



TEACHER SUMMER INSTITUTE ON AFRICA



Hodgie Bricke, Assoc. Dean of International Programs, opens the Summer Institute in June 2003.

Testimonies of Excellence

- “We will return to our homes—including Chanute, Topeka, Baldwin, Kansas City, and Lawrence—and spread this knowledge to students and fellow citizens in our communities.”
- “This has been one of the best institutes that I have ever attended. I will most certainly share the information that I have gained as well as encourage others to attend the next institute.”
- “I really enjoyed these sessions, they were very hands-on learning oriented and I could immediately see application for my classroom.”
- “The passion and intensity of the presenters added to my learning and enjoyment of the seminar. I was delighted to listen to people who were caught up in the subjects they were addressing....”
- “I have really enjoyed these two weeks. They have caused me to reflect critically about the way I teach Africa. Not many teacher programs that I have attended have provoked this reaction”
- “I have learned more about Africa in this past two weeks than I had learned in my first 40 years of life, this workshop has lit a fire in my soul that will burn forever.”
- “The sessions were super-interesting and informative, the presenters were well prepared and the handouts were great....”
- “This workshop opened my eyes to the wealth of the information available to me and my students in having a better understanding of the diversity of people that live on the African continent.”

Kansas African Studies Center The University of Kansas

The Summer Teacher Institute draws 20 participants each June for a concentrated time of learning. The Institute is an expression of the KASC’s effort to reach out to K-16 teachers, and to fulfill its mission “to promote the study of Africa and develop research and teaching of Africanists in the university, the state, and the region.”



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What is the “Teacher Summer Institute”?

The institute on Africa was established in 1995 by Arthur Drayton, Director of the African Studies Center, with Title VI National funding. The main objective of the Institute has been multidisciplinary training in understanding and teaching of the subject matter. Its methods of teaching include presentations, panels, demonstrations, museum illustrations, hands-on library searches, and interactive discussions with Africanist faculty. From the acquired knowledge and teaching methodologies, participants that are professional K-16 teachers create and test teaching modules.

The earlier institutes were regionally focused while the later have been thematic. The 1996 Institute focused on West Africa and was followed by a Group Project Abroad (GPA) to Ghana; the 1997 Institute dealt with Eastern Africa. Recently institutes have alternated between a general survey on Africa and a focused theme. Thus:

- 2001 “Peoples of Africa: A Potential Source of Knowledge and Learning;”
- 2002 “Islam in Africa: Myths and Realities;”
- 2003 “Contemporary Africa: Challenges, Realities and Renaissance;”
- 2004 “Understanding African Languages and Culture for Education and Business.”

Each program has its own specific objectives, an introductory element, a core element, and concluding sessions that include evaluation. During the two-week period teachers prepare modules for their own classroom use under the advisement of faculty and staff. The modules are presented and discussed at the end of the program. The teaching modules are on file in the International Outreach Office and on the KASC website.

Institute Faculty

The diverse Africanist faculty at KU is an obvious factor behind the success of the Institute. In the words of one recent participants, “Working with dedicated Africanists is the strength of this institute. All of these presenters are experts in their fields and they shared their expertise in a manner that was enlightening and user friendly.” More than 40 faculty specialize in African literature, politics, anthropology, geography, history, languages, economics, education, art, music and dance, film and theatre, health issues, psychology, journalism, and women’s studies. The Institute also uses the excellent resources available in our region in teaching methodology, TV and video resources, and the use of textiles in teaching.

Title image caption: Ken Lohrentz, Africana bibliographer, advises institute participant on digital resources.



Institute participants visit the Lawrence Islamic Center

Resources for the Study of Africa --at KU & Beyond

The strength of the Africanist faculty at KU is accompanied by a wealth of resources and African collections. Monographs, serials, newspapers, microforms, atlases and maps, international and federal documents, special collections, videocassettes, and electronic resources in the **University of Kansas Libraries** provide extensive material for the summer institutes. **Special collections** include an Egyptian hieroglyphic papyrus *Book of the Dead* (1000 B.C.), a 240 volume KiSwahili collection, and a collection of "market literature." from Onitsha, Nigeria. The total size of library holdings is 43,000 items--the largest Africana collection in the Great Plains/Rocky Mountain region. The KU Libraries' online catalog provides effective connectivity to electronic resources elsewhere with direct links to electronic journals, and provides access to holdings of the KU Libraries for scholars throughout the region. KU online catalogue searches can be forwarded to a user located at another institution via e-mail, thus providing individualized research bibliographies to teachers, students, and faculty at various institutions throughout the region. The Africana Bibliographer Ken Lohrentz has compiled an electronic reference guide, *Africana Reference Sources*: <http://www2.lib.ku.edu/~public/Biblio/african/index.htm>. This references guide and other electronic sources have been used effectively in training

teachers in different summer institutes. Librarian Ken Lohrentz offers excellent regular hands-on training sessions on "Africana Library Resources and Africa Online: Searching the Web for Curricular Materials and Teaching Resources," which have been much appreciated by teachers.

The **KU Museum of Anthropology** has African collections number over a thousand items that have been gathered by dedicated KU Africanist faculty and graduate students. The African collection gallery was utilized by Professor John Janzen in training teachers in the institutes.

The **Ermal Garinger Resource Center** at KU has over 300 African films and videos that have been used in training teachers and are available for them to borrow for classroom use. The Ermal Garinger Center has also helped African language faculty to develop and maintain African language web sites (www.ku.edu/~arabic; www.ku.edu/~hausa; www.ku.edu/~kiSwahili; www.ku.edu/~wolof) which allow teachers and prospective students from outside KU to see and hear African languages as presented by the current instructors.

The Institute makes use of resources in Kansas City. These include a regular visits to the **Nelson-Atkins Museum of Art** with Africanist curator Joyce Youmans and demonstrations of teaching resources at the **Kansas City Zoo** illustrated by educators Dianne Schmidt and Ollie Bogdon. The **Jewish Vocational Services** at Kansas City and the **Catholic Charties** of Kansas City, Kansas offer expertise in recent African immigrant resettlement have been added as additional resources for Institute participants.

Teaching Modules

All teachers in the Institute produce teaching modules under the supervision of KU faculty. These are high quality lesson plans in teaching Africa on different levels that can be directly applied to classroom settings. The June 1997 Institute on East Africa resulted in several modules including, for 6th graders, the successful and well-known

- "Encounters with East Africa: Using Language Arts and the Six-Trait Writing Model to Teach Africa" by Jackie Tappan.

The 1997 Fulbright Hays GPA to Ghana, which was an extension of the Summer Institute of 1996, resulted in many excellent teaching projects, including the following:

- "Ghana and West Africa: The Geography, the People, and the Culture," by Debbe Webb & Terry Stahl, for 6th -9th grades;
- "Ghanaian Akan Aesthetics as Represented in Proverbs and Visual Culture," Mariama Ross, designed for college students, teachers, and the professional education community.
- "African Decorative Art: Relevance for Teaching about Africa," Mary Pedram for University of Missouri K.C. Continuing Ed.

Examples of teaching modules produced by the 2002 Summer Institute on Islam include:

- "Islam in West Africa: Notes for African American History" Paul Adams, Topeka H.S. 9-12th grades;
- "Senegambia, Islam and the Arab Slave Trade (15-17th C.)," Professor Valdenia Winn, Kansas City Kansas Community College;
- "*Things Fall Apart*: Lesson Plan for Teaching World Literature in High School" Art Sloan, Lawrence High School, and
- "Pre-Historic Man," Jeremy Boldra & Todd Boren, Shawnee Mission, Kansas.



Presentation of module at close of Institute

Festive Finale of each Institute

The Institute typically concludes with a potluck dinner of many African dishes prepared by participants and friends. Each distinctive dish is described and presented before the meal. Musical and cultural performances conclude the evening.



Closing celebrations, in food and music

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