

**CENTRE FOR AFRICA STUDIES AFRICA DAY COLLOQUIUM:
RESEARCHING AFRICA ACROSS THE DISCIPLINES**

PROGRAMME

22 MAY 2013

VENUE: CR SWART AUDITORIUM

8:00-8:30: Registration
8:30-9:00: Introduction (Prof. Heidi Hudson)
Welcome (Prof. Lucius Botes)

9:00-10:30: Session 1: Historical-political legacies and their interdisciplinary consequences (chair: Prof. H. Hudson):

Critical Terrorism Studies and Its Implications for Africa

Prof. Hussein Solomon

African History during and after Colonialism: Zimbabwean Perspectives

Prof. Ian Phimister

The Legacy of Colonialism on the Conservation of Africa's River Systems

Prof. Jo van As

Discussion (led by Prof. Henning Melber)

10:30-10:45: Tea break

10:45-12:15: Session 2: Education across Disciplines in Africa (chair: Prof. E.C. Ejiogu)¹

The Development of Signed Language in Africa and Challenges in Deaf Education

Dr Philemon Akach

The Training of Post-graduate Students from Various African Countries in Plant Breeding: a 20-year Perspective

Prof. Maryke Labuschagne

Partnerships for Educational Development in Africa and the Legacy of Innovation and Change in Science and Mathematics Education in Africa

Prof. Loyiso Jita

Discussion (led by Prof. Melber)

12:15-13:15: Session 3: Postgraduate Student Roundtable (chair: Prof. E.C. Ejiogu)

Participants:

Mr Tinashe Nyamunda, MA in African Economic History (University of Zimbabwe, 2007)

Mr Alfred Tembo, MA in History (University of Zambia, 2010)

Ms Shirley du Plooy, lecturer in Department of Anthropology, UFS, MSocSc (Anthropology)

Reverend John Letsie, MA in Theology (UFS)

Mr Samuel Fongwa, M.Ed., Higher Education Masters in Africa (HEMA) Programme, University of the Western Cape)

¹ Sign language interpretation will be provided for this session.

13:15-14:00: LUNCH

14:00-15:00: Session 4: The Heart of the Matter: Knowledge Politics and Achieving the (Im)possible (chair: dr Stephanie Cawood)

Cardiac Medicine in Africa - From Reality to Dreams

Prof. Francis Smit

Africa Inc.: Development, Knowledge and the Politics of the Possible

Prof. André Keet

Discussion (led by Prof. Melber)

15:00-15:45: The Free State African Peer Review Mechanism (APRM): Report on Developments and Implementation (Ms Elzabe Rockman, Finance MEC)

15:45-16:00: Closing (Prof. Heidi Hudson)

18:00: Africa Day Memorial Lecture / inaugural lecture (*Prof. Henning Melber*) on 'Africa and Africa(n) Studies: confronting the (mystifying) power of ideology and identity'

ABSTRACTS

Critical Terrorism Studies and Its Implications for Africa (Hussein Solomon)

In Somalia, African Mission in Somalia (AMISOM) forces are engaged in a fierce counter-insurgency campaign against Al Shabab terrorists. AMISOM is supported by regional and international players like Ethiopia and the United States. In northern Mali French forces together with those of the Economic Community of West African States (ECOWAS) are involved in fierce battles with Islamists in the form of Ansar Din, the Movement for Unity and Jihad (MUJAO) and Al Qaeda in the Islamic Maghreb (AQIM). In northern Nigeria, security forces are engaged in bloody battles against the Islamist sect Boko Haram. In all three cases success in a traditional realist sense is far from assured and traditional counter-terrorism measures are actually counter-productive since it refuses to acknowledge the underlying complexity giving rise to radical Islamist movements. Adopting a critical terrorism studies approach, with an emphasis on the emancipatory approach of the Aberystwyth School, this paper argues that traditional counter-terrorism would only serve to perpetuate the conflict in these countries. Moreover, and in line with critical terrorism studies, it adopts an interdisciplinary approach which examines the complexity of the problems these polities confront including governance, history, anthropology and the manner these states are inserted into the global political economy.

African History during and after Colonialism: Zimbabwean Perspectives (Ian Phimister)

While this talk will not attempt a comprehensive survey of the past 40 or so years of academic analyses of Zimbabwe's pasts, it has as its focus the emergence of 'patriotic history' and particularly its nationalist origins. These are critically examined and wider Africanist antecedents identified. Although not concerned with the generality of recent studies that are neither nationalist nor materialist in orientation, this talk sketches in outline the rise, fall and rise of radical accounts. It ends by suggesting how such analyses might be taken forward.

The Legacy of Colonialism on the Conservation of Africa's River Systems (Jo van As)

In less than half a human lifetime (1880-1914) virtually the whole of Africa was carved up amongst basically five European powers. Since 1957 all African countries have now gained independence. The carving up disregarded, amongst others, river drainage basins so that today all the major rivers flow through more than one country, e.g. the Nile River is shared by 11 nations and most other rivers by at least three nations. The 10 SADC nations share five rivers of which the Zambezi has eight riparian states, the Okavango three and the Orange and Limpopo four each. The river basin conservation management problems of the 12 large rivers are all unique and complicated by the fact that the riparian countries each has its own conservation goals with little regard for the river continuum. Some of these problems will be discussed with focus on the Nile River, the great lakes of Africa and the rivers of southern Africa.

The Development of Signed Language in Africa and Challenges in Deaf Education (Philemon Akach)

The paper is an overview of the trends in the literature on signed languages development and challenges in Deaf education contextualizing the African state of affairs using case studies from Ghana, Namibia, Kenya and South Africa. The overview highlights how the acceptance/development of signed languages impacts on its acquisition and subsequent use for educational purposes. The review also highlights the challenges associated with signed language acquisition as it applies to Deaf education. The paper concludes by observing the critical role of the parents of Deaf children in the language acquisition of their deaf child.

The Training of Post-graduate Students from Various African Countries in Plant Breeding: a 20-year Perspective (Maryke Labuschagne)

The division of Plant Breeding at the UFS has been training PhD students from all over Africa for the last 20 years. They are from countries as far as Sudan, Ghana, Cameroon, Ethiopia, Benin, Nigeria, Mauritius and all the SADC countries. The students are mostly male, and are usually much older than our full time local students. Most students do a “sandwich” program where they spend part of their time at the UFS, and part in their own countries, where they usually do their field work. Training such a diverse group has interesting challenges and many rewards.

Partnerships for Educational Development in Africa and the Legacy of Innovation and Change in Science and Mathematics Education in Africa (Loyiso Jita)

Partnerships for educational development are notorious for being too limited in scope and too short in duration to have any meaningful and lasting impact on the education systems in developing countries. JICA funded development projects for science and mathematics have been rather different on both counts. This paper examines three Japanese sponsored educational development partnership projects in Africa: in South Africa, Ghana and Kenya, to understand their innovation potential and legacy in helping to change science and mathematics teaching in Africa. The paper addresses specifically the questions of how the local content of the partnerships may help to explain their impact (or lack thereof) in the various countries.

Cardiac Medicine in Africa - From Reality to Dreams (Francis Smit)

Sub-Saharan Africa is home to more than 750 million people. Enormous challenges face cardiac care in this region as health planning was historically focused on communicable diseases. Africa is home to the largest Rheumatic Heart Disease population in the world. It also faces enormous challenges in diagnostic and service delivery ability in congenital and adult cardiology and cardiac surgery. The changing epidemiology of cardiac disease will produce a massive population of ischemic heart disease in our region in the near future.

Quantifying the burden of cardiac disease using private medical funding data, cross walked population data, simulation models and populations studies are combined in an attempt to address this issue. Data from the Wheels of Hope Project in Central South Africa as well as the modus operandi can help to clarify this issue and also address sustainability/costing issues. Training and service delivery models in Africa are being developed in various settings in Africa as well as specific research into bio-prosthetic valvular substitutes for Africa. Despite the complicated challenges lying ahead, many African countries can and should develop and provide cardiac services to their populations.

Africa Inc.: Development, Knowledge and the Politics of the Possible (André Keet)

Africa has always been *incorporated*: annexed as colonies; stockpiled as labour; procured as minerals; hoarded as territories for commodities; gathered by religion; heaped together in popular imagery; aggregated as a body of knowledge; cradled as universal ancestry; assembled as images of human suffering; and united as the counter-image of development. These incorporations defined the Continent as the contrasting portrait of the North. Knowledges, diffused through-out the disciplines, affirm this positioning. This talk challenges the images of Africa that have been sprouting in the disciplines. It argues that African development cannot proceed on the basis of a conception of development rooted in these images. It concludes that disrupting the disciplines and rescinding standard conception of development are central to ‘unburdening’ Africa for a politics of the possible to emerge.

PRESENTERS' SHORT BIOS

Philemon Akach is a senior lecturer and chair of the department of South African Sign Language (SASL) at the University of Free State. He is a SASL-English SATI accredited interpreter, Interpreter trainer and a curriculum developer. He developed curriculum for teaching Kenya Sign Language (KSL) as a school subject and as a second language in Kenya. He also developed curriculum for teaching SASL as a school subject (grade 1-12) and as a second language in South Africa. To enhance teaching SASL as a second language he developed multimedia teaching grammar materials for SASL. His research focuses on signed language linguistics; syntax and sociolinguistics of SASL and signed language in Deaf education in Africa. He has published widely in those areas including a book entitled "Topical Issues in Deaf Education in Africa" published in 2011.

Loyiso C. Jita joined the University of the Free State, School of Mathematics, Natural Sciences and Technology Education as professor in 2012, from Unisa where he was the Director for the School of Education. Previously, he worked at the University of Pretoria (UP) as the Director of the Joint Centre for Science, Mathematics and Technology education. He completed his PhD in Science Education from Michigan State University in 1999 after working as a Policy Researcher at the University of Kwazulu-Natal (formerly University of Natal, Durban). He completed a post-doctoral fellowship at Northwestern University in Chicago as part of the Distributed Leadership Research Team. He has published extensively on science and mathematics education and supervised various masters and doctoral students in education. His research interests are in science and mathematics education; curriculum and instructional leadership; education policy; and teacher education and development.

André Keet is from Kylemore, Stellenbosch. He qualified as a teacher from the University of the Western Cape in South Africa where he completed his Master's Degree in Education (Cum Laude) in 1995. He also completed certificate courses in human rights in Uganda and Denmark in 1997 and 1998. A PhD degree from the University of Pretoria was conferred on him in April 2007. André joined the South African Human Rights Commission (SAHRC) in 1996 and was appointed as Director of the National Centre for Human Education and Training (NACHRET) of the SAHRC in 2000. He sat on various academic and non-academic advisory structures related to human rights and social justice in education. André served as the Deputy Chief Executive Officer (DCEO) of the South African Human Rights Commission and briefly functioned as a Commissioner on the Commission for Gender Equality. He joined the University of Fort Hare as the Director: Transdisciplinary Programme in 2008. Since July 2011, André is based at the University of the Free State as the Director of the Institute for Reconciliation and Social Justice. André serves on various structures in the higher education and human rights sectors and was appointed in January 2013 to serve on the Ministerial Oversight Committee on the Transformation of Higher Education in South Africa.

Maryke Labuschagne is professor and head of the division of Plant Breeding in the Department of Plant Sciences at the UFS. She has been involved in the training of PhD students from all over Africa the last 20 years, and this is her passion. She has been the main supervisor to 36 PhD students from as far as Cameroon, Ethiopia, Ghana, Nigeria and Sudan, to the SADC countries including Angola, Kenya, Malawi, Mauritius, Namibia, South Africa, Tanzania, Uganda, Zambia and Zimbabwe. She and her students have authored 140 accredited scientific papers. She travels extensively in Africa to visit students and collaborators on research projects. She has active collaboration with CIMMYT in Zimbabwe and Kenya on maize breeding, with IITA in Kenya on cassava breeding, with ICRISAT in Kenya on sorghum breeding and biodiversity; with the University of Malawi on cassava starch quality, and with CIAT in Colombia on cassava and dry bean breeding. Her own research interest is focussed on the genetic improvement of nutritional quality of staple crops in Africa. She and her students have also done a number of biodiversity studies on crops in Africa.

Ian Phimister is Senior UFS Research Professor, most recently affiliated to the Centre for Africa Studies. Born on the Copper belt, he has held positions at the universities of Zambia, Cape Town, Oxford and Sheffield. The author or co-author of five books and some 60 articles in scholarly

journals, his research interests encompass patterns of British overseas investment during the 19th and 20th centuries, and the political economy of Central and Southern Africa. An emeritus Professor of the University of Sheffield, and an honorary Professor at the University of Pretoria, he has been Visiting Professor at the universities of Zimbabwe, Malawi, Sydney and Geneva, as well as visiting fellow at the Universities of London, Glasgow and Oxford.

Francis E. Smit studied Medicine and specialized in Cardiothoracic Surgery at the UFS. In 1991, he spent a year in London, UK furthering his studies in pediatric and adult cardiac surgery under world class surgeons Marc de Leval and Donald Ross. He spent many years working part time in Africa in different capacities during the 1990s. He was appointed Head of Department Cardiothoracic Surgery, UFS, in 2004 and has an interest in the development of African Cardiac Surgery. This involves training, research and development, valvular research, service delivery and sustainability projects locally and in different African countries.

Hussein Solomon is Senior Professor in the Department of Political Studies and Governance at the University of the Free State, a Visiting Fellow at the Mackinder Programme for the Study of Long-Wave Events at the London School of Economics (LSE) and a Senior Research Associate of the Research Institute for the Study of Muslims in Africa (RIMA) in Jerusalem, Israel.

Jo G. van As studied at the Potchefstroom University receiving his PhD in 1977 working first in the Bilharzia Research Unit, later at the then RAU where he became director of the Research Unit for Fish Biology. Since 1988 he is HOD of Zoology & Entomology at the UFS. He served two terms as President of the Parasitological Society of Southern Africa (PARSA) and a term as the President of the International Fish Parasite Symposium. He was the 2010 recipient of PARSA's Elsdon-Dew medal for a lifetime contribution to parasitology in Africa. He is presently involved in ecological studies in the Okavango Delta. He co-authored more than 120 scientific papers in international journals, 46 published conference articles, 42 published conference abstracts, 8 book chapters, 33 MSc- and 15 PhD-students completed their studies under his supervision. Their textbook on African Ecology titled: *The Story of Life and the Environment; an African perspective* was released in July 2012.



KIC funding for this event is hereby acknowledged.

THE CENTRE FOR AFRICA STUDIES

The Centre for Africa Studies was officially launched on 5 November 2007. It is located within the Faculty of the Humanities but has a distinct interdisciplinary vision and mission. While the centre is embedded in the humanities and social sciences, the interdisciplinary nature of our work transcends all faculties and subject areas. The knowledge project of CAS therefore follows a critical (postcolonial) engagement in responsive and responsible scholarship.

The *vision* of the centre is:

- To promote an African context and perspective in a sustainable and innovative manner in the academic activities of the University of the Free State; and
- To function as a unit of academic excellence and relevance in addressing the problems and challenges of Africa.

In terms of *mission*, CAS aspires to:

- Promote the Africa focus of the University of the Free State through greater contextualisation of the disciplinary content of all faculties;
- Provide a natural home for existing initiatives;
- Concretely realise knowledge exchange and research cooperation with academic institutions in Africa and institutions and scholars in African Studies elsewhere;
- Develop common learning programmes with such partners; and
- Promote community service action and training by emphasis on indigenous and rural communities.

Some of the diverse current and/or completed *research projects* initiated by the centre include the following:

- The end of history? The ANC centenary in perspective
- Gendering security sector reform in Africa
- Sexual and gender-based violence in South Africa: corrective rape and the prevalence of heteronormative and hypermasculine codes
- Post-conflict reconstruction and development in Africa: conceptual roots, role-players, policy and practice
- Discursive and material gender dynamics of liberal peacebuilding in Africa
- External intervention in state-building and capitalist transformation in Africa: A comparative study of Angola, Kenya, South Africa and Zimbabwe
- Dynamics of intertextuality in the rhetorical imprint of Nelson Mandela
- The rhetoric of ritual: Sacred sites and the oral tradition in the Mohakare Valley
- Oral histories and the cultural uses of clay at sacred sites in the Free State
- Communities in communion: Religious integration at South African sacred sites in the Eastern Free State

The centre also houses a number of innovative *postgraduate programmes*:

- Honours in Africa Studies
- Structured M.A. in Africa Studies
- Research M.A. in Africa Studies
- Ph.D. in Africa Studies
- Structured M.A. in Gender Studies
- Postgraduate diploma in Gender Studies

Since 2009, the centre has hosted Africa Day Memorial lectures by prominent Africanist intellectuals, such as Achille Mbembe, Mahmood Mamdani, Ali Mazrui and Ngũgĩ wa Thiong'o.