Remembering Roy Bryce-Laporte 1933-2012
OBITUARY: ROY BRYCE-LAPORTE
Dean of Faculty

Roy Simon Bryce-Laporte, John D. and Catherine T. MacArthur Professor of Sociology and Anthropology emeritus, passed away after a long illness on Monday, July 30. Roy earned his degrees from Panama Canal College (AA), the University of Nebraska (BS, MA) and the University of California-Los Angeles (PhD). Roy retired from the Colgate faculty in 2000.

Professor Bryce-Laporte was a nationally and internationally known scholar whose research and teaching interests focused on comparative and historical studies of African American, African-Caribbean, African-Hispanic, and other “New World” black experiences. Particularly interested in the “new immigration” of people of African descent into the United States, he taught and published about their struggles for recognition and their communities.

Roy began his career at Colgate in 1989 as director of the Africana and Latin American Studies Program and a member of the Department of Sociology and Anthropology; he was instrumental in giving the ALST program its present shape and function. From the beginning of his time at Colgate, Roy contributed enormous strengths from his prior teaching experiences at Hunter College, Yale University (where he helped develop Afro-American studies), and the City University of New York’s College of Staten Island, where he was founding director of the Center for Immigrant and Ethnic Studies. He also had a distinguished career at the Smithsonian Institution, where he was founding director of the Institute of Immigration and Ethnic Studies. He was elected to the Chairman’s Advisory Board of the NAACP and the Committee on Nominations of the American Sociological Association.

Roy was an exemplary citizen of Colgate, always willing to put his enormous energy, his great intellect, and his wonderful sense of humor to the service of the Colgate community. One of his signature courses was Total Institutions, in which he compared plantation slavery with social life in prisons and asylums. In honor of his scholarship and teaching, Colgate’s Center for Ethics and World Societies mounted a conference titled “Diaspora and Diversity within the Black Experience,” during Reunion Weekend in 2000.

Roy is survived by his daughter Camila Bryce-Laporte Morris of Maryland, son Robertino of New York, son René of Washington DC, and his longtime dear companion Marian D. Holness, along with many other family members.

Cover Photo: Violet Johnson of Agnes State College, former state representative Mel King and Roy Bryce- Laporte of Colgate University were among the participants in the Blacks in Boston Conference. (Photo by Lee Pellegrini)
FACULTY TRIBUTES

When I came to Colgate in 1989, Roy Bryce-Laporte was part of the incoming class of new Faculty. Unlike most of us however, Professor Laporte carried with him a distinguished portfolio in the field of Black Studies. He had started the Black Studies program at Yale University (where one of his students was the renowned scholar in the field, Henry Louis Gates Jr.), he had been a curator at the Smithsonian, and most importantly had been in the forefront of establishing Black Studies as a vigorous and rigorous academic area.

In the nearly ten years that he was at Colgate, Roy Bryce-Laporte set about building the ALST Program into the serious academic enterprise that it has continued to be. In the time that I had the pleasure and privilege of working with him, I learned much about the wide range that the field of Black Studies held. As a historian I, of course, knew of the importance and interdisciplinary nature of Black Studies but I learned from Bryce –Laporte the comparative aspect of the field in relation to other areas such as Latin America, South America, the Caribbean, and Africa. Even before it became the new area of study Laporte was deep into the intersectionality of the Atlantic world and the African Diaspora. Thus the ALST program was at the cutting edge of not only that but other exciting areas of Black Studies which included Law, the problem of incarceration, the new migrations that were occurring in the Eighties and Nineties and which have gone a long way towards the transformation of America.

For all that I have learned from him I will always be grateful. For it should be said that Professor Bryce-Laporte was also the ultimate mentor. He always had the students and the younger faculty (especially students and faculty of color) in mind and heart. He knew how difficult it was it to create, to navigate, and to maintain a field such as Black Studies in an academic world that was highly skeptical of such endeavors. In the end his leadership and example of what that scholarship and advocacy meant and how it should be administered has left an enduring institution at Colgate and elsewhere.

I will certainly miss him and it is truly a sad loss for all of us in the field. It can only be hoped that Colgate University will acknowledge his endeavors and presence in some concrete manner. His legacy is that important.

- Charles Pete Banner-Haley, Professor of History & ALST

INTERESTED IN SUBMITTING AN ARTICLE, A REVIEW, OR A LETTER TO THE EDITOR?
Submit entries to ALST@colgate.edu or stop by the Lounge in Alumni 327
I am sure others will refer to Professor Bryce-Laporte’s teaching and his legacy at Colgate, so I will add some things about his career that may not be as widely known or appreciated here.

As chair of the search committee looking for a new Director for our Africana and Latin American Studies Program, I was delighted when we were able to persuade Professor Roy Bryce-Laporte to come to Colgate. He already had a distinguished record of teaching, scholarship, and administration and he made it clear that he wanted to complete his career here. He was born in Panama of Afro-Caribbean ancestry (his paternal grandfather, a Jamaican, migrated to Panama via Dominica at the end of the 19th century), he was bi-lingual, and he had degrees from the University of Panama, the University of Nebraska, and a PhD in Sociology from the University of California- Los Angeles. Roy Bryce-Laporte, in fact, embodied the diversity of our program, and he proved to be an ideal leader.

Bryce-Laporte had conducted research in Puerto Rico and Costa Rica in the 1960s and he had published scholarly work on many subjects, especially on aspects of the African diaspora. When he curated an exhibit at the Schomburg Center for Research in Black Culture in Manhattan in 1986, he told the NY Times, “If there is a forgotten or overlooked fact of black history, it is migration,” meaning, in particular, the migration of free blacks around the Caribbean, Latin America, and the United States. Professor Bryce-Laporte has been largely responsible for the extent to which this once “invisible minority” has become visible.

Many people who knew Roy at Colgate were not aware of his national and international reputation, or of the many awards and honors that he won. In 1969 he became the Director of Yale University’s new department of African-American Studies, one of the first in the country. He pioneered a course there called, “The Black Experience: Its Changes and Continuities,” which spanned the history of blacks from Africa to the western hemisphere, from before slavery to the 20th century. Before going to Yale he had taught Sociology at Hunter College of the City University of New York and after Yale he was, among other positions, a Woodrow Wilson International Scholar and the first Director of the Research Institute on Immigration and Ethnic Studies at the Smithsonian Institution.

Professor Bryce-Laporte and his work were well-known and highly respected throughout the Caribbean as well as in the United States. In 2006 we both contributed to a conference held at the University of the West Indies in Jamaica on the early intra-regional migration of Caribbean people. He spoke about research he had done among Jamaican migrants in Costa Rica in 1962. He concluded his talk by quoting a poem by Sidney Wilson from the Jamaica Times, 1914:

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Much of his scholarship, for which he was so widely renowned, aimed to answer these questions, though they were expressed more sociologically in terms of the “dynamics of supply and demand” and the “transnational linkages” of migration. Roy also used the old saying, “Every thing has its time,” in this talk. Now that his own time, sadly but inevitably, has come to an end, we are still grateful for his many contributions as a teacher, leader, and scholar, and we will always be glad that we knew him, as a good friend and colleague.

-Nigel Bolland, Charles A. Dana Professor of Sociology and Caribbean Studies, Emeritus

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Professor Roy Bryce-Laporte was an exceptional scholar of international migration. He was one of my mentors in the field and one of my first publications appeared in a book edited by him. But it was the privilege of teaching with Roy at Colgate that revealed to me his integrity, humanity and wisdom. Together, Roy and I developed the course on international migration and U.S. immigration cross listed between Sociology and Anthropology and Geography. We taught the course together several times, and each time-each class - I learned so much from him. Professor Bryce-Laporte was an inspirational teacher, with standards that reached the sky for students, and for me as his colleague. And beyond his expansive mind, there was his heart, his huge smile and his laugh, each of which I remember, and will miss.

-Ellen Percy Kraly, William R. Kenan Jr. Professor of Geography
With the passing of Roy Bryce-Laporte, Colgate has lost another of the key leaders of the our ALST program. Coming close on the loss of Manning Marable, the founding director, and Arnold Sio, who taught some of the earliest courses on race, slavery, and colonialism in our curriculum, we are reminded of how much the structure of our academic programs depends on particular individuals and their talents. Roy arrived at Colgate at a time when the program had gone through several years of temporary leadership; he strengthened the course offerings, clarified the intellectual direction, and solidified the institutional standing of ALST. Under Roy’s leadership, the program was fully certified to offer two majors (in Africana Studies and Latin American Studies). He was a popular teacher and mentor to students and junior faculty alike. In his scholarship, Roy was the quintessential interdisciplinary researcher. I first encountered his brilliant article on identity and conflict in the Panama Canal Zone in a graduate school course on African American Anthropology; he held degrees in both sociology and anthropology and moved seamlessly between those and other fields, including history and demography. At Colgate, he continued the intellectual tradition, begun by Manning Marable, of refusing to split the experience of American ethnic minorities off from global processes, and insisted that, from a global point of view, those groups were not “minorities” at all. For his retirement celebration in 2000, a conference on the topic “Diaspora and Diversity Within the Black Experience” was organized to coincide with Reunion weekend. Many of his former students returned to honor him, and distinguished colleagues from all over the United States gave papers reflecting on the influence of his scholarship. I will never forget the look on his face as the Panamanian dance group, Ballet Folklorico Proyecciones y Danzas Panamenas, came over the crest of the hill to dance on the patio of the ALANA Cultural Center, just as we all exited from the conference. His delight in welcoming his countrymen and women and enthusiasm to share their artistry with colleagues and students was palpable, and will constitute my lasting memory of him.

-Mary Moran, Professor of Anthropology & ALST
I overlapped with Roy Bryce-Laporte’s tenure at Yale during my undergraduate years there during the late sixties and early seventies. At Yale he professed Sociology and helped build a still successful African-American Studies Program. He continued an important career as a founding father in the sociological study of immigration in the Americas.

Yale, like Colgate, is a liberal arts school in which it is assumed that students will proceed into the elites of business, the professions, government, and the arts through the study of traditional liberal arts fields. Yale prepares students for upper class professional life through social leisure of its residential colleges, clubs, and societies where insiders are initiated into the social, political, and cultural codes which C. Wright Mills called America’s power elite. Yale’s most important triumph for me was the number of black academics and professionals it infused into the new interracial world of recently integrated law firms, universities, corporations, and professions. There Roy Bryce Laporte was the intellectual as well as political guide of Henry Louis Gates, Armstead Robinson, John Blassingame, Glenn de Chabert, Houston Baker and a host of lesser known equally successful people.

Yale like Colgate is not a school for the outsider: the alienated intellectual. However, challenging, experience I had at Yale, I found it to be a cultural, political, and social wash. Upon graduation I headed to the University of Chicago where, as a campus t-shirt proclaims, “Fun comes to die.” I eventually arrived as a professor at Colgate, however, only to encounter another leisure class liberal arts school for insiders – even more oriented to the intimate bonding of America’s leisure class elite.

In my conversations with Roy I learned much about what I had gained during my experiences at places so concerned with free time. I learned most of all that my time in the upper class word of Yale and Colgate promoted a leisure which held far more possibilities than the narrower concept of recreation that I had earlier scorned. From Roy I learned that the most authentic purpose of this pastoral setting, as it was in an earlier grove of academe, reflection, conversation, and the forging of personal links in which these activities might take place. Ironically this leisure was inseparable from the top-down vision, that guides Yale and Colgate entrants into the American elite - situated above the technocrats who will increasingly do the computational, applied mathematical, technological, scientific, and biological heavy lifting in the new American economy. From Roy I learned that much depends, thought-wise, upon how a university’s intellectuals define the leisurely sites where the elite of a society defines its conception of itself and its purpose.

Roy at Colgate was to be found in all of the classroom building crannies, kitchen discussions at parties and the greasy spoons, where the university exploits its free time. His genial, easy manner was a provocative invitation to the life of the mind. I will miss him in many personal ways, but perhaps most importantly in this.

-Phil Richards, Arnold Sio Chair of Diversity and Community, Department of English
What is ALST?

The Africana and Latin American Studies (ALST) Program is an interdisciplinary program that studies the histories and cultures, both material and expressive, of the peoples of Africa, the Caribbean, and Latin America, and African Americans in the United States. It draws heavily from several disciplines in the humanities (art, language, literature, music) and the social sciences (anthropology, archaeology, economics, geography, history, political science, and sociology), as well as educational studies, philosophy, psychology, religion, and writing and rhetoric.

The program offers a major and a minor with concentration in African, African American, Caribbean, and Latin American studies. United by a shared historical connection within the Atlantic world, these geographical areas and the diverse peoples who inhabit them provide rich opportunities for interdisciplinary and comparative studies. The program aims to promote an understanding both of the constituent regions individually and their mutual interdependence. It offers students the opportunity to study one particular area in relation to others in the wider Atlantic world with which it shares a historical and cultural connection. It examines the indigenous civilizations of these regions and studies the impact of migration, imperialism and colonialism, racism, nationalism, and globalization in shaping the lives, ideas, and cultural identities of their inhabitants.

THE ALSTAs LOUNGE IS LOCATED IN ALUMNI 327. IT CONTAINS AN IMPRESSIVE LIBRARY OF WORKS IN ALST AREAS AND A LOUNGE SPACE TO RELAX, SNACK & STUDY. ALL ARE WELCOME.
As we begin a new academic year, I am delighted to welcome new faculty and students to the Africana and Latin American Studies Program (ALST), and I look forward to your active participation in both our curricular and extra-curricular business. Let me also express, on behalf of the coordinators and faculty of this program, our thanks to Professor Antonio Barrera for his sterling work over the past three years. His leadership was innovative and inspiring, and we hope to build on that in the years ahead.

Many of you probably know that just a few weeks ago, one of our previous directors, Professor Roy Bryce-Laporte, passed away. Professor Bryce-Laporte came to Colgate in 1989 specifically to direct the ALST program. He had already established himself as one of the leading pioneers in the new field of Africana studies in the United States (see his obituary), and during his directorship the program was significantly restructured. Three full majors (African, African American and Latin American studies) were created, and a new minor in Caribbean studies. Under his proactive leadership, the program became a dynamic element of the curriculum at Colgate, offering an intellectual home to students and faculty alike who had a scholarly interest and curiosity in fields of knowledge that only received scant attention (if any) from mainstream departments. He left an indelible mark on the campus landscape, and in many respects his principal legacy has been the slow but inexorable march towards intellectual diversity on campus. Professor Bryce-Laporte retired in 2000.

Since then unfortunately, there has been a sagging interest in Africana and Latin American studies on campus, and our task is to rekindle some of the excitement and interest among students for what the program does. In recent years more faculty with Africana and Latin American research interests have been hired at Colgate. So even though departments have kept their traditional curricular orientation towards Europe and Euro-America, they now offer some courses on Africa, African America, the Caribbean and Latin America. While this has enabled ALST to draw on a larger body of courses for its concentrations, it has also meant that students no longer have to depend entirely on the program for basic exposure to such knowledge. On the plus side, the availability of more courses generally on Africana and Latin American issues has raised the intellectual profile of ALST. No longer is it regarded as a feel-good program for minorities. On the contrary, particularly since it revised its curriculum in 2009 to provide more rigor and coherence for concentrators, its academic status has risen. Students who undertake a major or minor in any of the four concentrations can expect to acquire the techniques of interweaving the methods
of multiple disciplines in their work, to do comparative research, and to think and write about very complex issues utilizing those methodological skills. These capabilities are increasingly sought after in a world that is no longer monochromatic; a world that rewards those with flexible, multifaceted expertise.

ALST occupies a unique position in the broader curriculum of Colgate by pulling together diverse courses pertaining to Africa, African America, the Caribbean and Latin America from different disciplines and organizing them within a thematic curricular structure. This offers students a coherent framework for crafting their own major or minor concentrations in a way that would not be available to them otherwise.

In addition, one of the primary intellectual goals of the program is to provide students with a different perspective on the way historically subjugated ethnic groups in Africa and the Americas have been viewed in traditional Eurocentric scholarship and the mass media. By placing these peoples and regions at the center of scholarly focus, the program explicitly uses a corrective lens to counter and correct old stereotypes and misperceptions that still have stubborn resonance today. This is vital for fostering a critical understanding of issues of diversity and ethnic difference. The importance of such knowledge cannot be overstated in the 21st century as the ethnically disprivileged of these regions overcome the hurdles of inequality and become important players on the global stage; and as the United States itself becomes increasingly diverse through the immigration of people from Africa, the Caribbean and Latin America. Knowledge of their cultural backgrounds and worldviews is essential if the country is to maintain its position as a world leader in this century.

This academic year, ALST will once more offer a rich body of academic courses as well as a wide range of extracurricular events. The highlight of this semester’s program will be the annual WEB and Shirley Graham DuBois lecture on Thursday, October 18 which will feature the renowned historian of Afro-Latin America, George Reid Andrews of the University of Pittsburgh. The DuBois lecture will be the main event of ALST Day on campus which will feature several stimulating intellectual and social events. Look out for that.

In addition, a range of other ALST events is listed in this Newsletter and will be advertised on notice boards throughout campus as well as via email. I invite you to attend and participate in as many of these as you can so that you may experience the rich programming ALST offers.

Finally, I would like to draw your attention to our study and travel opportunities which add a lived experiential dimension to our academic course offerings. In Spring 2013, our Caribbean study group will go to Jamaica. Led by Professor Kezia Page of the English department, this group will spend the entire semester at the University of the West Indies where students will be able to take courses for credit towards their disciplinary major as well as for a minor or major in ALST. If you are interested, there is still time to join this group.
Speak directly with Professor Page.

ALST is also in the process of exploring new semester-long study-abroad experiences in South Africa, South and Central America for our concentrators. If you are interested, please contact me directly. Similarly, the program sponsors a short study-abroad experience to the French Caribbean island of Martinique during Spring break week. For more information, please contact Professor Mahadevi Ramakrishnan in the French department.

Finally, every February an ALST group of students goes to Washington, DC, for the Model African Union at Howard University. For more information, please contact Professor Mary Moran of the Sociology and Anthropology department.

These are some of the rich study and travel opportunities beyond the walls of campus that are available to you through ALST. We plan to expand them over the next few years. So, if you want to benefit from these exciting learning experiences, this is the time to check out ALST. We are ready to cater to your scholastic interests and needs.

**UPCOMING EVENTS SPOTLIGHT:**

![ALST Event Poster](image)
Inside Scoop: Model African Union 2012

The National Model African Union (MAU/ALST 290) is a three-day simulation exercise in Washington D.C hosted by Howard University. Students enroll in the class as ALST 290 and spend the first five weeks of the Spring semester gathering information on an assigned African country. Students then use this research to present a resolution in one of five standing committees of the African Union during the simulation. This year, Colgate did exceptionally well at the conference winning three awards including Honorable Mention for the Outstanding Chair Award, the highest award given at the Model. This award went to Tinofara Majoni ‘13, who was also invited to serve as Vice-Chair of the Assembly of Heads of State on the final day. Colgate also brought home the Committee Leadership Award given to the one who has made the most significant contribution to fostering consensus, capturing the essence of complex issues, and leading the committee toward effective action,” and the Outstanding Delegation Award, which recognizes the member they believe has “contributed most to the accomplishments of the committee. Both these awards were won by Lwam Stefanos ‘14, who represented Ethiopia in the Executive Council.
Participation in the Model African Union involves deep research of the respective countries a delegation has to represent. During the simulation, over fifty delegates formulate, present and defend proposals that support interests of their respective countries. In order to be successful in doing so, one has to be aware of political, economic and the foreign policy of the country one will be representing.

Having participated in the Model African Union in the past two years, I have seen tremendous growth and achievement both in the success of the Colgate team and in my leadership skills. The Colgate team has recently been scooping awards at the Model African Union. This year we also obtained several awards signifying the effective research that we did as team and our ability to work together as a Colgate delegation. We represented five countries at the 2012 Model African Union simulation in Washington D.C. Through research, working together as a team and consulting with our faculty adviser, Professor Mary Moran, we were a force to be reckoned with.

The success of the Colgate team is attributable to the intense preparation that we receive from Professor Moran. During the preparation, we follow the news happening on the African continent, research the foreign policies and get to understand the countries that we represent including their interests. We had mock simulations which were instrumental in boosting our confidence to publicly defend our positions in an articulate manner. When we left for the conference, we were fully prepared.

During the conference, we had an outstanding performance in all the committees that we were representing. Every delegate from Colgate was fully aware of the foreign policy of their respective country enabling each of us to assume the interests of our countries and debate in a diplomatic manner.

Participation in the 2012 National Model African Union was an extraordinary opportunity that developed my leadership skills and broadened my world-view. As a chair of the Committee on Technical Economic Matters, I was able to develop leadership skills and great team work skills. As a chair of the Economic Matters committee, my duty was to control and facilitate debate through the implementation of the Rules of Procedure. In this position I had to assume the work and character of the real Chair of the African Union, enabling me to understand how International Diplomacy is carried out. The office of the chair is crucial in the success of the work of the committee, entails additional responsibility and requires thorough familiarity with the Parliamentary Procedures.

I was encouraged to apply for this position by Professor Moran. At first I was hesitant because I was aware of the demands of the position. However Professor Moran had seen my performance in the past two years and recognized my potential. She equipped me with the necessary resources to be a successful chair. This experience allowed me to be in a practical environment where policy making is done, realizing how challenging diplomatic work can be.

At large, the Model African Union experience spurred my interests in international affairs and development. Even though I am a Computer Science and Mathematical Economics double major, this experience provided hands on practical experience on solving African issues. In addition to a strong interest in African affairs, the experience has had a positive impact on my academic studies stemming from the intense analysis and research skills that I can leverage in my academic work.
1. STUDENTS POSE WITH ETHIOPIAN AMBASSADOR 2. STUDENTS AND WASHINGTON D.C. AREA ALUMNI CONNECT AT DINNER 3. COMMITTEE IN SESSION

4. ENTIRE GROUP OUTSIDE CONFERENCE CENTER 5. STUDENTS POSE WITH PROFESSOR MARY MORAN 6. STUDENTS AFTER ASSEMBLY OF HEADS OF STATE
In the April 20, 2012 issue of the Chronicle of Higher Education, the front page headlined a major story “Black Studies: ‘Swaggering into the Future.’” The quote was from the well-known African and African American scholar Mark Anthony Neal of Duke University. The article concerned itself with the growth of a new cadre of PhDs in Black Studies coming from the nation’s elite universities. It is a strong testimony that over forty years after the appearance of the first Black studies Programs in the nation’s undergraduate schools and twenty-three years after Temple University created the first PhD program in Black Studies, the field is now firmly implanted in academe. But more important is the health of these programs (which is very good) and the range and depth of intellectual inquiry that is being pursued.

As an undergraduate at the University of Buffalo in 1970, I clearly remember the struggles on the part of black students to have the Black experience taught and studied in the academy. For many of my generation these were formative years for us intellectually and those of us soon to be educators. It was indeed a struggle as we had to convince (for at least the next twenty years) the Liberal Arts institution that the study of race, the Black experience, Africa, and all of its variegated influences on history, literature, politics, economics, and the world’s societies in general had to be taken seriously.

As I think back on those years, as a historian and an interdisciplinarian, I am still amazed at the vast amount of scholarship produced across the traditional disciplines. A quick glance at this literature clearly shows that the main themes revolve around the impact of slavery and its legacies, the socio-historical construction of race, the political economy of race, and the impact of, to use Toni Morrison’s eloquent term “Africaness” in everything American and throughout the Atlantic World. This was accomplished in what I call the First Wave of Black Studies scholarship.

The Second Wave, which ran roughly from the mid-Eighties to the end of the 20th century, saw the growth of Black Studies PhD Programs at Harvard, University of California, Berkeley, and the University of Massachusetts at Amherst as well as many distinguished programs in undergraduate schools, including Colgate University. The effect of this wave was to bring forth Black Women Studies, a focus on the largest black middle class in American history and its effects on politics and economics, and the emergence and impact of Hip-Hop. Now most of the prominent Black intellectuals are to be found in predominantly white colleges and universities (PWCU’s) where traditionally HBCU’s had been the centers of black intellectual activity.
But that was during the days of Jim Crow Segregation and blatantly accepted racism.

What the 21st century is now witnessing is the Third Wave of Black Studies. The themes being addressed by the young black (and white, Asian and Latino) scholars in the field focus on the intersection of race, sexuality, and class. This means much more intensive attention is being paid to how black women have played a crucial, if not defining role, in the Black experience in America and the Diaspora.

An even greater theme is the re-evaluation, if not reformulation of just what “Blackness” or “Africaness in America” now means in light of new migratory patterns within and without the United States and the increase in interracial marriages. All of these themes are now linked through an interdisciplinary approach. One can read Toni Morrison’s forthcoming novel Home and understand many of the themes mentioned in History, Literature, and politics. Likewise the recently published Oxford Handbook of the Civil Rights Movement showcases the latest scholarship that links the fields of Law, History, Sociology, Political Science, Economics, and more.

Finally, the future of Black Studies is inextricably linked to changes in the American nation. Black Studies is a rigorous intellectual and academic discipline. But it is not divorced from the political economy of the nation or the peoples that it seeks to study, understand, and explain. In that respect, the State and Future of Black Studies is on a very solid footing.

UPCOMING EVENTS SPOTLIGHT:

WANT TO STUDY ABROAD?

Well it's not too late to sign up

Jamaica Spring 2013 Study Group

WHERE?
University of the West Indies (UWI) at Mona, Jamaica.

CONTACT
KEZIA PAGE
(315) 228-7268
kpage@colgate.edu
301D Lawrence Hall

Be exposed to life in a developing country with a vibrant culture & dynamic society.
Live with students from all over the Caribbean.
Expand your understanding of the world, how it functions and your place in it.
Take field trips around the island and engage in cultural activities.
10 REASONS TO TAKE AFRICANA AND LATIN AMERICAN STUDIES (ALST)

1. ALST is the only program or department that enables you to acquire new and in-depth knowledge about the cultures, histories, and experiences of Africans, African Americans, Latin Americans and people of the Caribbean.

2. ALST helps you to understand why racial prejudices and inequalities still exist in America even though a black president has been elected.

3. ALST helps you to understand the multiple challenges associated with underdevelopment and poverty faced by most countries in post-colonial Africa, the Caribbean and Latin America.

4. You are able to focus on these cultures and countries on their own terms without any of the biases or omissions inherent in mainstream scholarship.

5. You can craft a minor or major of your choice in any of these areas in a structured thematic manner.

6. If taken along with a disciplinary major, a minor or double major in ALST provides you with immense add-on value that makes you more marketable to employers and graduate schools.

7. You learn how to interweave the methods of multiple disciplines, to do comparative research, and to think and write about very complex issues utilizing those methodological skills.

8. You have access to a broad range of semester-long study-abroad opportunities to places such as Jamaica, Brazil, Argentina, Peru, South Africa.

9. You can also go on shorter academic trips to Martinique during Spring break, or to the Model African Union in Washington, D.C, in February, each year.

10. At the end of your ALST concentration, you will be well prepared intellectually and experientially to live and work in a culturally diverse world.
In its first go as an interdisciplinary trip, the ALST/French/ENST Study Group to Martinique during Spring Break was quite the success. Led by Professors Mahadevi Ramakrishnan from the Romance Languages Department and Professor April Baptiste from the Environmental Studies & ALST programs with the assistance of myself & then French intern, Betty Pagnier, the trip took fifteen students out of their comfort zones and into the unfamiliar Caribbean region. From the get-go, students appreciated the difference a trip of this kind aimed to deliver. The trip offered to challenge students linguistically while exposing them to alternate cultures and lifestyles with a focus on race & ethnicity, the relationship of inhabitants to their physical environment and an insight into Martinique’s unique historical relationship with the metropole, France.

Students looked forward to the minimal use of English. As an overseas department of France, the official language of Martinique is French but an Antillean Creole is also spoken by locals. Because many students already had somewhat of an exposure to French, facilitators opted to instead learn Creole while on the island. Taught by linguist Michel Dispagne, we were able to learn the basics of Creole including greetings, introductions and pleasantries. (See our blog, martinique2012.wordpress.com for lessons!) This gave us the opportunity to have a range of conversations with locals. We were able to practice both French & Creole in different settings.

We also had several lessons with social geographer, Francois Rosaz. Mr. Rosaz took us through the geography of Martinique, including the differences between the weather patterns on the north as opposed to the south of the island and again on the east as opposed to the west. We learned that both the north and east of the island receive the most rain annually. We also learned a great deal about the presence of mangroves and how the locals have come to use them as protection from the weather. For example, many fishermen and women harbor their boats there during the June to November hurricane season. His lectures were helpful in preparing for what we would see once we set out on our excursions to the North and South. We were all observant of the different ecosystems at work while kayaking through the mangroves, driving through the dry leaf forest and hiking through the tropical rainforest.

Mr. Rosaz’ in-class instruction was particularly helpful during our visit to the village of Saint Pierre, which is the site of the 1902 Mount Pelee eruption for which Martinique has gained notoriety. I would say that this tour had to be one of the more memorable ones on the island particularly because of the glimpse it provided into the emotional life of many Martinicans, including Mr. Rosaz. The events of 1902 held personal significance for our guide because his grandfather had been one of the few people who had chosen to evacuate amidst the false assurances of safety. With his revelation, we were left to wonder that on such a small island, just how many more Martinicans also held a connection to Mount Pelee & how many of those connections were as fortunate as Mr. Rozas’. With the losses tolling at about twenty-eight thousand, the odds for much more stories like Mr. Rozas’ are low.

Though we were learning a great deal about the environment, on our excursions we were also witnessing some practices that seemed to run counter to the preservation of the environment. For example, littering, pollution and improper garbage disposal were very visible issues. It helped then to have a presentation from two leading members of a local environmental activism grouped called L’ASSAUPAMAR. They shared with us many of their current projects including the challenges with setting up solar panels and the ownership and use of land. This presentation addressed many of the concerns students were having about what they were seeing.
To explore the cultural aspects, we met with popular anthropologist Gerry Letang who gave us a lecture on Martinican myths, traditions and culture with a focus on how Martinicans identify themselves. What was shocking to a lot of students was the diversity that existed on the island. On our visit to a sugar plantation we learned that because of its role in sugar production, Martinique became home to persons of African, Indian (Tamil), Asian and European descents (Bekes) in addition to the Amerindians who first called the island home. These groups all contribute to the cultural identity of Martinique as it stands today, with the contributions of some more prevalent than others.

To further pick up on the influences of these different ethnic groups on the island, we met with music enthusiast Winston Berkeley who took us through the music of the island. We got a preview of beguine, kadans/cadence, jazz, zouk, calypso and much more. We later had a chance to rhythmically experience these different forms of music in a fun, interactive dance lesson.

The Martinique experience was truly interdisciplinary. It brought students from different areas of study together to learn with and from each other about a new and exciting location. From our first step off the plane, it was clear by the greetings of warm air & even warmer personalities that we were in a place very unlike where we were coming from. Our greatest thanks go out to Mr. Moreleau, for assisting us in putting this study group together. We hope to do it again next Spring with a new group!

Contact Professor Mahadevi Ramakrishnan at mramakrishnan@colgate.edu if you are interested in the Spring 2013 trip!

"Student Reflection on Martinique"

“Martinique was such an incredible experience. After living in France for high school, it was interesting to see one of the overseas departments. We’d always celebrated the francophone culture for the Journee du Patrimoine but to visit one was quite an eye-opener. Its similarities to France were remarkable—the same stores, brands and foods. Yet its differences and distance from France were striking. The idea that government has the same policies for the metropole as its departments was confounding. I also wrote my research paper this semester on the development of Creole culture in Martinique and New Orleans. I began research before the trip and had some background information. Seeing everything first-person really supplemented all of the information I had. Not only was classroom information helpful, but experiencing the culture and learning outside the university also proved beneficial. The environmental aspect of the trip was also extremely interesting. Kayaking in the mangroves and hiking through part of the tropical rainforest were fantastic experiences. I can only say that I gained an unfathomable amount from this trip. Through the numerous cultural, classroom and outdoor nature excursions, I have definitely become more knowledgeable and more interested in studying Martinique. The Caribbean and other Francophone nations are definitely areas where I would love to study abroad. All in all, the trip was an amazing experience and I would love to go back.”

-Danielle Iwata ‘15
**Meet The ALST Team**

**Director of the ALST Program: Professor Brian Moore.**

Brian Moore, John D. and Catherine T. MacArthur Professor of History and Africana & Latin American Studies, came to Colgate in 2003 from the University of the West Indies at Mona, Jamaica, where he was Professor of Social and Cultural History. As Director of the ALST program from 2005-2008, he spearheaded the revision of the current curriculum. He has published extensively in Caribbean history, and his most recent book is *They do as they please: the Jamaican struggle for cultural freedom after Morant Bay* (2011). He teaches a variety of crosslisted courses in Caribbean history, as well as “The Black Diaspora” for ALST.

*Find Professor Moore in Alumni 324*

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**African Studies Coordinator: Professor Mary Moran.**

Professor of Anthropology and Africana & Latin American Studies, Mary Moran began at Colgate in 1985 and immediately began her involvement in the ALST program in the position she now holds today as African Studies Coordinator. Moran received her B.A. from Mount Holyoke followed by both her M.A. and Ph.D from Brown University. She teaches courses that reflect her ethnographic research in Liberia, West Africa, on topics of political anthropology, gender, violence, war and peace-building, identity and democracy. Moran believes that a concentration in one of the ALST areas gives students in-depth expertise in a specific geographical area or aspect of the African diaspora that compliments any other disciplinary major or minor. Because the traditional academic disciplines have a history of ignoring or discounting knowledge about the peoples and places ALST deals with, she believes a program like ALST is important for focusing attention on how knowledge is constructed as an exactment of power. She encourages everyone to read *Mistaking Africa* by Curtis Keim. Moran also teaches Model African Union (ALST 290) which she describes as a great way to learn about contemporary African affairs, as well as about diplomacy as it is practiced in large multinational institutions; everyone should check it out!

*Find Professor Moran in Alumni 416*
African-American Studies Coordinator: Professor Rhonda Levine.

Professor Levine came to Colgate in 1982 and has been here ever since. She received her B.S. from Michigan State, an M.A. from McGill University and a Ph.D from SUNY Binghamton. As a professor of Sociology here at Colgate, she focuses on race in the U.S which has an obvious connection to African American Studies. She believes that the courses that are taught within the various ALST programs add much needed and otherwise neglected areas of inquiry as part of a liberal arts education. She teaches “Power, Racism and Privilege and Power,” “Politics and Social Change,” both electives for African-American Studies yearly.

*Find Professor Levine in Alumni 410*

Caribbean Studies Coordinator: Professor Kezia Page.

Associate Professor of English, Kezia Page started at Colgate in 2003. She received her Ph.D from the University of Miami and teaches Caribbean Literature and African Diaspora Literature. She recommends Kwame Dawes’ *A Far Cry from Plymouth Rock* as a good read. In Spring 2013, she will be leading an ALST Study Group to Jamaica. Interested persons may visit her office with inquiries.

*Find Professor Page in Lawrence 301D*

Latin-American Studies Coordinator: Professor April Sweeney.

Associate Professor of English in University Theatre, April Sweeney began at Colgate in 2006. She holds a Master of Fine Arts in Acting from Columbia University and has performed in both the Americas and Europe. She suggests that everyone read *Theater, Performance and Memory Politics in Argentina* by Dr. Brenda Werth. In Spring 2013, she will take students to Buenos Aires as part of an extended study linked with her ENG 250 course, Performing through Buenos Aires.

*Find Professor Sweeney in 217 Charles Dana Arts Center*
Administrative Assistant: Pat Kane

Pat Kane has quite the workload. As the administartive assistant for the ALST, MIST programs and the Writing & Rhetoric Department, she is always on the go. Pat began working with the ALST program in 2005 and has been an indispensable asset ever since. She assists in the planning of ALST events taking particular care of logistics & finances. *Find Pat in Alumni 325.*

Program Assistant: Peju Oyeyemi

As a 2011 college graduate, Peju is now serving her second and final year as program assistant. She assists with the planning, promotion and execution of ALST events and trips. Each semester, she creates several posters for ALST events as well as the newsletter. (Hope you enjoy this issue!) If you have any questions, are looking for a quiet place to snack/study or need to chat, she invites you all to drop in to the ALiSTas Lounge.
*Find Peju in Alumni 327/ALiSTas Lounge.*

Intern: Christelle Boursiquot

Christelle Boursiquot ‘15 is one of two ALST interns. Christelle is responsible for weekly email outreach announcements, social media campaigns, poster distribution and event promotion. If you enjoy our weekly stress relief videos, ALST & ALST-related events on campus and other updates, she’s the one to thank!
*Find Christelle in Alumni 327/ALiSTas Lounge.*
### Things You Can Do With an ALST Major/Minor

<table>
<thead>
<tr>
<th>Areas of Interest</th>
<th>Strategies</th>
<th>Possible Employers</th>
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| **Government**                    | • Gain relevant experience in student government or other related organizations  
• Complete an internship with a government agency  
• Maintain a superior academic record  
• Plan on obtaining an advanced degree  
• Develop foreign language skills  
• Become familiar with specialized government hiring procedures  
• Consider a variety of entry-level positions in all branches of local, state and federal government | The Smithsonian Institute, National Archives and Records, Library of Congress, National Park Service, intelligence services, Foreign Service, archives and libraries, museums, park and historic sites, municipal archives, arts and humanities councils |
| **Education:**  
Elementary, Middle, Secondary, Higher Education or Community Education | • Develop excellent presentation skills  
• Become skilled in the use of multimedia  
• Learn how to develop curriculums and workshops  
• Become an expert in a particular subject  
• Obtain teaching certificate for public school teaching  
• Obtain graduate degree for college and/or university teaching  
• Gain experience as a tutor, camp counselor, church school teacher, etc  
• Build strong relationships with professors, supervisors, or other community leaders for strong personal recommendations  
• Complete an internship or volunteer in a setting of interest | Public and private schools, colleges and universities, Museums, Zoological parks, aquariums, wildlife refuges, and bird sanctuaries, Arboretum, gardens, and conservatories, Camps, National and state parks |
| **Curatorial and Archival Management** | • Acquire strong computer knowledge and experience  
• Obtain an internship or volunteer in a related organization  
• Develop excellent written and oral communication skills  
• Hone organizational skills and develop attention to detail  
• Earn a master’s degree in information sciences for advanced opportunities in data management | Museums, historical homes, art galleries, libraries, special collections, historical societies, universities and colleges, national, state and local government, corporations, non-profit organizations, research institutes |

**Stay up to date with upcoming ALST events by liking our Facebook page and following us on Twitter. Also send us an email at ALST@Colgate.edu to join our mailing list.**
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<tr>
<td>Journalism: Broadcast</td>
<td>• Work on campus newspaper, TV, or radio</td>
<td>News departments of local, public, and commercial radio and TV stations, Syndicated radio services, Newspapers, National, state, and regional radio networks</td>
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<td>or Print</td>
<td>• Find summer or part-time work with local commercial TV or radio station</td>
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<td></td>
<td>• Volunteer with public TV or radio</td>
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<td></td>
<td>• Consider obtaining a minor or double major in journalism or broadcasting/electronic media</td>
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<tr>
<td>Business: Management,</td>
<td>• Earn a minor in business</td>
<td>All major retail firms including drug, specialty, variety, and department store chains, Wholesalers, Manufacturers, Insurance companies, Real Estate Agencies, Financial Institutions, Non-profit organizations</td>
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<td>Sales or Office</td>
<td>• Obtain related experience through advertisement sales positions with campus yearbook or newspaper</td>
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<td></td>
<td>• Gain relevant retail sales experience</td>
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<td>• Acquire good computer and statistical skills</td>
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<td></td>
<td>• Develop excellent communication skills</td>
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<td>• Demonstrate a high energy level</td>
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<td>• Obtain leadership experience in student or community organizations</td>
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<td>• Consider an MBA for brand management, consulting and research opportunities</td>
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<td>Law</td>
<td>• Obtain paralegal training or law degree</td>
<td>Law firms, corporate legal departments, government agencies, public advocacy groups</td>
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<td>• Gain experience through summer or part-time work at a law firm</td>
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<td>• Volunteer with a public advocacy group</td>
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<td>• Participate in mock trial and pre-law associations</td>
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<td>Politics</td>
<td>• Gain experience and make contacts through internships with government agencies or public officials</td>
<td>Elected or appointed public officials (i.e., legislators, governors, mayors, judges), national political party headquarters, public interest/advocacy groups, political campaigns</td>
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<td>• Volunteer to work with public interest groups, political campaigns, political associations or community service projects</td>
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<td>• Participate in student government and campus politics</td>
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<td>Nonprofit Organizations</td>
<td>• Volunteer with various nonprofit organizations of interest</td>
<td>History museums and historic sites, historical organizations and societies, cultural heritage organizations, historical projects, research and service institutions</td>
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<td></td>
<td>• Consider supplementing curriculum with relevant course work in anthropology, sociology, art history, foreign languages</td>
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Friday, April 13
9:30 AM – 5:30 PM in O'Connor Campus Center Room 134
Stories, Symbols, and Strings: A Symposium on State Power in the Ancient Andes
For detailed schedule contact: Amy Groleau, Department of Sociology & Anthropology (agroleau@colgate.edu)
Gary Urton, Harvard University
speaking on EvoluPon of Cord‐Keeping in the Andes
Michael Malpass, Ithaca College
speaking on Provincial Inka
Carol Ann Lorenz, Colgate University
speaking on Andean TexPles
Anthony Aveni, Colgate University
speaking on Andean Archaeoastronomy
William Isbell, Binghamton University
speaking on Wari & Tiwanaku Iconography
Amy Groleau, Colgate University
speaking on Wari Ritual PracPce

Thursday, April 12
4:30 – 6:00 PM in ALANA
Lecture: Advances in Khipu Research
Gary Urton, MacArthur Fellow recipient
Department of Anthropology, Harvard University
with an introductory note: “What I learned in 24 years at Colgate and how it continues to orient my research, teaching, and service”

BOTH EVENTS ARE FREE AND OPEN TO THE PUBLIC
Khipu: non-alphabetic recording devices made of knotted cords utilized by the Inka Empire
Sponsored by: The Dean of the Faculty, Department of Sociology & Anthropology, Native American Studies, Africana & Latin American Studies, and Core Communities & Identities