



THE POINT

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Volume 19 — Issue 1

AFRICANA & LATIN AMERICAN STUDIES INSIDE & OUTSIDE THE COLGATE CLASSROOM



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What is ALST?

Africana & Latin American Studies

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, and 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.

Check us out online!

Website: www.colgate.edu/alst

Twitter: @ALSTColgate

Facebook: ALST at Colgate University

Much of this newsletter is devoted to looking at the experiences of Faculty, Staff, and Students affiliated with the Africana & Latin American Studies Program inside and outside of the classroom.

From the Director's Desk

This is the first ALST newsletter this academic year, so there are overdue acknowledgements that need to be made. First, my personal thanks to Mary Moran for directing the program during my absence in Jamaica last Spring. Mary managed that while maintaining a full teaching schedule and directing the Model African Union experience in Washington, DC, and an extended study group to South Africa in May. Amidst all that she dealt deftly with a crisis occasioned by the unfortunate injury to Pete Banner-Haley who could not complete his teaching schedule. We are delighted that Pete has had a full recovery and is back full-time as coordinator of African American Studies.

At the end of last academic year, we lost Rhonda Levine who retired. She served the program in several capacities, including interim director, for almost as long as it has been existence. She leaves a huge vacuum that will be very difficult to fill, but we wish her the very best in the newest phase of her life. Although he was with us for a much shorter time, the program also lost the services of Aaron Solle who has moved on to greener pastures as Program Coordinator in the Center for International Programs. We wish him every success in that new position. Though his departure left us without an Administrative Assistant at the beginning of the academic year, we have been fortunate to have found a very able replacement in Edith (Edie) MacPherson, whom we welcome.

Last semester was as busy as usual as Anneliese Gretsch, our energetic Program Assistant, coordinated a slew of extra-curricular events in collaboration with our faculty and other academic units. ALST Day was celebrated on October 5, highlighted by a major presentation by visiting lecturer Louis Massiah. Towards the end of October (23-26), Mary Moran initiated a new event when, with financial assistance from the New York Six Liberal Arts Consortium and the Center for International Programs, she inaugurated the first Regional Model African Union which drew participation from Hobart and William Smith, Union, and Skidmore colleges. This was a resounding success and we hope that it will be repeated next year with even more schools participating.

Our signature event in the Fall was the annual WEB and Shirley Graham DuBois lecture. Organized by the African American Studies section, Graham Hodges was instrumental in inviting Canadian novelist Lawrence Hill to deliver the lecture on November 12. We thank Graham for coordinating and performing much of the heavy lifting to make this the consummate success it was.

Academically, the program remains very healthy as our faculty and curriculum expands. We welcome April Baptiste to the ranks of senior joint faculty. No less importantly, this semester we have collaborated with other University Studies programs to launch a research seminar for graduating seniors. This is the brainchild of PCON's Jacob Mundy and will temporarily substitute for our own senior seminar which has not been offered recently. We also anticipate that with the return of Michelle Bigenho to active duty next academic year we can offer our Majors a new interdisciplinary methodology course that perhaps the other programs might also tap into.

There are, however, some recurrent issues that need to be resolved once and for all. These relate to the identity of the program. Old centrifugal tendencies continue to threaten the intellectual unity and coherence of the program. This will be a major item for discussion at our annual general faculty meeting in May. The time has come for a clear and final decision on whether the program should remain integrated, or if it should fragment into four semi-autonomous sections.

Brian Moore
John D. and Catherine T. Macarthur
Professor of History and Africana & Latin American Studies
Director of the Africana & Latin American Studies Program

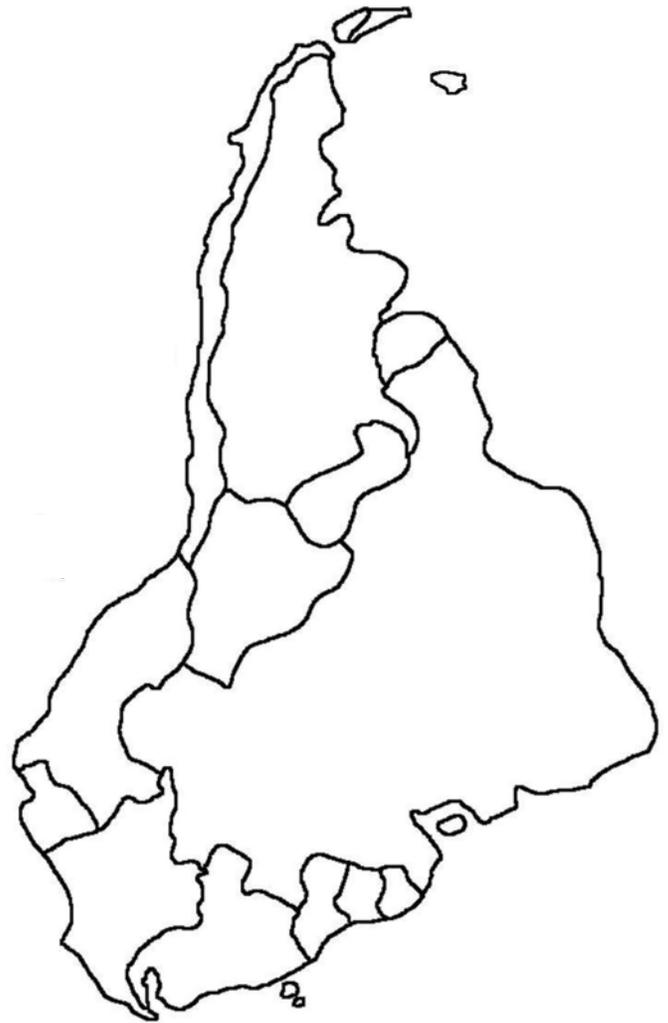


ALST Coloring Page

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South America

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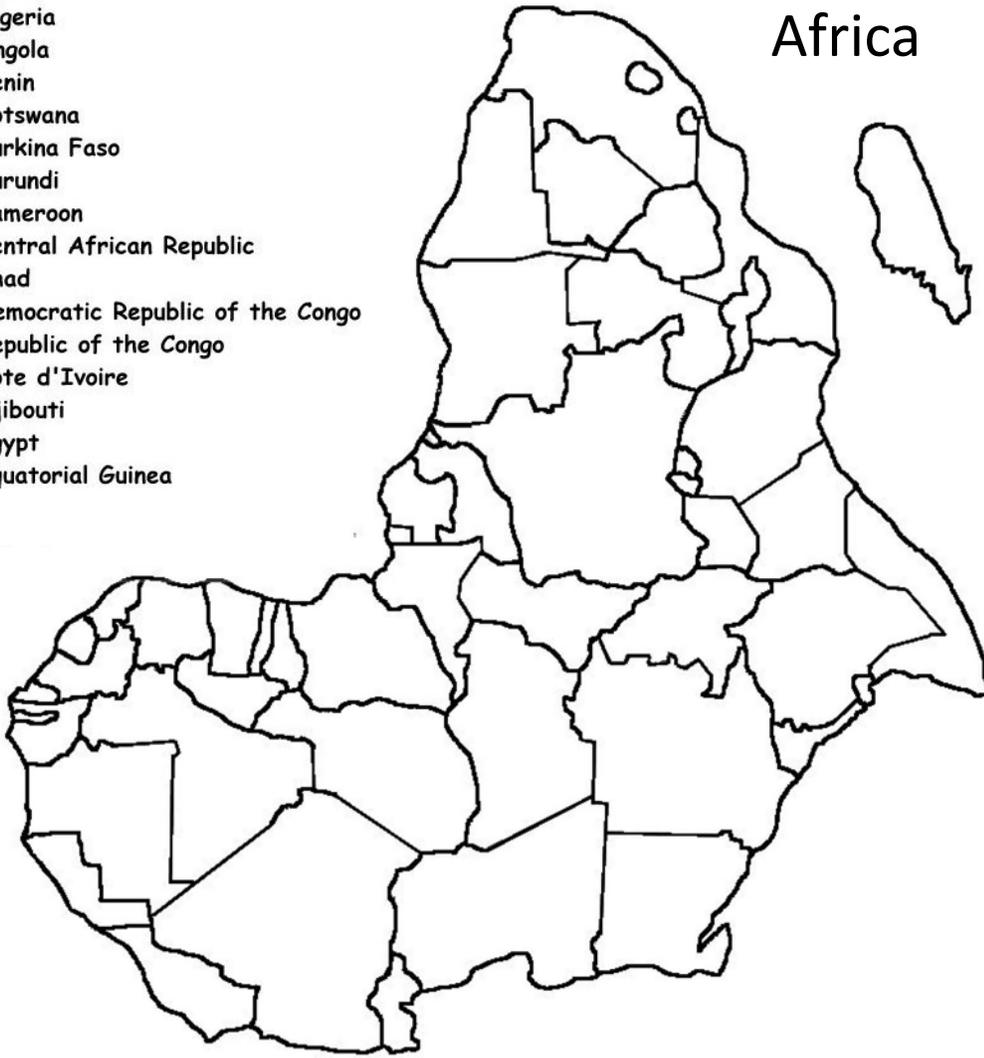
North America

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| <input type="checkbox"/> St. Pierre and Miquelon |
| <input type="checkbox"/> United States |



- Algeria
- Angola
- Benin
- Botswana
- Burkina Faso
- Burundi
- Cameroon
- Central African Republic
- Chad
- Democratic Republic of the Congo
- Republic of the Congo
- Cote d'Ivoire
- Djibouti
- Egypt
- Equatorial Guinea

Africa



- Eritrea
- Ethiopia
- Gabon
- Gambia
- Ghana
- Guinea
- Guinea-Bissau
- Kenya
- Lesotho
- Liberia
- Libya
- Madagascar
- Malawi
- Mali
- Mauritania
- Morocco
- Mozambique
- Namibia
- Niger
- Nigeria
- Rwanda
- Senegal
- Sierra Leone
- Somalia
- South Africa
- Sudan
- Swaziland
- Tanzania
- Togo
- Tunisia
- Uganda
- Zambia
- Zimbabwe

Caribbean

- Anguilla
- Antigua and Barbuda
- Aruba
- Bahamas, The
- Barbados
- Belize
- British Virgin Islands
- Cayman Islands
- Costa Rica
- Cuba
- Dominica
- Dominican Republic
- El Salvador
- Grenada
- Guadeloupe
- Guatemala
- Haiti
- Honduras
- Jamaica
- Martinique
- Montserrat
- Netherlands Antilles

- Nicaragua
- Panama
- Puerto Rico
- Saint Kitts and Nevis
- Saint Lucia
- Saint Vincent and the Grenadines
- Trinidad and Tobago
- Turks and Caicos Islands
- Virgin Islands



Inside & Outside the Colgate Classroom

AFRICAN STUDIES

Africa, the second largest continent, combines a remarkable number of peoples and cultures. The continent possesses over fifty political units, and its 450 million people speak an estimated 600–800 distinct languages. The diversity of its cultures, modes of agriculture, and industrial production represent a broad spectrum of the human experience. Themes and topics of this concentration include the complexity of traditional African cultures, philosophies, and political institutions; the impact of the trans-Atlantic slave trade; the introduction of European colonialism; African nationalism and liberation movements; and the ethnic, economic, political, and international relations of the modern African state.

Majors and minors have the opportunity to participate in the National Model African Union simulation, sponsored by Howard University in Washington, DC, through enrollment in the half-credit course, **ALST 290**. This past fall there was a regional MAU at Colgate in collaboration with Skidmore, Union, and Hobart & William Smith Colleges.

For the past two summers students have been led by Professor Mary Moran and Professor Mark Stern on a trip to South Africa that connects to a class about Social Movements.

SPRING 2016 ALST : AFRICAN STUDIES COURSES

ALST 201/ CORE 189 AX	AFRICA	M. MORAN	MWF	1020	1110	109 ALUMNI
ALST 220 A	THE BLACK DIASPORA	B. MOORE	TR	120	235	110 ALUMNI
ALST 290 A	MODEL AFRICAN UNION	M. MORAN	R	401	600	331 ALUMNI
ANTH 203 A	AFRICA & WORLD ARCHAEOLOGY	N. SHEPHERD	TR	120	235	108 ALUMNI
ANTH/ARTS 248 AX	AFRICAN ART	C. LORENZ	MW	120	235	111 ALUMNI
ANTH 371 A	GENDER & SOCIETY IN AFRICA	M. MORAN	MW	245	400	207 ALUMNI
CORE 190C A	SOUTH AFRICA	N. SHEPHERD	TR	830	945	109 ALUMNI
POSC 451 A	SEM: AFRICA IN WORLD POLITICS	D. KOTER	T	245	515	133 PERSSON
UNST 410 A	SEM: AREA/REGIONAL/GLOBAL STUDY	J. MUNDY	TR	245	400	209 ALUMNI

Salome Kiduko '16
African Student Union - Annual Fashion Show



It Wasn't Over Until A Week Later

My phone is always on silent mode; but that Friday night, I put it on ring mode just in case someone tried to reach me about the next day—the busyness that was ASU Fashion Show. By 'the next day', I didn't mean it to be like 7 a.m next day, but it was. I woke up to a phone call from Chief Obi, the host of the fashion show. His flight had been cancelled until very late that day. If he took the plane, he would arrive at 9pm--the time we planned our event to end. I reluctantly woke up and suggested alternatives. We agreed he should take a train. I sat on the bed trying to figure out a back up plan and almost decided not to show up. I knew I couldn't bail out, it was too late and I had worked so hard to have this event.

We started preparations at noon in Huntington Gym with help from Kerra Hunter, the Director of Residential Programs. The afternoon went well, with rehearsals and general preparations. The main challenge was the evening. Though it was the second annual ASU event, for me, it was a first. I was studying abroad when the first one happened. Chief Obi arrived a few minutes after the event started and we had to start off without him, hoping I would not collapse on stage as a temporary host. We had to make sure that everything went smoothly and as I was in the backstage, it was hard to think that it was going well. We had invited three designers from Maryland: Kwetu fashions, LaviebyCK and Nikkibilliejean. We had about 20 models and had invited Chief Obi, a comedian, as our host to keep the audience entertained. A few students from Syracuse University and Hamilton College were attending. The designs were very creative and the host had fun interventions to keep the audience involved. We also had a dance from Michael and I.

Looking back, I was very pleased with people's response to the activities we prepared and general comments on the event. However, as I got home to an email from ALANA reminding me of contracts, I realized the event would not be over until a week later.



Mary Moran

ALST 290—Model African Union in Washington DC

ALST 380—Movements for Social Justice in South Africa

(Summer 2014 & 2015)

Professor of Anthropology and Africana & Latin American Studies



Over the past few years, much of the teaching I do seems to happen outside the traditional four walls of a Colgate classroom. ALST 290, Model African Union, is a half credit course offered during the first part of each spring semester that prepares students to participate in the National Model African Union simulation, held each year in Washington DC. Although the course has a familiar class structure, with weekly reading and writing assignments, lectures, and discussion, in many ways these are all secondary to the learning that takes place over four days at the conference. There, students put into practice everything they have learned in the five weeks of classroom meetings we have held before the trip. Specifically, they must formulate useful questions to ask the diplomats we meet at embassy briefings, present and defend the resolutions for action they have been researching and writing, and respond “on their feet” to a continent-wide crisis that the faculty concoct to test their knowledge and ability to find collective solutions to evolving situations. Over thirty colleges and universities from all over the United States and Canada take part in the Model African Union simulation, and Colgate students find themselves working side by side with community college students, returned military veterans, and students of non-traditional ages, as well as those from much larger institutions like Penn State. Although I teach a wide range of ALST and Anthropology courses, the amount of learning that takes place when students must literally put what they know into action is something I cannot replicate in the classroom.

Another ALST course that benefits from leaving the traditional classroom behind is ALST 380, Movements for Social Justice in South Africa. This course, which I share with my colleague in Educational Studies Professor Mark Stern, is an extended study course that includes a little more than three weeks in the cities of Durban and Cape Town, South Africa. Meeting on campus for the second half of spring semester, students in this course read several full length ethnographic studies and a number of articles about the history and practice of civil society movements in South Africa. While on the trip abroad, we meet with community activists who are involved in social change activity on a daily basis. We also meet with scholars and university-based activists documenting the often creative and dramatic forms of protest employed by those attempting to exercise their rights as citizens. On the 2015 trip, students listened to the stories of now-elderly anti-apartheid poets and former political prisoners, visited the homes of women struggling to keep water and electricity supplied to their community, and met with young people enrolled in a video production project that sought to give them new skills as well as new self-concepts. These are the kinds of experiences that even the most advanced technology cannot bring into my classroom, at least with the same force and impact.

Even when a class does not leave the Colgate campus, there are still opportunities for learning outside of the classroom context. This spring, students in ALST 201/CORE 189, Introduction to African Studies, will have the opportunity to engage with a selection of material items from the African continent belonging to the Longyear Museum of Anthropology. Sadly, the bulk of our Africa collection was moved to a storage facility this past fall, but the remaining materials will be organized in “open storage” in the Longyear gallery on the second floor of Alumni Hall this spring. Students in my course will be writing short essays on “Decolonizing the Museum,” applying what they have learned about the politics of looking at, seeing, and collecting objects from the former colonized world. Their responses will be edited to serve as commentary on this innovative “anti-exhibit,” which will open to the public in March. Although only getting “out of the classroom” within the confines of Alumni Hall, these students will be actively using what they have learned, and their insights will benefit their peers and other visitors to the Longyear Museum.

Madison Paulk '16

**ALST 380—Movements for Social Justice in South Africa
Semester Abroad & Lampert Fellowship in Durban, South Africa
ALST 290—Model African Union
Africana & Latin American Studies Major - Africa Concentration
Political Science Major**



Over the course of two and a half years, I have had the opportunity to travel to both South Africa and Washington D.C. three times. While the latter may come off as an experience incomparable to the beauty that is South Africa, I have given these experiences equal weight in my time at Colgate.

I first went to South Africa for an extended study in Durban and Cape Town focused on social movements and led by Professors Mary Moran and Mark Stern, the second time was to study social and political transformation in Durban during a semester abroad, and lastly I headed back as a research fellow for the Lampert Institute to complete an independent research project and internship focused on the lives of refugees in Durban. While the beaches were hard to say goodbye to, I most miss the independence that came with being abroad and the growth this fostered as a person, a student and a researcher.



Speaking to my experience in D.C., being on campus every spring to go to the Model African Union simulation has always been a highlight of every academic year. The conference is focused on collaborating with other students as representatives of Heads of State of AU member countries to find targeted solutions to issues facing the continent. This simulation is an opportunity to meet students from schools across the country, to practice debate and negotiation, and learn more about a continent that I have dedicated my time at Colgate to studying. This past fall Colgate even hosted its very own regional MAU in which I was able to chair a committee. We worked with students from the colleges and universities in the NY6 Consortium in a simulation that has come to mean so much to students at Colgate. These collective experiences have been transformative not only in the ways in which I navigate my African Studies major, but also transformative in cultivating both leadership and personal skills.

Alma Brizio '18

**MIST 253—Contemporary Arab Soc: Morocco ES
Psychology Major
Middle East & Islamic Studies Major**



Over the winter break I spent three weeks of my break in Morocco as an extended study for the course Contemporary Arab Society: Morocco ES. The three weeks were filled with multiple cultural activities, classes, and multiple trips throughout Morocco. Some of the activities included visiting and using a traditional bath house, visiting old traditional Islamic schools, and cooking traditional Moroccan food. The weekly trips included Fes, Casablanca, Rabat, Tangier, Sefrou, and Chefchaouen. Being hosted by the AALIM institute in Morocco was probably one of the best ways to experience and learn the culture and language of Morocco. The staff and faculty and the institution were amazing to work with. It really felt like learning Arabic with a family. There were so many other great memories as we hiked the Atlas Mountains and were able to feed monkeys in the forest. We also got to explore the beautiful blue city of Chefchaouen.

Overall the Moroccan extended study was a great experience. Despite the fact that everyone on the trip got sick in some way or form and we were all physically exhausted by the end, it was one of the best experiences of my life. There were fake weddings to participate in and also a couple of real marriage proposals to some of the Colgate students that attended. I was able to explore both the Moroccan culture and language as well as broaden my knowledge and strengthen my Arabic. In the end I gained a new family in Morocco and would never trade the experience for anything in the world.

Inside & Outside the Colgate Classroom

AFRICAN AMERICAN STUDIES

The African American experience in the United States has been the result of a complex history spanning almost four hundred years centered on enslavement, racial violence, segregation, and discrimination. This concentration not only focuses on African Americans' resistance to those manifest injustices, but it also examines their significant contributions to the economy, society, and culture of the United States, as well as their achievements in politics, education, art, science, and in the economy. Some of the major themes studied are slavery and abolition; the politics of race and racism; black leadership, the civil rights movement, and the continuing struggle for social justice; as well as social and cultural phenomena like the Harlem Renaissance and the rise of a black middle class.

At this time there are unfortunately no programs for extended study or study abroad specific for our majors and minors concentrating in African American Studies.

Outside the classroom our majors and minors are involved in student groups including Brothers, Sisters of the Round Table (SORT), and Black Student Union (BSU). These groups are involved in campus events like Black Solidarity Day, MLK week, and Africana Women's Week.

SPRING 2016 ALST : AFRICAN AMERICAN STUDIES COURSES

ALST 202A	INTRO TO AFRICAN AMER STUDIES	C. BANNER-HALEY	MW	2:45	4:00	331 ALUMNI
ALST/POSC 212 AX	POLITICS OF RACE & ETHNICITY	N. MOORE	MW	1:20	2:35	108 PERSSON
ALST 220 A	THE BLACK DIASPORA	B. MOORE	TR	1:20	2:35	110 ALUMNI
ALST/SOCI 330 AX	RACE AND CRIME	A.SIMMONS	MW	1:20	2:35	209 ALUMNI
ECON 482 A	SEM: AMERICAN ECONOMIC HISTORY	M. HAINES	T	7:00	9:30	226 PERSSON
EDUC 205 A	RACE AND EDUCATION	J. PALMER	MWF	12:20	1:10	109 PERSSON
HIST 319 A	AFRICAN AMER SOCIAL MOVEMENTS	C. BANNER-HALEY	MW	1:20	2:35	331 ALUMNI
MUSI 161 A	THE HISTORY OF JAZZ	G. CASHMAN	TR	9:55	11:10	122 DANA
SOCI 361 A	POWER, POLITICS & SOCIAL CHANGE	K. CREASAP	TR	2:45	4:00	108 ALUMNI
WRIT 346 A	LANG/RACE/ETHNICITY IN THE US	K. CA,MPBELL	TR	2:45	4:00	207 LATHROP
UNST 410 A	SEM: AREA/REGIONAL/GLOBAL STUDY	J. MUNDY	TR	2:45	4:00	209 ALUMNI

Professor Alicia Simmons
SOCI/ALST 330AX: Race and Crime
Professor of Sociology



Inside my Race and Crime classroom, we use a social scientific approach to examine the intersection of race and crime in the contemporary United States, with a particular focus on the African American experience. Over the course of the semester, we explore the nature of mass incarceration, its causes, and its consequences for the imprisoned, their communities, and broader society.

This is an exciting time to be teaching this course, given the current prominence of these issues in the American landscape. Perhaps recent events such as the death of Freddie Gray or the introduction of the Sentencing Reform and Corrections Act will provide my students with inspiration for their major research project: a public policy proposal that engages with a social problem in the realm of race and crime. To complete this project, students will describe the nature of a social problem, identify its causes, consequences, and propose two realistic public policy solutions that could be enacted to alleviate the problem. This project gives students the opportunity to study topics that are of personal interest and to think creatively about ways to change the social world.

Race and Crime is one of my favorite classes to teach, because it is closely tied to my scholarly research agenda. I study depictions of crime in the American news media, and how these messages influence audience members' racial attitudes and criminal justice policy preferences. One of my current projects investigates why some police killings of unarmed blacks become national news stories, while others do not. I was fortunate to have two excellent Colgate students assist with this project last summer, and I am excited to hire two new students for the coming summer, when I will be exploring how the news frames police killings of unarmed blacks.

Alexis Beamon '17
Africana & Latin American Studies Major—
African American Concentration
Studying Abroad as an African American Studies Major



I take a lot of pride in being an African American Studies Major. The class material actually interests me, I feel comfortable with faculty members, and I've learned more about myself. One thing that always bothered me about being an African American Studies concentrator is that there is nowhere for me to study abroad. ALST majors from other concentrations have a multitude of countries that they can visit located in Central and South America, Africa, and the Caribbean. I understand that African American history primarily focuses on the experiences of those enslaved in the United States and Canada so there is technically nowhere outside of North America that I can travel to. I recently applied for a COVE Alternative Spring Break Trip to Selma, Alabama because I felt as though that was my only chance at studying African American studies not in the 'classroom'. There are however places in the US that could be visited as semester trips as well as extended studies. For example, there could be field trips for African American Studies courses. When we learn about Abolition, we could visit the National Abolition House of Fame in Petersboro, NY or even go to New York City to look at uncovered African burial grounds. Perhaps an extended study trip to the Whitney Plantation, which opened in 2014 as a museum that shows how life was for those enslaved in the South. A semester away from campus could be an exchange program at an HBCU. I am unable to exactly say what the perfect semester away or extended study would be. I am, however, certain that I want it to be an experience that transforms me. I want to feel connected to my roots. For me something like this would be a pilgrimage.

Alexis Beamon '17
Africana & Latin American Studies Major—
African American Concentration



My Black American Feminism

Before coming to Colgate, I didn't really understand feminism. I knew it generally as the idea that women could or should be able to do anything men could do but that's about it. I don't remember when I first became aware of feminism or intersectionality after coming to Colgate. I think it was somewhere in between having Biology of Women as an FSEM or being a member of Sisters of the Round Table. That was the beginning of a 'feminist education' for me. Last year, I went to about half of the brown bags but this year, I've attended them a lot more and used the Center as a study and socializing space. It wasn't until last summer that I came to the realization that I am a black woman. I don't see those as two identities, I see them as one. If I extract one from the other then I no longer exist.

One thing I noticed is that black women, and other women of color, just like in the United States, are at the forefront of social movements at Colgate. They cared about both the sit-in and the protest about the sexual climate equally. I also noticed that a lot of white women didn't show up at the sit-in but they gave standing ovations at the sexual climate protest and the speakout that followed. I cared and continue care about both equally.

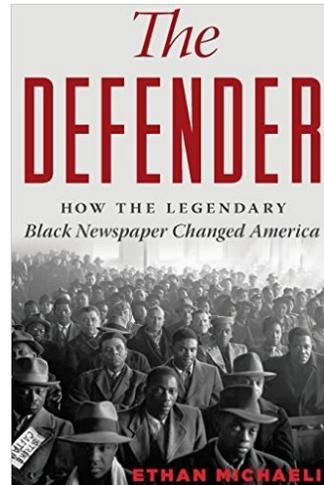
I don't like how the fight against racism and the fight against sexism are seen as separate fights. Black women are erased in both fights. White women ignore the intersectionalities of our identity and think that racism is an issue that should be addressed at a later time or even in another sphere. They also whitewash everything and ignore the contributions of women of color in feminism. There are different types of feminism and white women need to acknowledge that white feminism isn't the only one or the best one. On the other hand, until recently, movements to end anti-black racism have been patriarchal. There has been a lot of sexism in the movement and feminism has often been seen as something that distracts black women from racial justice. As a black woman, I am put in a position where I have to prioritize one part of my identity over the other.

As a part of Black History Month, ALANA, WMST, and the Black Student Union hosted a brown bag and film screening about intraracial rape and sexual assault within the black community. Both were to commemorate the 10th anniversary of *No!: The Rape Documentary*. The documentary talked about black women dealt with rape and other forms of sexual assault when the perpetrators are black men. There's an idea in the black community that as a black woman, you are black first and woman second. The two are seen as separate identities. As a black woman, there's an expectation that you do whatever you can to protect the race even if it's at your own expense. This often means being silent about your pain in order to protect the image of the black community, especially black men.

One of the women in the documentary that I was drawn to was the president of the Black Student Union at a predominately white institution. She was sexually assaulted by her ex-boyfriend. In her interview, she said that she wanted to report it, but chose not to because of what it would do to black men. On her campus, like many others, black men were being harassed and racially profiled by campus police. She, as BSU president, had been fighting with and for them and after being sexually assaulted she chose not to report. I believe she chose not to because she feared that by doing so, other black men on campus would be harassed or racially profiled.

I felt connected to this woman's story because at times I feel that fighting against racism and sexism, especially at Colgate requires me to put myself second all of the time because there aren't many spaces that cater to intersecting identities besides Sisters of the Round Table. It's exhausting to fight against racism and sexism at the same time and not have anyone else recognize your identity or fight with you. There isn't a lot of solidarity among groups fighting against social issues at all and those who do create intersectional and inclusive spaces are taking care of everyone. I'm trying to keep myself in spaces where the complexities of my identity are acknowledged and make sure that the things I'm involved in are intersectional and inclusive. So for me, feminism isn't feminism unless it's intersectional because no part of someone's identity should be prioritized over another.

Professor Pete Banner-Haley
ALST 202A: Intro to African Amer Studies
Professor of History and Africana & Latin American Studies



A Window to the Black World

One of the best ways to understand the history, culture, and depth of African America is to study past issues of the nation's Black newspapers. Of course most cities in America with any sizable Black population had a newspaper that recounted the events and commentary on the state of black Americans there and nationwide. But there are at least three papers that have been historically significant in terms of their coverage and influence in presenting the Black World to the nation. They are **The Chicago Defender**, **The Pittsburgh Courier**, and the **Philadelphia Tribune**. Of these three one of the best books in Black History to appear this year is Ethan Michaeli's **The Defender: How the Legendary Black Newspaper Changed America**.

This is a must read for anyone who wants understand the intricate and deeply rich world of African America as presented in the pages of the paper that was founded in the 1905 century by Robert Abbott. Almost immediately it made an impact by being the newspaper that helped launch the Great Migration. Its coverage of African American notables is nothing short of astonishing. From Bessie Coleman to Richard Wright to Gwendolyn Brooks. It gave space to a weekly column by Langston Hughes who introduced his famous character Jesse B. Semple. The history behind the paper is equally fascinating and highly informative and illuminating about the ways that race and class have shaped Black America and the nation as a whole. This is Black cultural and social history at its best and certainly warrants a reading by anyone interested in understanding a window to the Black World



Inside & Outside the Colgate Classroom

CARIBBEAN STUDIES

The Caribbean forms an important historical and cultural bridge between Africa and Afro-America, and was the birthplace of European settlement and colonization in the Americas. Better known in the United States as a tourist destination, the region has a rich but tragic history intimately connected with Euro-American imperialism and plantation slavery. Nevertheless, by bringing together people of widely diverse ethnicities from all over the world, the plantations became a virtual laboratory of socio-cultural engineering to produce some of the earliest and most complex multiracial societies. In conjunction with a study group that spends a semester at the University of the West Indies, ALST majors within the Caribbean concentration are exposed to a diverse range of issues relating to race relations, cultural identity, political governance, and economic development that are embedded in the history, literature, politics, and economies of the territories of the region.

Last year students a group of students went to Martinique to continue their experience with a class about the island. Many of these students also went to the Caribbean Studies Conference in Louisiana. Last year they also staged a play called

ALST also offers a study group program to Jamaica that runs every other year. Students take two courses with a Colgate professor and two classes at the University of the West Indies, Kingston. The next group will be going in the Spring of 2017 with the Caribbean Coordinator Kezia Page, who also ran a SRS this past winter break.

SPRING 2016 ALST : CARIBBEAN STUDIES COURSES

ALST 220A	THE BLACK DIASPORA	B. MOORE	TR	1:20	2:35	110 ALUMNI
ALST/HIST 327 AX	DICTATOR/DEMOCRACY IN THE CARIBBEAN	B. MOORE	TR	2:45	4:00	331 ALUMNI
CORE 154S A	CARIBBEAN ECOLOGICAL/ENVIRONMENTAL CONCERNS	A. BAPTISTE	TR	1:20	2:35	328 HO
CORE 163C A	THE CARIBBEAN	K. PAGE	TR	9:55	11:10	308 LATHROP
HIST 358 A	CONQUEST AND COLONY- NEW WORLD	H. ROLLER	TR	9:55	11:10	110 ALUMNI
UNST 410 A	SEMINAR: AREA/REGIONAL/GLOBAL STUDY	J. MUNDY	TR	2:45	4:00	209 ALUMNI

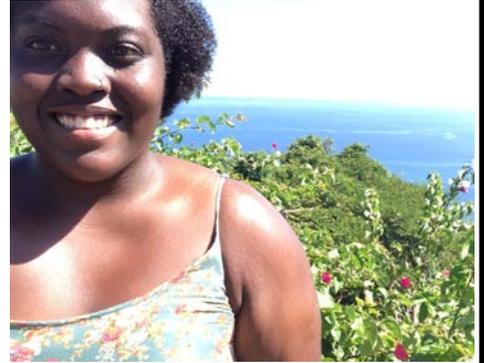
Nicole Jackson '18
Sophomore Residential Seminar to Jamaica (Winter 2015)
ENGL 222: Empire and Its Aftermath
Africana & Latin American Studies Major - Caribbean Concentration
Peace & Conflict Studies Major

This Winter Break, I went to Jamaica under the SRS program for the course Empire and Its Aftermath taught by Professor Kezia Page. My class and I, a total of 18, spent an entire semester discussing racism, colorism, sexism and privilege overall and their roots—hence the class title. The class was taught wonderfully and the material constantly had us checking ourselves and what our positions would be once we got to the island itself. The first day of class, we were asked to Google Jamaica and take note of what we saw. We all noticed that the only images we really got were of the beach or “tropics,” never the cities or even really the people (unless they were performing, of course). Professor Page gave us that exercise to point out that what is often shown and thought about is not all that Jamaica has to offer.

We learned very quickly, that there is a rich history of resistance and empowerment that goes unnoticed. While we were in Jamaica we were given the opportunity to learn about it firsthand. We visited music studios, museums, a dynamic college campus, a Maroon community and much more in order to view the many facets of Jamaican lifestyle. I have never been more interested in history, nor have I ever felt so empowered. There were definitely rough days when the history of colonialism was still alive and present. One troubling experience was a massive sugar cane plantation being used as a haunted house where the “slaves” were used to scare the people taking the tour. In the past, the female owner would torture/kill her slaves for amusement and often used witchcraft to scare them. In present day, the “slaves” hid behind doors and jumped out at us, stalked behind us whistling, and were ultimately used as a tool to scare us during the tour itself. Meanwhile, “the woman” stayed in one room sitting on a chair in her long red gown not saying anything or even looking at us, maintaining her “elegance” even in the afterlife. The most troubling thing for me on the trip was the lack of debriefing as a class especially on days when something problematic came up. Though these things kept some of us awake at night, I fear that for many of my classmates it hardly crossed their minds.

One of the best experiences was a day with a Maroon community. The Maroon people are best described as descendants of runaway slaves who resisted British colonization. The mountains in Jamaica are high, and we drove for nearly two hours to get to the top of some in order to get to Accompong Town. The entire drive, I imagined the strength of those who took the same trip on foot and were able to find the same spot every time without getting lost. Envisioning the determination of those who escaped to bring others with them and went back only to make this journey again and again, I was astounded. Those are the people who inspire me. The Accompong community was very inviting, and I felt the love everyone had for each other, it was truly beautiful. I usually feel uncomfortable when thinking about history and the obsession with tradition/ancestry, but instead I felt rooted. That was, by far, my favorite part of the trip.

Overall, Jamaica is a wonderful country with a challenging history that I am very excited to learn more about when I return in Spring 2017 with Professor Page again! With lots of love and much introspection...



Bladimir Martinez '16
Jamaica Study Abroad (Spring 2015)
Computer Science Major - Writing & Rhetoric Minor

Before studying abroad in Jamaica, I did not know much about the history or the island itself. I had been there once before and had a very controlled experience at a resort on the north side of the island. Other than that I knew about Bob Marley and a slice of reggae music, Usain Bolt the fastest man alive, and a few other commonly “known” impressions of Jamaica. I realized as soon as I got there that I had much to learn.

At first when applying to programs I was considering the Colgate science and computer science centered programs because of my major. However, after doing my research, I found that the two UWI courses were approved by my department as 400 level courses!



At the University of West Indies Mona (UWI) in Kingston, I was at both ends of the spectrum. I was taking the two ALST classes with Professor Moore on Jamaican culture and history, while also taking two 400 level classes in the computer science department at UWI. Since the classes were upper level many students were in both classes so I was able to build a good group of friends and invest myself in the Jamaican learning system. The school system, the professors, and the students taught and challenged me in various aspects of computer science, learning, and life.

In Professor Moore’s class we began to understand the society around us and the complex history that shaped the whole of Jamaica from the people to architecture and everything in-between. We had the privilege to have lecturers who were the top in their specific field talking to us in an intimate class room setting. Not only did we learn the material from our books, but we were able to learn from just living there and also from the trips that we took. The trips helped expand our learning from inside the classroom. Through these trips we were able to interact with Jamaica and its wonderful aspects through a new lens which was driven by our knowledge in the class. One such trip was when we went to Port Royal. We had begun to learn about it in class but once we visited we were able to see the impact of nature and humans on Jamaica and its history. The tour guides gave us more knowledge than the books could ever, walking and feeling through history and life provided a more vivid picture of Jamaica. In addition to “class” related trips we were able to take trips to learn about Jamaica. From its beautiful landscape, waterfalls, and glow in the dark rivers, to many trips to Devon House, and trips to learn about Bob Marley and Kingston.

Not only did I get close to the people on my study group and learned from them. I got close to Jamaica and learned about how amazing it is. At first I was apprehensive about the transition and living in Jamaica for an extended period of time. However, the longer I was there I realized how connected I was through shared histories of colonization and the complexity of the culture and people. I cannot wait to go back and visit the many places I enjoyed and the places I wished to go to and connect with the amazing people I met.



Professor April Baptiste
CORE 154S A—Caribbean Ecology/Environment Concerns (Spring 2016)
Professor of Environmental Studies and Africana & Latin American Studies



Professor Baptiste and her students will be going to Puerto Rico in May of 2016 for two weeks. We look forward to seeing lots of photos when they return.

The idea for the course came about in response to a call for proposals to develop courses that have a service learning component associated with it. I believe part of the impetus was to allow students to be able to connect service work to the curriculum. As I study the Caribbean, I wanted to develop a service project that will provide Colgate students with an additional opportunity to study the research in a hands-on manner and also to learn from the communities that they will be working in. As such I decided to work with my colleague who is based at the University of Puerto Rico Mayaguez. We will be working with the Sea Grant Program and the Center for Interdisciplinary Coastal Studies to understand the environmental and social threats that fishers face. The course is connected to the service trip as both are related to environmental issues in the Caribbean. On campus we study the different ecosystems of the Caribbean both terrestrial and marine. Further we examine the threats that these ecosystems face both naturally and human induced. Then on the trip to Puerto Rico, the students will be able to engage with these ecosystems directly and understand from community residents' perspectives the threats to the ecosystem.

There are three objectives of the service learning experience. I plan to expose students to the complex physical and social processes involved in the human-environment interaction within Caribbean nations. I also want to train students to develop educational and outreach materials that will have a positive impact on real-world communities. Finally my hope is to encourage students to become effective student-teachers by communicating complex ideas to a non-expert audience through the disseminating of information via videos. This outcome will be particularly important given the language barrier that may exist for some students. Given that the primary language is Spanish in Puerto Rico, our students who are not fluent will work with student translators and will have to learn non-verbal skills in communicating with community partners.

When the students return I hope that they will have a new appreciation for service work and see it as a two way process. The first part of the process where they are privileged to be able to offer videography to an NGO and the second, which is more important, where they are able to learn from fishers about the environment in the Caribbean. I hope that they will be encouraged to take on other service opportunities both on-campus and in other contexts from a humbled position.

Inside & Outside the Colgate Classroom

LATIN AMERICAN STUDIES

Latin America has a complex history, a variety of cultures and political systems, a literature of international stature, and an important place in world affairs. The ALST Latin American concentration offers students the opportunity to undertake a comparative and interdisciplinary study of Latin American society and culture, drawing from such disciplines as anthropology, archaeology, art and art history, geography, history, literature and literary criticism, political science, and music.

SPRING 2016 ALST : LATIN AMERICAN STUDIES COURSES

ALST 230 A	INTRO LATIN AMERICAN STUDIES	L. ROJAS- PAIEWONSKY	TR	9:55	11:10	205 LAWRENCE
ALST/HIST 327 AX	DICTATOR/DEMOCRACY IN THE CARIBBEAN	B. MOORE	TR	2:45	4:00	331 ALUMNI
CORE 162C A	COLOMBIA	P. MEJIA BARRERA	MW	2:45	4:00	220 LAWRENCE
CORE 172C A	CALIFORNIA	L. KLUGHERZ	TR	2:45	4:00	108 J.C. COLGATE
CORE 193C A	BRAZIL	H. ROLLER	TR	8:30	9:45	110 ALUMNI
HIST 358 A	CONQUEST AND COLONY- NEW WORLD	H. ROLLER	TR	9:55	11:10	110 ALUMNI
SOCI 228 A	IMMIGRATION	J. VILLARRUBIA	TR	9:55	11:10	108 ALUMNI
SPAN 225 A	MODERN LATIN AMERICAN LITERATURE IN TRANSLATION	J. ROBLES	TR	8:30	9:45	206 LAWRENCE
SPAN 354 A	LATIN AMERICAN LITERATURE: ILLUSION/FANTASY	C. ZEGARRA	MWF	9:20	10:10	220 LAWRENCE
SPAN 361 A	ADVANCED COMPOSITION & STYLISTICS	F. PLATA	MWF	10:20	11:10	205 LAWRENCE
SPAN 361 B	ADVANCED COMPOSITION & STYLISTICS	N. STOLOVA	MWF	12:20	1:10	209 LAWRENCE
SPAN 482 A	MAJOR AUTHORS: MODERNISMO	C. ZEGARRA	TR	1:20	2:35	206 LAWRENCE
SPAN 482 B	CONTEMPORARY LATIN AMERICAN POETRY	C. ZEGARRA	TR	2:45	4:00	220 LAWRENCE
WMST 205 A	QUEER LATINA VISUALITIES	C. SERNA	TR	2:45	4:00	109B EAST
UNST 410 A	SEM: AREA/REGIONAL/GLOBAL STUDY	J. MUNDY	TR	245	400	209 ALUMNI

Manny Medina '17
Latin American Studies Organization (LASO) - 2015-2016 Events
Africana & Latin American Studies Major - Caribbean Concentration
Education Studies Major

Unlike Washington Heights in New York City where Dominican culture saturates northern Manhattan with bachata music, empanadas, Dominican barbershops, and small family businesses, Colgate University does not have a palpable Latino ethos. I knew that if Colgate was going to be my home for four years I needed to build a community with people who had a similar social context and distinctive characteristics that can be expressed in attitudes, habits, or beliefs. In other words, I wanted to abridge the two disparate realities I live in through the Latin American Student Organization (LASO).

Since my first semester at Colgate, I joined the group with big aspirations in mind. I wanted to use Colgate's resources as a medium to share my culture and to deepen my understanding of my socio cultural identity. Over the years, I ascended the ranks and emerged as President of LASO. With this position, I had not only the influence, discretion, and vision to create the change I wanted to see, but I also had the honor to work with a phenomenal leadership board that trusted me. Entering this academic year, I had two monumental goals: to bring Bachata Heightz to Colgate and to bring Junot Diaz to Colgate. I was fortunate enough to accomplish all these goals. Each goal served a different purpose.



Bringing Bachata Heightz to Colgate during Homecoming Weekend was imperative we not only demonstrate a Latino presence at Colgate, but we also provide an opportunity for students, staff, and professors to congregate organically to share a common interest: music and dance. Music and Dance play a central role in Latino culture. Many Latinos can distinctly remember a relative pulling them against their will to dance in front of the whole family. If not, they have certainly felt some pressure to learn and engage. With that said, we saw that there was a demand and we met it. Bachata Heightz is one of the most prominent Latin American bands in the industry that just happens to be from Washington Heights. Surprisingly, they exceeded expectations and sincerely resonated with the crowd. They somehow managed to sound better in person than on Spotify or iTunes. For one night, we were undeniably visible on this campus.



Bringing Junot Diaz to Colgate was an extraordinary representation of Latino excellence. His literature, expertise, and social activism are truly inspirational. Junot Diaz, in the words of the LASO Vice President Roxanne Maduro, emigrated to New Jersey from the Dominican Republic and drew on the complex reality that urban Latinos face with their families, friends, culture and identity. He teaches creative writing at MIT and has received numerous awards including the Pulitzer prize for *The Brief and Wondrous Life of Oscar Wao*. His lecture seamlessly interrogated challenging conceptions including coalition building, white supremacy, feminism, decolonization, sexual economy, systemic inequality, white privilege, oppression wars, identity politics, and more. While he left the crowd in awe with his brilliance, he left me overwhelming proud of my Dominican heritage. His lecture profoundly challenged and motivated the audience in many ways, leaving some puzzled and intrigued. Who knows, maybe some may want to take Caribbean Studies classes now and even major!

Abel Deleon '18

Sophomore Residential Seminar (SRS) -

Sophomore Residential Seminar to California (Winter 2015)

SOCI 224: Immigrant & Sexual Cultures

Physics Major

LGBTQ Minor



At first I didn't know what Sophomore Residential Seminars (SRS) were. I'd never heard of this type of academic concept before, but I was curious to find out. Once I learned about the logistics, how the program worked in terms of the living situation and the opportunity to travel to a location dependent of the course, I knew that I had to get involved. I enrolled into the San Francisco course because it offered a closer look into the sexual and immigrant culture that developed in the city and the surrounding areas. For me, the study of sexuality and immigration is something that is deeply rooted in my identity, so the class was a perfect fit. The course itself was fascinating; it offered a look into San Francisco's history that I would never have found on my own. However, what really made the class memorable was the trip. Reading about San Francisco was something captivating, but walking the streets of San Francisco was breathtaking. We stayed in a town house located in the Castro District, a part of town historically known for its gay culture and as a safe-haven. Each day on the progression of a week gave us the opportunity to visit other parts of the city. My favorite was the Mission District, and that's because rumors of the Mission being a "little Mexico" were actually true. The street vendors, music, and street art reflected the cultural values of the Latino community that developed in the area. The same community is trying to keep living on the area through the threat of gentrification. Gentrification is an eminent problem for the community, and it makes me wonder what will become of the Mission as evictions become more and more prominent. I really hope the Mission gets to retain its cultural roots. The trip and the class were an incredible part of my Colgate experience.



Professor Christina Serna

WMST 205 —Queer Latina Visualities: Art, Theory, and Resistance (Spring 2016)

Professor of Women's Studies

This Spring I am teaching a new course called *Queer Latina Visualities: Art, Theory, and Resistance*. I am excited to teach a course that looks at the intersection of queer Latina feminist art, theory, and activism. This course draws from my research on the role of art within queer Chicana and Latina feminist movements. We examine the way in which queer Latina feminist artists generate knowledge and new modes of representation through their cultural productions and organizing. We do this by studying art and texts by Chicana, Central American, Puerto Rican, Dominican American, and Cuban American feminist and queer artists. These range from visual art, performance, and photography, to spoken word poetry, music, and film. At the same time, like the artists we study, I am interested in troubling the established definitions of queerness, Latinidad, and art itself.



The course argues that queer Latina feminist artists enact symbolic and material ruptures from existing visual structures, enact decolonial politics, and construct new realities rooted in social justice. My goal is for students to not only learn about the value and role of queer Chicana/Latina feminist art in struggles for social justice, but to have them experience the transformative power of art through the process of creating their own multi-media artworks. As I envision future directions for the course, one of my goals is to take the learning outside the classroom by incorporating field trips to Latina/o art museums in New York City, and adding a study group component to Mexico City.

Jamie Gagliano '16

SIT Argentina: Regional Integration, Development, and Social Change (Fall 2014)

Africana & Latin American Studies Major - Latin American Concentration

Political Science Major

Since returning from Argentina, several people have asked me what it is that I miss most. Oddly enough, I was always compelled to say the broken sidewalk tiles. It took me a while to figure out exactly why. But then it dawned on me: the broken sidewalk tiles, and walking out of the subway into a protest all were representations of the hiccups of daily life. One class morning brought heavy rain, and the streets were flooding. In the end I had to leap over giant puddles that were verging on being ponds in their own right, to reach my subway station. By the time I got there, my jeans were soaked to the hip, and I was chuckling.



I came out of my mini-adventure laughing, but that rain storm was far more sinister for much of the population. Many lower income neighborhoods were heavily damaged during a rather mild rainstorm. People were unable to go to work that day, and so lost their potential income.

Ultimately, every inconvenience I confronted in Argentina I was able to overcome with little difficulty, largely because of the strong network I had there. However, reminders of the stark contrast in the standard of living are everywhere: from the shanty-towns surrounding Parisian-style government buildings in Asuncion, to the humble neighborhood surrounding a night-school for adults.

Coming back to Colgate has been quite the adjustment, but every moment that I had abroad has returned with me. From time to time I relive the many bus rides to class, or afternoon tea with my host mom, but when I look back out the window I see the hilly expanse of upstate New York.

Valeria Felix '18

Spanish Debate—Trip to Colombia Summer 2015



The Spanish Language Debate Society is composed of Spanish speaking Colgate students that simply enjoy debating and staying connected with Latin America. We have had wonderful opportunities to attend various debate tournaments where we have met people from places such as Germany, Spain, and Panama. During summer 2015, nine students and an advisor were able to attend “CMUDE” in Bogota, Colombia. CMUDE is the world championship for Spanish university-level debating. Given that Colgate was the only team from the United States in attendance, we had the task of not only representing our school, but the entire country.

No matter how much outside research we did, we could have not gone through the ten days in Colombia without the help of our Colgate education. Our members’ majors range from Peace and Conflict Studies to Psychology and Biology. We all brought in our own expertise in effort to move up every round. I remember a motion (the topic debated in that round) that involved equal gender representation for national sports and I had to bring in insight from my Sociology classes. Given that this was a world championship, international issues were very prominent. ALST, with its focus on a multitude of regions is exemplary of the knowledge we, as debaters, would have to carry out during a debate of any sort. We were required to bring in historical background knowledge in order to justify our rationale. Most importantly, we had to be able imagine a future where our ideas would be carried about and explain how everybody would be positively or negatively impacted.

Every practice we try to recreate a tournament setting, especially since our next stop at Montego Bay, Jamaica is just months away!

Learn About the Africana & Latin American Studies Program

Are you interested in learning about the histories, cultures, environments, and politics of African, African American, Caribbean, or Latin American peoples?

Do you find yourself using words like “intersectionality,” “privilege,” and “diaspora” in your daily life?

Do you frequent websites like BlackGirlDangerous, Colorlines, and Upworthy?

If you answered “yes” to any of these questions, you should consider a concentration in ALST

If you have taken any of the following classes...

- **Any** CORE Cultures/Identities focused on the Africa, the Caribbean, or Latin America, including:

Core South Africa

Core Caribbean

Core Mexico

Core Peru

Core Rwanda

Core Sahara

Core Africa

And many others!

- The Black Diaspora
- Advanced Spanish courses
- Environmental Justice
- Economic Development
- New York City History
- The History of Jazz
- Power, Racism, and Privilege
- Another class in which you talk about Africa, African American culture, the Caribbean, or Latin American

... then you are well on your way to becoming an ALST major or minor!

Contact ALST Program Assistant Anneliese Gretsch in Alumni 218 or at agrets@colgate.edu for more information!

Concentration Requirements

Major (9 courses)

	African Studies	African American Studies	Caribbean Studies	Latin American Studies
1 Intro Course	ALST 201/CORE 161 Africa	ALST 202 Introduction to African American Studies	ALST 203/CORE 163 Caribbean	ALST 230 Introduction to Latin American Studies
1 Required Course	ALST 220 : The Black Diaspora			SPAN 345 or SPAN 355 OR language equivalent
1 Methodology Course	ALST 301: Interdisciplinary Methodology OR other approved methodology course			
1 ALST Course	200 or 300 level or CORE CI course from another section of the ALST program			
4 Elective Courses	4 Electives - 2 courses must be 300-level or higher			
1 Seminar Course	ALST 480 : Issues & Trends in Africana & Latin American Studies OR approved senior seminar			

Minor (6 courses)

	African Studies	African American Studies	Caribbean Studies	Latin American Studies
1 Intro Course	ALST 201/CORE 161 Africa	ALST 202 Introduction to African American Stud- ies	ALST 203/CORE 163 Caribbean	ALST 230 Introduction to Latin American Studies
1 Required Course	ALST 220 - The Black Diaspora			SPAN 345 or SPAN 355 OR language equivalent
4 Elective Courses	4 Electives - 2 courses must be 300-level or higher			

Honors: The semester before you enroll for honors project, you need to discuss your project with the director of ALST, write a proposal, and contact a faculty member who would advise you in your project (and become your adviser). You also need to find a second reader for your honors thesis.

AFRICANA & LATIN AMERICAN STUDIES

These are just a few of the posters from events the Africana & Latin American Studies Program and their affiliated groups put on this Fall and Winter!

CINCO DE MAYO
STUDY BREAK CELEBRATION

WHEN: MAY 6TH, 1 PM
WHERE: THE QUAD
WHAT: PINATA, NACHO BAR, REFRESHMENTS, MUSIC, TRADITIONAL DANCE PERFORMANCE

SPONSORED BY:

US vs. Them?
Reconciliation After The Protest
ALANA Multicultural Center

Thursday, April 23 11:30 a.m. Lunch Will Be Served

The CIP Presents:
THE WORLD "CUP":
A Free Tasting of Food and Sodas From All Over the World!

Tastings Include:
 Irrn Bru - Scotland
 Sumol - Portugal
 Inca Kola - Peru
 Grapetiser - South Africa
 Calpis - Japan
 Milkis - South Korea
 Doogh - Iran
 Kolashanpan - El Salvador
 Coco Rico - Puerto Rico
 Manzapan - Colombia

And More!

Where: Center for International programs (101 McGregor Hall)
When: Friday, November 13th 3:00pm-4:00pm

AFRICAN STUDENT UNION PRESENTS:
FASHION SHOW
Kikwetu Kwetu
HOSTED BY CHIEF OBI

Nov. 14th
7pm-9pm
Basketball Courts @ Huntington Gym

Designers:
Tize Clothing
Kwetu Fashions
LaviabyCK
Nikkibilliejean

SPECIAL THANKS TO: ALANA, OISS, ALST DEPARTMENT, GAMMA PHI BETA, SORT, BSU, BROTHERS, AND RESLIFE

AL
SIT
Africana & Latin America Studies Presents
The W.E.B. and Shirley Graham Du Bois Lecture:
**The Book of Negroes:
Fiction and the American
Revolution**

Thursday, November 12th 4:15
Love Auditorium - Olin Hall
Refreshments will be provided

Lawrence Hill is the author of ten books, including *The Illegal* and *The Book of Negroes* as well as the winner of various awards including The Commonwealth Writers' Prize and CBC Radio's Canada Reads. Hill delivered the 2013 Massey Lecture, based on his non-fiction book, *Blood: The Staff of Life*. His other book, *The Illegal*, a novel about an elite marathoner who goes into hiding as a refugee in a nation where he is not welcome, appeared in September 2015 in Canada, where it rose to the #1 bestseller spot within a week of publication. Hill also co-wrote the adaptation for the six-part television miniseries *The Book of Negroes*, which attracted millions of viewers in the United States and Canada. He holds honorary doctorates from five Canadian universities and in 2015, was appointed a Member of the Order of Canada, and won the Governor General's History Award for Popular Media. Hill volunteers with Consensus International, the Black Loyalist Heritage Society and Project Bookmark Canada, and lives with his family in Hamilton, ON and in Woody Point, NL.

Co-sponsored by: Department of Education, Film & Media Studies, and University Studies Division

LOVE IN A TIME OF REVOLUTION

SEPT. 29 | 4:30PM | LOVE AUDITORIUM

Bree Newsome
"I did it for all the fierce black women on the front lines of the movement and for all the little black girls who are watching us. I did it because I am free."

Bree Newsome is an activist and filmmaker from Charlotte, NC. After the mass murder of 9 Black people in at Emanuel African Methodist Episcopal Church in Charleston, SC, Bree scaled the South Carolina Capitol flagpole to remove the Confederate flag.

Africana and Latin American Studies Presents

AL
SIT

**Current African Affairs
Conversation Series
Lunch Provided**

Thursday
January 28
11:30 in ALANA
Rwanda
Professor Susan Thomson

Thursday
February 4
11:30 in ALANA
Libera
Professor Mary Moran

Thursday
February 11
11:30 in ALANA
Somalia
Professor Jacob Stoil

Consuming Mexican Immigrant Labor: Farm-to-Table Recipes for Justice

Date: October 20th
Time: 5:00 PM- 6:30 PM
Place: Creative Arts House (CAH)

Come join us to discuss the labor and politics between the United States and Mexico with Professor Serna. Dean Khan will also be describing her experience at the United States-Mexican Border this summer.
Food will be provided.