

Announcements:

1. Cheikh Anta Diop International Conference

The 18th Annual Cheikh Anta Diop International Conference: "Cheikh Anta Diop: A 20-Year Retrospective, 1986-2006" (<http://www.diopconference.com>) conference sponsored by ANKH will be held October 13-14, 2006 at the Holiday Inn (400 Arch Street) in Philadelphia, Pennsylvania. The Cheikh Anta Diop International Conference stands alone as a conference of Afrocentric scholars devoted to the critique of domination and the reconstruction of African culture in Africa and in the African world community that each year give a special recognition to outstanding scholarly articles, books, and activist scholarship (for details, contact is Ana Yenenga via anaroot@cs.com or ayenenga@verizon.net, the conference co-conveners are Drs. Molefi Kete Asante and Adisa Alkebulan).

2. African Heritage Studies Association

The 39th annual conference of the African Heritage Studies Association will be held at the University of South Florida, Tampa, October 19-21, 2006 via the theme "Understanding Health and Well-Being in Africa and its Diasporas". The conference will feature roundtables, and poster sessions focused on the phenomenon of health security/insecurity as a global issue that disproportionately afflicts the people of Africa and its diasporas. Hence, conference participants are encouraged to view health security/insecurity in the broadest terms, allowing for a rethinking of the basic concepts concerning the well-being of a people, and thus, participation is invited from academics, students, and other professionals (for more information view http://www.cas.usf.edu/africana_studies, or contact the conference coordinator at africana@cas.usf.edu; 813- 974-3669).

3. GlobaLink-Africa Online Curriculum

The Globalization Research Center-Africa at the University of California, Los Angeles, a center that conducts research on the dynamics and effects of globalization with particular emphasis on Africa, strives to educate the populace about globalization and Africa, and works to discover how global forces impact African societies and vice versa recently launched the GlobaLink-Africa Online Curriculum (<http://www.globalization-africa.org/CurrProj/intro.html>), a free multimedia, online curriculum that educates high school students about the complex nature of globalization, Africa, and U.S. policy towards Africa.

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Specifically, in the tradition of critical pedagogy, Globalink-Africa is a school-year-long, multimedia, online curriculum resource for critical thinking about globalization and its relationship with Africa. The curriculum objective is to offer high school students an interactive series of sixteen case studies that make the complexities of globalization accessible and understandable, and to provide two fictional, on-screen guide characters that take contesting positions on many of the facets of the globalization phenomenon as they affect Africa and its people, and United States-Africa relations. Since the curriculum is online, students have an opportunity to examine issues in depth by conducting research on the Internet. Students are encouraged to investigate and form their own opinions about major globalization issues as they are related to Africa or U.S. policy toward Africa.

In the curriculum, students encounter globalization through an introductory text on Africa and globalization, summations of four key globalization debates, and more concretely through the eyes and personal stories of sixteen fictional characters in different African nations and the USA --each affected by globalization in some way. Each character's story provides an entryway into understanding globalization, first in the context of one or more related issues, and second, via layers of progressively deeper investigation into the inter-related causes and consequences of the globalization issues. Ideas raised in these stories are further elaborated by comments, critiques and questions put forward by the two guide characters that provide insights into the various facets of globalization. While each case study allows students to focus on a particular global issue, the pedagogy is designed to lead students toward the interrelated nature of globalization issues, and to spur critical thinking and individual inquiry.

The curriculum is easy to navigate, especially the case study lessons. Students are able to enter at any point in a case study, be engaged in its story, move forward or backward, and pursue greater or lesser content complexity. Clicking on highlighted key terms in the stories leads to a glossary of terms; i.e., definitions, descriptions, maps, images and other material for inquiry at increasing levels of understanding. Throughout the curriculum, students have available a bank of resources that enable them to work independently or in groups to understand the case study lesson material. These include glossaries of key terms; country profiles; assignments; a student good thinker's toolkit of pre-activities and useful tips for completing assignments; and resource pages with additional book, audiovisual, and website resources.

The long-term intention of this curriculum is to emphasize and encourage collaborative, project-based and self-paced learning for students. For teachers, the curriculum provides several options: 1) the separate use of individual case study lessons in subjects such as history and social studies, English language arts, and life sciences or as in-depth background for specific globalization lessons and class assignments. 2) The use of grouped case study lessons for a school quarter. 3)

The year-long use of the whole curriculum. Teachers and students will find it easy to use any of these characters' case study lessons separately, or to use the curriculum as a whole. For more information, contact Epifania Amoo-Adare or Nickie Johnson, telephone: (310) 267-4054, e-mail: gracp@international.ucla.edu, or address: 405 Hilgard Avenue, Bunche Hall 10359, Los Angeles, CA 90095-1487.