

SPRING 2017

What is a Griot?

Griot/Griotte:

Griots have been equated to historians and storytellers, but there is no word in the English language that encompasses everything they do. They are genealogists, historians, spokespeople, ambassadors, diplomats, musicians, teachers, warriors, interpreters, composers, praise-singers, masters of ceremonies, advisors, and more...but above all, a griot remembers.

The Griot

Africana Studies
Department Newsletter

Chief Editor & Writer:
Adams, Kristen '20

Contributing Writer & Editor:
Salto, Denesse '17

Karibu!

Welcome

The Africana Studies Department will begin this upcoming academic year with great hope and excitement. As Professor Filomina Steady, my able and fearless predecessor, points out in her 2016 welcome:

Our courses continue to attract diverse students. Statistics from the Registrar's Office show that, over the years, the largest group of students who *take our courses* is White at 41%, while Blacks or African-Americans make up 16%; Asians, 13%; and International Students, 11%. On the other hand, the majority of our *majors* are Black or African-American (15%), while International Students make up 18%; Hispanics, 10% and Whites, 9%. And the majority of our *minors* are also Black or African-American (55%), while Whites make up 21% and International students, 7%.

The department continues to be at the forefront of Africana Studies research, teaching and contributions. Africana Studies has worked effectively faculty and student collaborations to promote the critical relevance of Africana geographic spaces, narratives, people and perspectives. Our regular colloquia attest to the innovative thinking and groundbreaking work, in which professors engage.

Faculty have continued to provide exemplary pedagogy in the classroom, attended national and international conferences to present papers, and have also provided professional advice to domestic/local and international organizations. Their scholarship has been manifested in their prolific publications. Among next year's faculty, we are excited to announce that the search to fill the history position was a success and Dr. Kellie Carter Jackson will join our team in the fall.

The Africana Studies Department is proud to offer Swahili, an African language spoken by over 150 million people in both continental Africa and Africa of the diaspora. The centrality of Swahili, as offered at the college, is gaining much attention because of its emphasis on the history and culture of Africans at the global level.

We are particularly glad to welcome you, and look forward to working with both students and faculty to continue to engage in significant ways in which Africana studies continue to shape American and global affairs.



Sincerely,
Pashington Obeng

Africana Studies Department Presents

"REFUSAL IN BEYONCÉ KNOWLES' LEMONADE"



Join us for a stimulating discussion on how refusal can be a political act taking a close look at "Sorry" on *Lemonade*

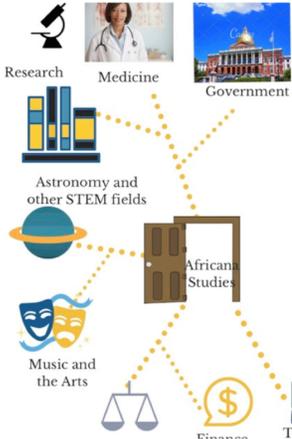
Led by Prof. Lindsey Stewart Mellon Postdoctoral Fellow in Philosophy

Thursday, Feb. 23rd
Founders 120
5:30-7:00 PM

Information | arodrig@wellesley.edu
 Disability accommodations | disability.services@wellesley.edu
 781-283-2434



Africana Studies offers Unlimited Career Possibilities



Come to Colloquium to learn more!
Tuesday, October 18, 4:30pm-6:00pm
FND-120
 Refreshments will be served

Prof. Ophera A. Davis

Disabilities: jwice@wellesley.edu

AFRICANA STUDIES PRESENTS
THE MARTIN LUTHER KING JR. MEMORIAL LECTURE

At the Crossroads of Fear and Freedom



Thursday October 6
7:00 PM

Tishman Commons,
 Lulu Chow Wang
 Campus Center
 Reception to follow

Specialist Robert L. Glenn worked for Dr. Martin Luther King, Jr. as the education director of the Southern Christian Leadership Conference, and became a nationally known scholar and an expert on education, urban development and issues related to diversity. He has been honored with numerous social and educational awards, and currently chairs the advisory group of the Los Angeles "My Brother's Keeper" a 2014 initiative by President Barack Obama to uplift the education, health and employment status of men and boys of color.



photo: Dr. Robert Glenn, Jr. (center) with Dr. Martin Luther King, Jr. (right) at a meeting, Memphis, Tenn., Feb. 11, 1961.

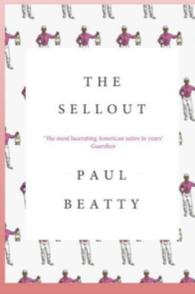
Generously supported by Miriam Sides, the Martin Luther King Fund, the departments/programs of Economics, Education, English, Peace and Justice, Philosophy, Psychology, Religion, and Sociology, The President's Project, The Wilson Fund, and Wellesley Centers for Women.



Free and open to the public
 For disability access: perc@wellesley.edu
www.wellesley.edu/events
 Exp: 10/7

AFRICANA STUDIES DEPARTMENT
Invites you to a Discussion

"Satire in African American Literature: Reading Paul Beatty, *The Sellout*"



Tuesday, April 11
4:30 - 6 PM
Harambee House

Glenda Carpio, Professor
 English, African & African American Studies | Harvard University

Marilyn Sides, Senior Lecturer in English
 English Department | Wellesley College



Co-Sponsors: American Studies, English, Jewish Studies, Philosophy, & Religion Departments and the CLCE.



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 Exp: 03/12/17

AFRICANA STUDIES DEPARTMENT PRESENTS

Charlotte Hill O'Neal
 Speaking and performing on
"Arts Activism to Build Our Communities"



Mama Charlotte was born in Kansas City in 1951. She is an internationally renowned musician, poet, and artist who uses art to access her African roots by breaking gender and race barriers in both her poetry and musicianship. Though currently living in Tanzania, she and her husband remain involved with Black Panther Party and her organization, the United African Alliance Community Center.

Thursday, March 23 | 4:30-7:00pm
Tishman Commons
 Reception to follow.
 Information: 1.aodrig@wellesley.edu



Co-sponsored by: American Studies, Art Department, Harambee House, History, Peace & Justice Studies, Religion Department, Slater International Center, Theatre Department, The Mellon Mays Undergraduate Fellowship, The Wilson Fund and Wellesley Centers for Women

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The Africana Studies, Jewish Studies, Women and Gender Studies, Political Science Department, Harambee House and Mellon Mays Undergraduate Fellowship present...

A BLACK WOMAN IN ISRAEL



Thursday, November 10,
4:30 p.m.
Harambee House

Ten years ago, Resa Gooding left the Caribbean to live and work in Israel. Within those ten years, she learned the language of the country, led the marketing activities of many start-up companies, and eventually became a consultant to many African embassies located in Israel. Currently, she runs her own Marketing Consultancy Firm lending her expertise and building the marketing strategies of several software companies. She also founded and leads the Tel Aviv Lean in Circle, a support organization for professional women in Israel. She has been described as "An Inspirational Woman to Listen to."



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"Not everything that is faced can be changed, but nothing can be changed until it is faced."

– James Baldwin

Winter Session in East Africa!

Most Memorable Moments

“The most memorable part of the trip was when we went to the several small villages and got to experience first-hand how the people there live. It was so inspiring to see how resourceful the people in these villages are with their natural resources. This simple way of living has made me reevaluate what is truly necessary and is something that I wish to incorporate in my life.”

- Caitlynn Douga '20

“Visiting the Massai village. It was very interesting to see their way of life and how knowledgeable they are about current events.”

- Sandra Ohemeng '20



How has it changed or benefitted you?

“Coming from Ghana, I thought Tanzania will be the same as Ghana. I realized from the very first day we got to Dar that no two countries are the same. This trip broadened my understanding about the world around me.”

- Sandra Ohemeng '20

I am more aware of the cultural similarities and differences between Morocco (where I am from), the US and Tanzania.”

- Aïda El Kohen '19



What's the funniest experience you had?

“I couldn't speak to my family in Swahili and there was an awkward silent for dinner so I started singing my national anthem with my roommate. I had forgotten some parts of it so I just made it up haha”

- Aïda El Kohen '19



In what ways were you challenged?

“I was challenged by the fact that I could not always express myself in Swahili the way I wanted it to.”

- Aïda El Kohen '19

Winter Session in East Africa!

What have you learned?

"I learned from this trip that you can make any place your home."

- Sandra Ohemeng '20

"I learned that one can be very happy with very little/not so much material 'stuff'"

- Aïda El Kohen '19



The food! What was your favorite?

"When it comes to the food, I thought that it was amazing. I loved the spices in the food and the frequent use of chapati, a flat bread similar to a tortilla. Since the water we drank had to be in a bottle, it was easier for homes and hotels to provide fresh fruit juice. The fresh fruit juice was something that I looked forward to every night at my host family's house. My favorite meals were the homemade ones by my host family. My host mom made great okra and homemade chai."

- Caitlynn Douga '20

What parts of the culture have you mixed with your own?

"I am more aware of the cultural similarities and differences between Morocco (where I am from), the US and Tanzania, and have adopted the "Hakuna Matata Spirit", being relaxed and enjoying life although it can get hard at Wellesley."

-Aïda El Kohen '19



Do you have last comments about your experience?

"It was my first time going to an East African country and I must say I really enjoyed the trip and the new experiences I had."

- Sandra Ohemeng '20

"It was great! I will do it again and I learned so much about myself."

- Aïda El Kohen '19



Swahili At Wellesley

The Roots of Swahili

Swahili is one of the newest additions to the languages offered at Wellesley College. In 2007 and years prior, many students found themselves with options for language courses that reflected Eurocentric interests, and none that reflected their interests in learning about the diverse African world. So what did these Wellesley women do? They petitioned and fought for this institution to offer a language from the African continent.

The history of this language outside of this college is a rich one. Among all of the languages spoken in Africa, Swahili is the most internationally known, and has been used as a bridge across language barriers since its origin. During the pre-colonial epoch, Africans of different ethnic backgrounds and foreigners, such as Arabs, needed to communicate with each other to trade and exchange knowledge. Swahili became a natural *lingua franca*, a language that is spoken in different regions. To combat the barrier between their different ethnic languages presented, Swahili became to Africa, what English is to the world.



In Tanzania, Swahili is used as the language for education and is a national language in Kenya, Uganda, and Tanzania. Although it is spoken primarily in eastern Africa, Swahili continues to be a unifying language in Africa in the 21st century. It is one of Africa's dominant languages, and is actually a part of more societies than many know. It is a language featured on many of the world radio stations, and is also the language from which the familiar phrase, "*hakuna matata*" comes.

Why is Swahili important?

Swahili and English are the national languages of East African countries. If one wants to learn about various cultures and aspects of the African world, understanding Swahili is just as important, if not more important, than knowledge of the English language. Professor Steady commented that, "The thought patterns of Swahili will provide students with additional language concepts both in terms of expressive language and receptive language." Professor Osoro also stated that, "language and culture are intertwined...if you want to learn the worldview of the people - the way the people think - just learn their language."

Swahili Beyond the Wellesley Green

How can you use Swahili at Wellesley and beyond?

Professor Osoro has been travelling back and forth between America and Africa making connection with various schools, organizations, and people so that Wellesley students can learn more about the often-ignored beauties and cultures of Africa. Professor Cudjoe says that, “Each discipline needs a language. We have selected Swahili to be our language so that it behooves the Africana Studies major or courses”. While these opportunities (listed below) exist, many people do not realize how valuable it is to learn a language of a place they may visit. Traveling is more than stepping foot on new land; it is about appreciating culture, food, and making connections with new people. Professor Osoro says, “When you travel, people will treat you well if they know you’re trying to learn and speak their language. Even if you struggle to speak, people will reach out to you, feel connected, respect you...you even get to buy things on discounted price.” If you want others to struggle to listen to your language, which is foreign in their country, there won’t be a connection between you and the people you meet, and you miss out on great deal of experiences and friendships.

Internships

School of St. Jude, Tanzania
Nelson Mandela African Institute of
Science and Technology

Winter Session

Winter Session in East Africa - Tanzania
Ghana

Study Abroad

School of Field Studies (Kenya and Tanzania)
School of International Training programs
(Kenya, Tanzania, Uganda)

Other Ways to Utilize Swahili

Work with international organizations
Work as a diplomat
Volunteer or visit Swahili speaking countries
Volunteer with Peace Corps
Work with refugee resettlement agencies
Work with National Language Service Corps

Scholarships and Fellowships

Wellesley funded internships
The Albright Institute
FLAS - Foreign Language and Area
Studies
Critical Languages Scholarship
Boren Scholarships
Fulbright Scholar Program
Rotary International Peace
Scholarship



A department like no other...



There is always a professor who is researching social, economic, cross-cultural and intercultural matters that pertain to communities of African descent. In addition to leading their classes and enriching their students, our professors are dedicated to improving their knowledge and contributing on an international level to the often-ignored discussions about the non-Eurocentric spheres of the world.

The Returned African Diaspora: Studies of Five West African Societies



~A Study by Professor Steady~

Professor Steady is currently researching the communities developed by previously enslaved Africans of the Diaspora who returned to Africa after the Slave Trade. In her research, she calls these people returning to Africa, “Returnees”, and focuses on those returning to Liberia, Ghana, Nigeria, The Gambia, and Sierra Leone. By analyzing their forms of “social organization”, she will be able to identify distinct ways that the violence of slavery and forced adoption of Western culture was successful in completely disconnecting an entire group from their original beliefs. She delves deeper into this disconnection and gives special attention to the role, agency, and leadership of women in maintaining the new communities.

Her examination of the Returnees’ cultural production, relationships with colonial rulers and local population, and their social construction of gender dynamics is crucial to not only understanding the past oppression, but to be better equipped to reverse its detrimental impacts.



Researching Home

~Professor Cudjoe's book about the slave history of his home~

This year, Professor Cudjoe finished 8 years of research and writing about a man named William Hardin Burnley. While this name may be unfamiliar to many right now, it is slowly gaining notoriety because of the work Professor Cudjoe has done. Professor Cudjoe grew up in Trinidad and Tobago on an estate that had been a slave plantation. "...I suppose my grandparents lived on the estate as slaves and then my family lived there". In his childhood, he knew that the village in which his whole family lived was a former plantation, but he was always curious to learn more about the land and who owned it. After discovering that Burnley was the owner of this plantation, he delved deeper, unearthing that this man was also one of the most successful slaveholders in the Caribbean. But, what does "success" really mean when considering slavery?



For a person of African descent, it conveys the destruction and further indignation on one's society and people. However, Cudjoe explained that, for a European in the 18th and 19th centuries, success meant owning the most slaves. "Just like in certain African countries your wealth is how many cows you have, a person's wealth during slavery consisted of how many slaves he had." Cudjoe's research was developed from his curiosity to learn more about the recent history of his family's land. In order to fully understand this relationship between the land and its owner, he focused on the perspective of the European society in which Burnley lived. Though

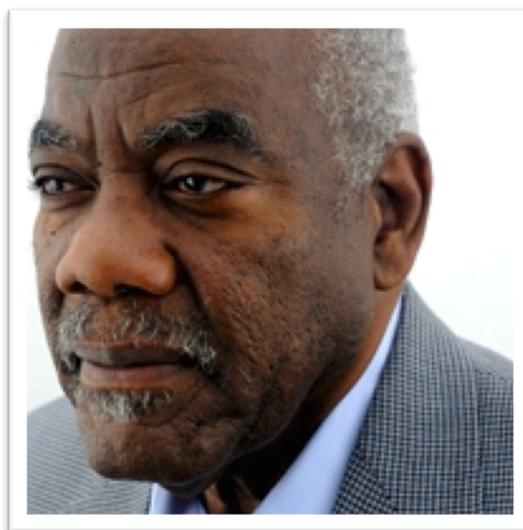
Burnley's wealth is significant, his success was furthered by him being a resident; that is, he lived on the plantation. In his biography, although Cudjoe discusses the harsh realities of slavery, he primarily seeks to locate Burnley in his time and place, expose the circumstances that supported and created Burnley, and reveal how this man was able to achieve such wealth. Cudjoe admits that, despite his excitement in the subject and being the first person to write a biography of this man, there were times during those 8 years



when he wished that he could just be done with the project. Since he was the first person to write about Burnley, there were no secondary resources for him to access. He had to travel all around the world to find archives, newspapers, correspondents, and any other primary sources to complete his work.

Nevertheless, he stayed motivated because of the standards to which he always held himself: “Whenever you begin something, you’ve got to end it.” After journeying to Scotland, Trinidad, London, and anywhere else necessary to finding information, his 8 years have come to a close. Finally, at the end of his research, Cudjoe realizes that this research also taught him about humanity: “People are people, you learn that you have to adapt in order to survive”.

His research about Burnley revealed many aspects about slavery that he had never been taught about or had to consider. He learned about two Anglican preachers who were sent from the Caribbean to “evangelize” Africans in Africa. He also learned that there was much more to slave rebellions than people know. A very significant, but omitted, aspect of slave rebellions was that the cutting of enslaved African women’s hair was such a violent act against their beliefs and souls that it inspired rebellions on the part of women. He has proclaimed that he wants to study the importance of hair to those women and the history behind why slave masters forced this cutting of their hair. Look out for Selwyn Cudjoe’s biography on Burnley, and in a few years you may also be able to find more information about slave rebellions.



"Success isn't about how much money you make. It's about the difference you make in people's lives."

- Michelle Obama

Connections between Africa & India



-Professor Obeng's current research

Professor Obeng's current research project is guided by the following research question: "What are the identity formations among Siddis— descendants of Africa who are a minority in India numerical and socially, approximately 60,000 —who live in India?"



Among the Africans that are called Siddis there are some who have now become part of the global Pentecostal movement. At the global level, there are over 600 million members. These Africans that have become a part of a global movement are aware that although they may be socially & politically isolated they form part of a later community of Pentecostals. One of professor Obeng's question is: *How do Siddis, as marginalized people in India, manage to assert their individual and collective identities?* Professor Obeng argues that is through the stories that Siddis share because they remember snippets or fragments of their history. Although these fragments of their history go back to over 700 years it is the very stuff that they draw upon to actualize themselves in the present. *How do they do it?* —as members of the Pentecostal movement they see themselves as engaged in spiritual warfare.

Siddis consider their worship, their healing, their speaking tongues, believing miracles, as all being part of people at the battlefield against forces of evil. Their memory of their history is critical because it serves as a device that they can use to indicate that they are different from other people in the larger society. *How is that important?* Their complexion and physical features make them stand out whenever they go out to the marketplace, the railroad station, or other open spaces where they encounter Indians that belong to the larger society. It is therefore part of their social consciousness that makes them reach out back to stories they heard from their ancestors, when they reconnect to those stories they are able to point to themselves and to other Indians that they have a rich history of people who came many years ago from continental Africa.

Siddis use their stories therefore to set themselves apart from the larger society. They use their stories to connect them to continental Africa as well as the Pentecostal movement at the global level. They tell stories about material and non-material resources since they become part of the Pentecostal movement. They consider themselves to be able to with their new gained power to exorcise evil spirits of people. They are able to pray for miracles to occur in people's lives. They are also able to form networks of support to challenge people that seek to suppress them because they are a minority group. They also have incorporated Siddis in Indian worship services. These musical instruments serve as identity markers and as a distinct form of contribution that their community makes to the larger pool of musical instruments in Indian communities. Therefore, by belonging to the Pentecostal church they define and redefine themselves as people that belong to India, belong to Africa with an African heritage, as well as people who are part of a worldwide community of Pentecostals.



Why do you teach what you teach?



“When I was studying in university, there were no courses in African, African-American, or Caribbean literature. I learned everything on my own. In university, I had to get my PhD in American literature, but I wrote my thesis on Caribbean literature. I wanted to read the literature of my own folk, my own people. I teach ours because I find myself in it and I want to share that experience with my students.”

- Professor Cudjoe

“I choose to become a teacher after realizing the impact knowledge can have one's personal life experiences and opportunities. I knew I wanted to empower students with the information they needed to reach their goals. It is a lot of work sometimes, but it is worth it when I see students connecting with the topics we discuss in class.”

- Professor Davis

"I teach because I love teaching and contributing to developing the 'life of the mind' of young people. My approach is post-modern, hence often critical of conventional academic assumptions. My pedagogical style is multi-disciplinary and interactive, with an emphasis on critical thinking. I stress the importance of contextualizing the readings, lectures and discussion and of recognizing a variety of viewpoints and interpretations. This is important since most of our courses have geographical, historical and cultural contexts with which students may be unfamiliar. I also encourage field research in communities around the Boston area."

- Professor Steady

The Africana Studies Department seeks to have a holistic array of course options for students. These range from literature, psychology, environmental science, language, and history courses.

EXCITING NEWS!!!



A new faculty member, professor Carter Jackson, will be joining us this fall! She was last teaching in the History Department at Hunter College, but also has experience teaching in various other diverse spaces including Harvard University. This will be her first time teaching at a Women's College and is "thrilled about joining the Wellesley community particularly, the Department of Africana Studies where [she] can teach courses that focus on the themes, ideas, and works in which [she has] deep investment." Professor Carter Jackson looks forward to offering courses related to the following: African American History, Women & Slavery, Understanding American Slavery through Film, Black Women's History, and the Making of Movements in Black History. This fall, professor

Carter Jackson will be offering a course called: Women and Slavery in the Trans-Atlantic World. Remember that it's not too late to add this course to your schedule!

Some of professor Carter Jackson's projects are the following. "Force & Freedom: Black Abolitionists and the Politics of Violence," is a soon to be published text, which examines the political and social tensions preceding the American Civil War and the conditions that led some black abolitionists to believe that slavery might only be abolished by violent force. She also has a newly released edited book, "Reconsidering Roots: Race, Politics, and Memory," which is the first collection of essays to examine the impact of Alex Haley's *Roots* 40 years after its debut.

Some fun information about professor Carter Jackson is that she is mom to two beautiful children, William, 3 years old, and Josephine, 3 months old. You will most likely see these two bundles of joy around some of the green spaces our beautiful campus has to offer.

We welcome all of you to greet and introduce yourself, and help us in welcoming professor Carter Jackson. She is most looking forward to working with students and connecting with people, in general, here at Wellesley.

Why take your class?

~reference course brochure for course names and descriptions~

Professor Steady:

These courses allow students to think about Africa in ways that emphasize its contribution to human civilization and democratic ideals. They are valuable for students that wish to work in any fields of international relations, especially Africa and it gives them a good understanding of traditional African societies and the challenges they face in a rapidly changing world. By studying African women, students meet a number of African women rulers and heads of government in indigenous societies and in modern parliamentary systems. They also learn about the challenges faced by African women who live in poverty and are marginalized by the models of development that follow a neo-liberal approach in which people are not at the center of development.

Another course group reviews theories of urbanization and race theory. The other course examines how policies, legislation, institutional racism and discrimination continue to maintain and urban underclass that is primarily Black and Hispanic and includes refugees and undocumented immigrants. One course in this set covers urban development processes in countries of the Global South and the organic linkages between the Global South and the Global North through an unequal global political economy that impoverishes the Global South.

The third set of courses pertaining to environmental justice exposes them to a pluralistic and diverse understanding of medicine that will enhance their future careers in the medical or related fields. 'Environmental Justice' deals with the disproportionate targeting of people of color with the burden of environmental pollution and degradation. It is useful for students interested in social justice, environmental law and social activism.

Professor Davis:

This past semester, I taught Race Relations & Women and the Workplace because both topics are relevant to the student's experiences in the political environment in which we live and their career trajectory in a global world. In Black Psychology, we look at marginalized historical black psychologists and discuss how their theories contribute to the discipline. In addition, we read Black Psychologist, Beverly Tatum's book, "Why are all the Blacks kids sitting together at the cafeteria table together," and discuss the ways in which millennials experience identity development in the milieu of American's educational system and society. The Black Family course includes a social networking component where students create or extend their family tree. In addition, we link their familial history to seminal research from American slavery to contemporary family structures. It is vital to use social media in classes today and I continue to find new ways to engage students with examples that relate to their experiences in the courses I teach.

What can you do with Africana Studies/Major?

“Anything and everything!”

– Professor Steady

“You learn to analyze things in such a crucial way that is so different than you would have without having taken any Africana Studies courses”

– A Career Education Staff Member



“The world is before you and you need not take it or leave it as it was when you came in.” – James Baldwin

Meet a Graduate!



“I feel very honored to had that have opportunity to have met them.”

Fiona J Almeida '15, double-majored in Africana Studies and Anthropology here at Wellesley College. Dedicated to understanding culture, she remembers enjoying her Swahili classes with Professor Osoro, who had been a good teacher and mentor. She reminisces about her trip to Tanzania, which she calls “insightful and beneficial to my growth and international work”. At Wellesley, she valued the relationships with professors, noting how they not only wanted to teach her, but they also cared about her as a student. “Professor Cudjoe and Professor Obeng have been great role models. I can go to them and seek advice on any topic and they would always make time for me.”

“It is so important to bring a voice to this community”

Fiona also travelled to India on a trip led by Professor Obeng! There, she realized that a big part of African history is in India, and that revealing this hidden history to the world was very important. She was amazed to learn about the Africans’ adoption of their new culture and identity. Even though African Indians are discriminated against in India, she spoke about their contribution to the economic growth if India. This trip was a major turning point in her life as she realized “there are pieces of people’s history missing.” This experience solidified Fiona’s path after graduating Wellesley: to continue working on international issues for underserved communities.

“I understand that policy can have both good and bad outcomes! As I continue to work with minority groups of people and women of color I realize I need to learn more about policies to be a much more informed advocate.”

The knowledge Fiona received through her courses and involvement in this department extended further than people often assume. Although she studied a variety of courses, one of the most important things she learned is understanding policy and its importance. People are not often prepared to deal with the impacts policy has on minority individuals in professional and personal settings throughout society. She graduated equipped not only with the tools to help herself and others, but with a unique way of viewing the world that many people find valuable. Learning about how policy impacts minority groups through the Africana Studies Department, she developed a desire to increase her knowledge about policy.

Fiona is currently completing her masters at Tufts University in Public Policy. She is in the Urban Environment Policy and Planning department, with interest in Food Security, Education, Health and Sustainable Development for minority communities.

What are you looking forward to in your near future?

Fiona plans to continue working with women and children from around the world by improving access to clean drinking water, basic healthcare, and education. She is also looking forward to spending time with her husband who has given her tremendous support during her academic career. Learn more about the work Fiona is doing and support her international works by accessing the following links!

<https://the-vital.com/2017/04/28/girls-india/>

<https://www.gofundme.com/>

Cinema Highlights!



2016 and 2017 has been a great year in the production of movies casting black actors in roles that are not based in servitude. Though some are very comedic, many of them also inspire contemplation and discussions experiences with which everyone (including you) in our society will come in contact. This summer is a great time to catch up on these films. We listed some below along with a comment on one of the movies by Professor Davis! When you come back in the fall, definitely reach out to professors if you would like to discuss any of the films.

Chewing Gum

Get Out

Moonlight

Dear White People (movie and series)

Hidden Figures

I Am Not Your Negro

13th

Get Out

“Jordan Peele's GET OUT is a modern masterpiece. I haven't watch a movie that touched the of Race Relations in America since viewing D.W. Griffith's, Birth of a Nation. GET OUT shows the American psyche in its rawest form. The film highlights thoughts and feelings rarely verbalized in a politically correct culture. The depth to which Peele reveals certain bodies' values over others is piercing. The complicit exploitation of one group and singlehanded protection of the other is riveting. Peele's, GET OUT will become a classic.”



soul

- Professor Davis

Congratulations Graduating Majors and Minors! Class of 2017

Majors

Gabrielle Chapman

Amanda Lee

Hye Yun

Minors

Terrace Clark

Tempestt Morgan

Kristen Oleskewicz

2017 Writing Prize Winners!



**Zora Neale
Hurston Prize to
Amanda Lee '17**

Amanda analyzed Erykah Badu's album *Mama's Gun* through the lens of black feminist philosophy to illustrate how her lyrics are an expression of black women's resistance and liberation.



**Ella Smith Elbert Prize to
Fatoumata Bah '18**

Inspired by the documentary, "13th", Fatoumata examined how the United States prison system and the mass incarceration it has encouraged have affected the black community since 1965.



**Fannie Lou Hamer
Prize to Chika Egbuzie '19**

Chika wrote about the impacts of colonialism on African womanhood and the ways in which women have been and currently are deconstructing its manifestations.

~ THANK YOU for your continued
support to our department ~

HAVE A GREAT SUMMMER!

"No sun outlasts its sunset but will rise again and bring the dawn." - Maya Angelou