application Form](#) and submit it with your resume and a projected budget form to Margaret Allie Hale (Keith 143); Phone: 859-622-7235.

### **SCHOLARSHIP USE AND AMOUNT:**

- Provided funding is still available in the current financial year, each ASASA award will have a value of up to \$500 per student, but could be higher depending on need. Recipients may apply the money for their tuition/fees and other expenses related to their study abroad in Africa.

### **APPLICATION DUE DATE:**

- Applications will be received and considered on an on-going basis for enrollment in an appropriate semester for as long as the Scholarships are available.

### **SELECTION CRITERIA:**

- Scholarships are to be awarded primarily on academic merit. Grade Point Average (GPA) calculations will be considered together with involvement in cultural or community activities. All applications will be reviewed by the AFA Awards committee and applicants will be advised by email of the result of their application.

**For further inquiries about ASASA, and for more information about AFA, please visit our website at <http://afastudies.eku.edu/> or contact the director, Dr. Ogechi E. Anyanwu at [ogechi.anyanwu@eku.edu](mailto:ogechi.anyanwu@eku.edu) or 859-622-3483**



## 2018 ANNUAL WRITING COMPETITION

Please join us in celebrating Black History Month by participating in our annual writing competition. There will be two separate contests, one for area high school students (including Madison Central, Madison Southern, Berea Community, and Model Laboratory School) and one for Eastern Kentucky University students. Topic of work must be about some aspect of the black experience. This competition is an opportunity for students to tell their stories; it shows exemplary writings by high school and college students and honors their achievements as writers and scholars. Any piece completed during the 2017/2018 academic years will be considered for the competition.

### ELIGIBILITY AND GUIDELINES:

- A. All individuals who wish to participate in the writing competition must be enrolled in an area high school (Madison Southern, Madison Central, Berea Community, and Model Laboratory) or Eastern Kentucky University.
- B. The submitted piece must be on a significant historical or contemporary issue, idea, movement, art, event, country, individual, institution, or group that promotes a better understanding of the black experience in the U.S., Africa, Europe, Caribbean, etc.
- C. The submitted piece could be in the form of research essay or report, document analysis essay, poster board, studio-based artwork, creative prose, poetry, creative nonfiction essay, culturally based artistic performance in music/dance/theatre, short story, etc.
- D. The submitted piece of work must be composed solely by the student who is requesting to participate in the contest.
- E. Writing submissions will be judged on style and content by a committee of E.K.U. professors. Decisions made by the committee of judges are final.

### SUBMISSION AND IMPORTANT DATES:

- ◆ If you want your creative and scholarly work to be considered, please submit your work to Margaret Hale at [Margaret.Hale@eku.edu](mailto:Margaret.Hale@eku.edu) (Keith 143, 859-622-7235) on or before March 30, 2018.
- ◆ Winners will be notified on April 10, 2018.
- ◆ Prizes will be presented at an awards ceremony on April 25, 2018. Venue and time TBA.

### CASH PRIZES:

- ⇒ First Place: \$75 and Certificate
- ⇒ Second Place: \$50 and Certificate
- ⇒ Third Place: \$25 and Certificate

For further inquiries about the competition, and for more information about AFA, please visit our website at <http://afastudies.eku.edu> or contact the director, Dr. Ogechi E. Anyanwu at [ogechi.anyanwu@eku.edu](mailto:ogechi.anyanwu@eku.edu) or 859-622-3483.



**CO-SPONSORED BY:**

- AFA Club 
- EKU African & African American Studies 
- EKU Appalachian Studies 
- EKU Asian Studies 
- Department of Languages, Cultures, & Humanities 
- EKU Honors 
- Latino Student Association 
- EKU Libraries 
- Office of Multicultural Student Affairs 

# EKU UNITY RALLY

**CONTACT:**

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- Kelly.Smith@eku.edu
- Minh.Nguyen@eku.edu



Students, faculty, and staff are invited to join us for a rally to celebrate EKU's diverse community and promote campus unity.


**SEPTEMBER 6, 2017 12:00-1:00PM THE RAVINE**



The Department of Anthropology, Sociology, and Social Work  
and  
Interdisciplinary Programs

Invite you to their  
**Welcome to Fall 2017 Semester  
Cookout**  
**Thursday, August 31, 2017**  
**4pm-6pm**  
**Behind the Keith Building**





**NATIONAL ASSOCIATION OF AFRICAN-AMERICAN STUDIES  
& AFFILIATES**

## National Association of African American Studies

2018 CALL FOR PAPERS

**26<sup>th</sup> Annual  
NAAAS & Affiliates  
National Conference**

**February 12-17, 2018**  
Dallas, Texas

Abstracts, not to exceed two (2) pages, should be submitted that relate to any aspect of the African and African American experience. Subjects may include, but are not limited to: literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes OR 45 minutes).

**ABSTRACTS WITH TITLE OF PAPER, PRESENTER'S NAME, HOME AND INSTITUTION/ORGANIZATION ADDRESS AND E-MAIL SHOULD BE POSTMARKED BY: Saturday, November 11, 2017.**

**SEND ABSTRACTS TO:**  
Lemuel Berry, Jr., Ph.D.  
Executive Director, NAAAS & Affiliates  
PO Box 6670  
Scarborough, ME 04070-6670  
Telephone: 207/856-2500  
Fax: 207/856-2800  
Email: [naasconference@naaas.org](mailto:naasconference@naaas.org)  
[www.NAAAS.org](http://www.NAAAS.org)



# Notes From AFA Students



# Student Reflections on DC Trip

First, I would like to say that I'm thankful to have the opportunity to visit Washington D.C with the AFA program. My overall experience of the whole trip was wonderful; I will forever treasure the memories that I made there. Attending this trip was my first time going to Washington D.C. I didn't know what to expect, but I was still excited about the different restaurants, monuments, gift shops, and museums. The exploring of Washington D.C. started on Monday; the group got up early to eat breakfast and headed to National Museum of African American History and Culture. I heard nothing but good things about this museum, and was excited about getting the chance to experience all four levels of the museum, from the delicious Sweet Home Café that offered African inspired food to the different exhibits on each level. The Culture and the Community Galleries were my favorite exhibits. What I liked the most about the Community Gallery was it was a huge exhibit that covered the timeline of African American history while emphasizing the chronological timeline throughout the whole exhibit."

*-Brandi Lindsey*

This past trip to D.C. was my second to the city, but my first visit to the Smithsonian National Museum of African American History and Culture. I must say that the experience was astounding. The museum has five floors that are filled with exhibits to see. The thing that moved me the most was an exhibit that talked about the color of black skin in comparison to a brown paper bag. On one part of the exhibit it said "My skin is lighter than this paper bag. Welcome to our organization" and on another part of the same exhibit it said "My skin is darker than this paper bag. Sorry you're not for us. Try another organization." This moved me because it is still relevant today that the lighter your skin is the more "privilege" you seem to have in society because black isn't seen as beautiful which is absolutely ridiculous. I also enjoyed seeing other exhibits, such as Emmett Till's coffin and the bible that Nat Turner read prior to his revolutionary rebellion.

*-Nianna Aydelott*

My trip to our nation's capital of Washington D.C. was one of the most extraordinary trips I've taken in my life. Not only did it hold a historic value to me as I gazed in awe of all the monuments, it also held a more, deeply personal value to me as well. I came to college from a rural city in Eastern Kentucky. I brought the prejudices from my town as well, as I had hardly traveled outside of my town before college. I acknowledged this problem and thus signed up for African Studies to combat it, and I signed up for the AFA Washington D.C. trip. I signed up knowing that we would be visiting the African American History and Culture museum. I imagined it a lot leading up to the trip but once there I found it to be much more marvelous than what I previously thought. I spent a solid six hours exploring and digesting every exhibit. The museum really gave me insight into African American history and the historical value of their history. I witnessed, in some exhibits, first hand of the trials African Americans went through. The visit gave me insight on things I had previously never thought about. A life altering experience, I am bold to say that if anyone walks into that museum with an open mind they are sure to come out seeing history and the world in a much different manner.

*-Lawrence Caines*

The trip to DC was great, I enjoyed the history and the ability to learn and build on my knowledge of African American culture, and history. In the sports section, I learned that a lot of times that sports excluded black people, and I also learned about African American contributions to music and dance. Going through the history exhibits of the museum, I learned more about the struggles of Africans coming to America, and I felt upset seeing the way through all of history the disrespect that they had to endure. Seeing the iron counter weights for the slaves, the shackles, and the race-based system that slavery became made me reflect on the way of life that we face today. And even though African Americans are "free", we still battle for equality in our community, in our life, and in our souls. Growing up, I could see how people treated me and my dad differently, And even through all of this hate I have never been able to understand why and how people do these things and think it is okay. But seeing this museum and understanding that the people back then set up the world for today. And that the only thing we can do now is teach and hope that more people will see how bad it was for those people and tell more people and teach them not to see that way.

*-Jabari Scott*

# Trip Reflection

Over the fall break of 2017, I was lucky enough to visit our nation's capital with my African American Studies class. We went to visit and learn about the history of African-Americans. The best place to do it is at the National Museum of African-American History and Culture. I was taken aback from the beauty of the building itself. Once we went inside, my group went to the lower levels to learn more about slavery and racism from the Atlantic trade tragedy to modern day protests and triumphs. We were taken back in time and there was so much to see. It was incredible. Without giving too much away, one part of the tour initially scared me because I wasn't expecting it. But, after I realized I was looking at a Klu Klux Klan mask, I was filled with anger. There were newspaper clippings next to it where it showed graphic images of their murderous ways. After that, we continued walking through time and towards the end we got to see artifacts from the Obama family, including Mrs. Obama's inauguration dress. When we were through, the tour guide sent us to cleanse our spirits from the tragedy parts early on the tour by leading us to the large and beautiful waterfall.

The Model field trip took place on Thursday, November 2nd. The purpose of the field trip was for our class to interact with an 8<sup>th</sup> grade class and educate them about the slave trade and the Middle Passage. I was very impressed with their knowledge of the history surrounding this tragedy, but, as I expected, most of them were fairly sheltered from the horrible conditions of slavery. Of course the students understood that slavery was brutal, but they had a hard time comprehending the level of devastation that the slaves endured. I think this innocence can be contributed to their young age, even I at 20 cannot really understand the horrific experience.

There were three documents that we reviewed with the students. One was a diagram of a slave ship, another was a direct account from a slave, and the last was an advertisement for a new shipment of slaves. I think that the advertisement was the most shocking to the students because they were able to see how America's society at that time in history truly did not view slaves as human beings. The direct account from the previous slave also had an effect on the students.

*-Emma Hartell; Student Reflections on Middle School Class Visit*

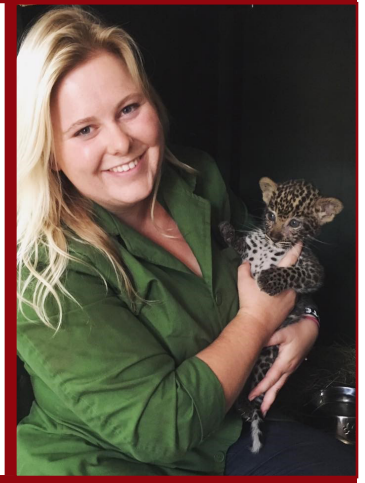
For my second event, I'm going to reflect on our visit to Model Middle School. We visited the middle school on November 2 during our normal class time. We visited Mr. Travis Marcum's 8th grade social studies class. At the time, the kids were learning about the middle passage of the triangle slave trade. They knew the basic background information about the slave trade and what the middle passage was. Our job for the middle school visit was to come in and talk to the kids about what happened to the slaves during the middle passage.

The kids in Mr. Travis' class were all given three documents to study. My classmates and I were given the same documents. The first document was a firsthand account from a slave and his perspective of the middle passage. His name was Equiano and he was an 11-year-old child who was kidnapped and sent to America. He talked about how the ship was very crowded and they were chained together and were forced to lay on their sides to get more slaves on the ship. He also talked about how some slaves would try to jump off the boat to kill themselves, but it occurred so often that slave ships began to have nets on the side of the ships to prevent them from drowning. The second document we looked at was a diagram of a slave ship. The diagram shows how the slaves were packed on the ships to save space for more slaves. It also showed how the ship looked beneath deck. The last document was of an ad for slaves that are being sold. The kids were explaining how the ad makes the slaves look like they are just property or animals. Several students remarked that the slaves were kind of being sold as if they were cattle.

I thought this trip to the middle school was very fun. It gave me insight on what it is like to be a teacher. The kids knew the general information about what they were learning. We came in and gave them more in-depth information about the subject. It was fun to go in and teach kids about the subject. I learned that I am quite capable of talking with students and explaining information in a way that helps them understand a subject better. They seemed like they had a lot of fun with us in the class and they learned a lot from us. I felt really accomplished in my role of teaching kids something new about a subject. I would recommend doing this for every class. It is really beneficial for everyone, the teacher, his students and us. Both sets of students got to look at different documents and analyze them. The kids get to learn information in a different manner also.

*-Robert Harris; Student Reflections on Middle School Class Visit*





**Stephanie Caudill**

This is my fourth year at ECU working towards a Wildlife Management bachelors, GIS certificate, and African Studies certificate. I have encountered African Studies by studying abroad fall of 2017 in Nairobi, Kenya. I attended USIU-Africa and was able to intern at Kenya Wildlife Service the the entire fall semester. This internship gave me hands-on experience with African Wildlife, I gained personal relationships with co-workers native to East Africa, and I picked up quite a bit Swahili to where I could get around town by myself without a language barrier. The most gratifying experience was traveling across Kenya and seeing the variety of different places, talking with Kenyans and getting to know their personal life, learning the differences between the diverse culture within Kenya or countries surrounding, adjusting to a very different lifestyle, trying new foods, and going on African safaris. The first step to take is go into the study abroad office here on ECU campus and ask the different options available. I honestly don't think anybody would regret it, its truly a once in a lifetime opportunity.



**Kenadii Williams**

I have been a part of the Eastern community since Fall 2013, my first semester here I was undecided of my future and it was a struggle for me to determine what career choice would fit my desire to change the lives of people in my community. After reaching out to different career professionals I was confident nursing exemplified the work that fit my purpose in assisting those around me. Just recently I was blessed with the opportunity to give back to a community different from my own. Studying abroad in Tanzania, Africa has given me an insight into the privileges of education afforded to me and to those who attend a university in the United States. While in Tanzania my fellow peers and I collaborated with other social work students from Tanzania to establish a food bank called Project Rafiki, for residents fighting HIV/AIDs. This was the highlight of my education abroad experience because we established an organization helping families in the future despite having to travel back to the United States. This has settled my fears of nothing being impossible and to keep an open mind to knowledge that has yet been received.



## Amanda Lewis

I am currently a senior with a double major in Globalization/International Relations and Political Science, minors in Asian Studies and International Studies, and a certificate in African/African-American Studies. My greatest encounter with African Studies came in in the fall of 2015 when I studied abroad in Nairobi, Kenya at the United States International University-Africa for a semester. I took a range of classes that provided immersion and knowledge of Kenyan and African culture as a whole, ranging from Swahili and African Philosophy and Ideology, to Terrorism and International Security, where I researched al Shabaab and other security threats facing the African continent. Swahili, in my opinion, is one of the most incredible and beautiful languages in the world, and having the opportunity to learn it both inside a classroom setting and outside immersion from interactions with native speakers was the most gratifying experience of all of my international travels. I picked up on the language fairly quickly and it allowed for a deeper connection to Kenya and the people living there, which enhanced my time there exponentially and contributed to a greater appreciation for Swahili culture.

Also, the people I met and friends I made in Kenya are some of the most phenomenal and wonderful people I've ever met, and I consider my life forever better because of them. I made friends from all over the world that broadened my understandings of every aspect of life, and I owe the entirety of how much I enjoyed my study abroad program to them. Studying abroad and/or spending time immersed in any location throughout Africa will broaden and change anyone's views and perceptions of the world as a whole.



Amanda with friends in Kenya



# EKU Library Resources



Victoria Koger  
Collection Management Librarian  
Eastern Kentucky University

EKU Libraries subscribes to the African American Experience Database <http://libguides.eku.edu/africanamericanexp> for you. This database includes material from reference sets and hundreds of primary documents: manuscripts, speeches, court cases, quotations, advertisements, statistics, and other papers, plus over 4,000 interviews with former slaves. For more information on resources, including those for African Studies, please take a look at your AFA research guide <http://libguides.eku.edu/afa> or contact AFA Librarian [victoria.koger@eku.edu](mailto:victoria.koger@eku.edu)

Victoria Koger is the Collection Management Librarian at ECU. She earned her B.A. in Accounting and Philosophy from Lynchburg College and MLIS from Florida State. After working as a reference and instruction Librarian at a few other academic institutions she began at ECU in 2002 and has been the liaison to AFA for the last decade.

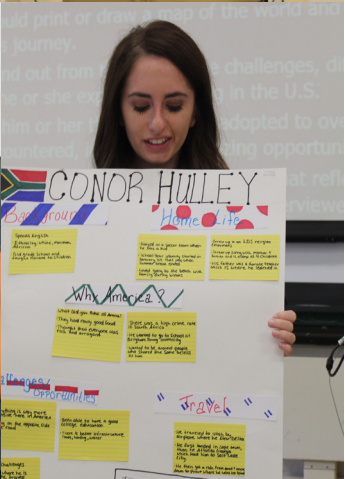
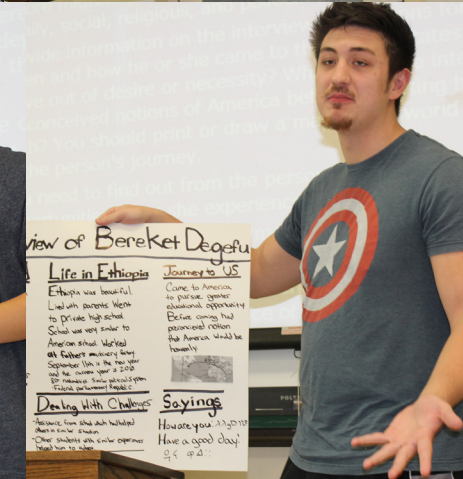
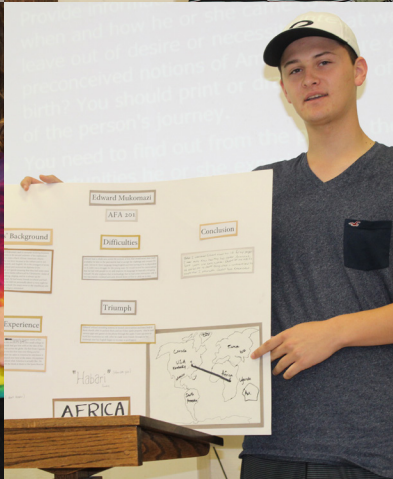
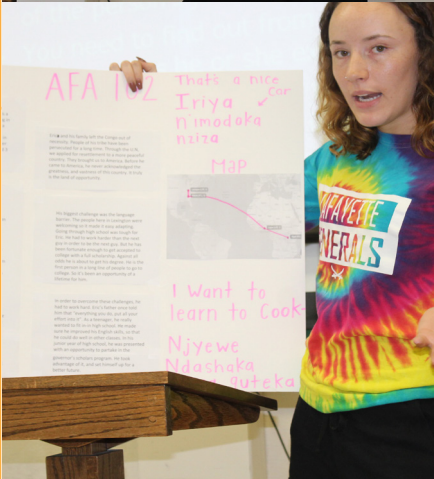
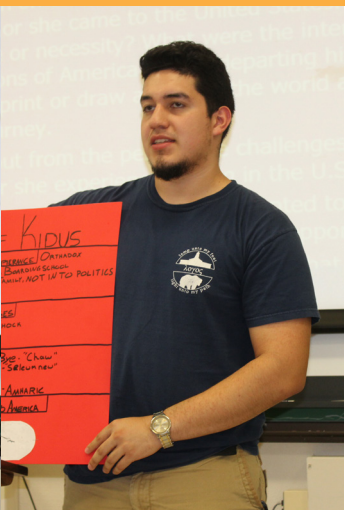
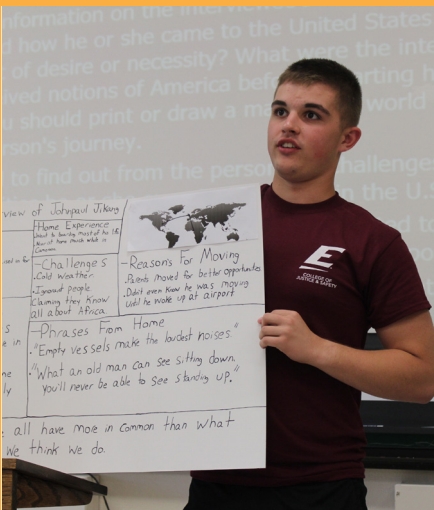




## Fall 2017 AFA Cookout Fun







## Fall 2017 AFA Student Presenters



## Fall 2017 Big E Welcome



# Fall Fun with AFA







## AFA Excellence in Teaching Award (AETA)

The African and African American Studies program at Eastern Kentucky is pleased to establish the AFA Excellence in Teaching Award (AETA) to recognize AFA faculty who exemplify excellence in the teaching and learning mission of ECU. This annual award will be given at the end of every spring semester and is designed to recognize the importance of excellence in teaching and mentoring as a component of ECU education.

### Eligibility:

Current AFA instructors are eligible to compete for the award.

### Criteria:

Excellence in Teaching Awards recipients will exemplify:

1. Extensive knowledge and mastery of the subject matter.
2. Innovation in course and curriculum design.
3. Ability to inspire, guide, and mentor students through independent and creative thinking.
4. Service as a mentor and collaborator with faculty in scholarship of teaching and learning.

### Method of determining recipients:

Each fall semester a survey link is created and posted on the AFA website prior to finals week inviting students and teaching community to nominate a candidate for the award. Notice of the call for nominees will be placed on EKUDirect also. The AETA committee will review the eligibility of nominees and select the candidate who best meets the criteria.



# African African-American Studies

**AFA Offers Fundamental Knowledge** about the unique contributions of African peoples to human civilizations from the ancient period to the present.

**AFA Offers Diversity Studies and Employable Skills** that prepare students to thrive in a world or workplace that increasingly recognizes the importance of multiculturalism, inclusiveness, and diversity.

**AFA Offers Skills** in Interdisciplinary methods and approaches that enhance students' critical thinking, writing, and speaking skills, tools they will need to excel in their lives and careers.

**AFA Offers Global and Comparative Perspectives** that compare the experience, lives, ideas, movements of African peoples in every part of the world compare to other groups.

**AFA Offers training** in race, gender, class, and social justice that complements students' degrees and prepares students adequately for careers in:

Education	Management
Social Work	Urban and Regional Planning
Law	Media
Community Organization	Government
Politics	Law Enforcement
Business	Marketing
Counseling	Immigration
Recreation	Administration

## HOW TO DECLARE A MINOR/CERTIFICATE

To declare an AFA minor/certificate, you need to fill the "Program of Study Declaration Form" and contact AFA Director, Dr. Ogechi E. Anyanwu (email: ogechi.anyanwu@eku.edu; phone: 859-622-3483; office: Keith 124), to consult on your classes and get the form signed.



## MINOR/CERTIFICATE REQUIREMENTS

Our program offers a minor (18 hours) and a certificate (12 hours). Students pursuing a minor or certificate must take six (6) credits of core AFA classes: AFA 201: The African Experience (or AFA 201W: The African Experience, Writing Intensive) and AFA 202: The African-American Experience (or AFA 202W: The African-American Experience, Writing Intensive). They must also take additional hours of AFA classes or other approved courses (see listing below).

## SUPPORTING AFA COURSES FOR MINOR/CERTIFICATE

AFA 201: African Experience  
AFA 201W: African Experience (Writing Intensive)  
AFA 202: African American Experience  
AFA 202W: African American Experience (Writing Intensive)  
AFA 200: Exploring Africa Through Play  
AFA 225: African/African American Health Issues  
AFA 304: Slavery in the Americas  
AFA 305: African American History  
AFA 330: U.S. South and Black Education  
AFA 345: Minority Group Politics  
AFA 346: Diversity & Criminal Justice  
AFA 347: Special Topics in AFA Studies  
AFA 349: Applied Learning in AFA Studies (1-3 credits)  
AFA 349 a-n: Cooperative Study (1-3 credits)  
AFA 356 African American Political Thought  
AFA 360: Literatures of Africa  
AFA 361: African American Literature  
AFA 367: African Caribbean Literatures  
AFA 378: Black Women in History  
AFA 385: Early African History  
AFA 386: Modern African History  
AFA 435: U.S. Civil Rights Movement  
AFA 495: Independent Study  
AFA 510: African Textile Design  
AFA 710: African Textile Design  
SOC 400: Racial & Ethnic Relations



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