

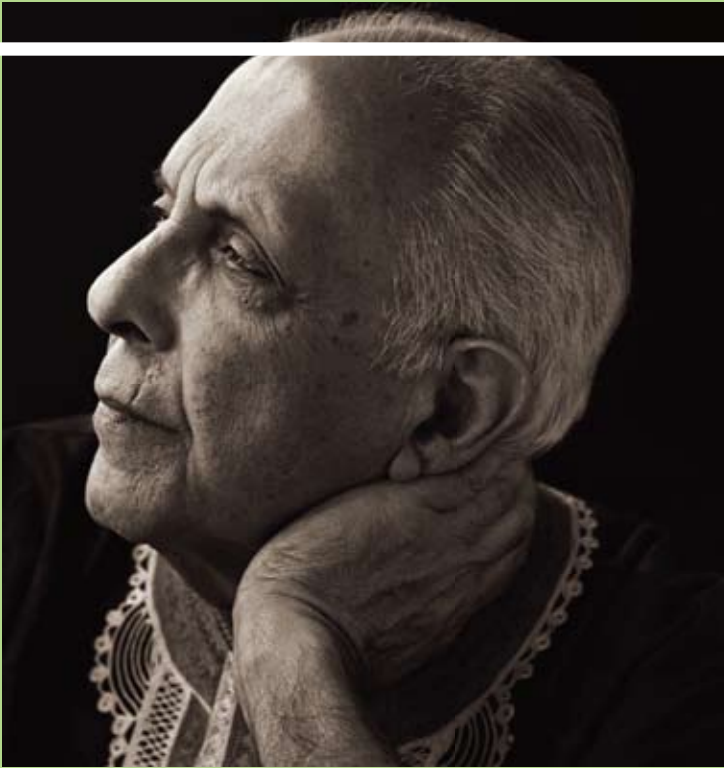
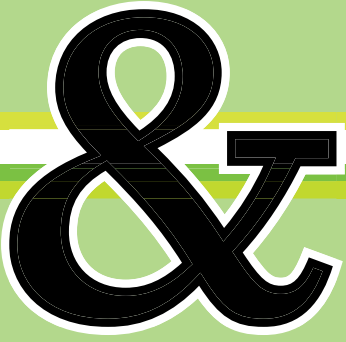
Spring 11



**Magazine of the  
College of Arts & Sciences**

# KENTUCKY & SOUTH AFRICA

**Different Lands, Common Ground**



**14**

Learn about the legacy of South Africa's struggle for freedom and those who risked everything in protest of a brutal apartheid regime.



**22** Inspirational anti-apartheid activist Eddie Daniels visited campus to share his message of freedom.

## KENTUCKY & SOUTH AFRICA

Different Lands, Common Ground



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Hear from students as they blog about their experiences during the South Africa initiative.

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Students are bringing to life the stories of South African and African American women.



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We'd like to hear from you. Send letters and story ideas to, Ampersand, at the address on back cover or by fax to (859) 323-1073.

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**Front and back cover illustration**

Influx Studio

Cover illustration inspired by the beaded bracelets made by Eddie Daniels and women from South African townships.



## letter from the dean

Dear Friends,

This academic year has been an exciting and busy one. Last fall we launched Envision 2020, the College's dynamic new academic initiative. Working alongside faculty, alumni, students, and members of the community, we are working to envision what a college of excellence will look like in 2020.

As part of Envision, the College is developing a course which will allow students to connect with the local community. This course, Community 101, will expose students to many aspects of Lexington city governance, public-private partnerships, public services, and cultural relations that will serve them well as engaged citizens no matter where they call home after leaving UK. The course is set to begin during the fall 2011 semester.

The College is also proud to announce the opening of its new residential college—A&S Wired—this coming fall. A&S Wired is designed around the concept of a 21st century liberal arts education and will be equipped with the latest technologies, interactive smart boards, smart tables, and wall displays. It will link curricular and extra-curricular activities as well as facilitate the transition to college by allowing students to build valuable connections with their professors, peers, and local community. We will have more information on A&S Wired in the fall 2011 issue of Ampersand.

In light of the overwhelming success of our first online summer courses last year, we are expanding the number of online classes this summer. Flexibility is central to our educational mission and students will have an opportunity to continue their studies while off campus. The online summer courses also offer alumni a convenient way for continuing education. For more information, visit [www.as.uky.edu/onlineed](http://www.as.uky.edu/onlineed).

The feature section of this issue of Ampersand highlights dynamic international programming we have undertaken this year. "South Africa and Kentucky: Different Lands,

Common Ground" has engaged our community in crucial global conversations, sparked an ongoing exchange of ideas, and promoted awareness of our collective similarities and differences. The new mid-semester, two-credit hour course launched last fall is being offered again this semester alongside a second showing of the award-winning film series, "Have You Heard From Johannesburg?"

We are also pleased to have as scholar-in-residence, Dr. Andre Odendaal, Honorary Professor in History and Heritage Studies at the University of the Western Cape and Chief Executive of one of the six professional cricket teams in South Africa. He is currently teaching a class entitled "Sport and Society: Historical Perspectives on South Africa from the Earliest Times to the Present." Learn more about his class on page 11. In April, honored guests Mr. Ahmed Kathrada and Ms. Barbara Hogan will visit campus. Both Mr. Kathrada and Ms. Hogan were political prisoners during the apartheid regime and served alongside Nelson Mandela in the rebuilding of a democratic South Africa. I hope you take a moment to learn about their stories, along with several other prominent South Africans, beginning on page 14.

As always, we thank you for your continued support and looking forward to hearing from you!

Yours,

Mark Lawrence Kornbluh  
Dean, College of Arts & Sciences  
[kornbluh@uky.edu](mailto:kornbluh@uky.edu)



**&** here & now



## THE LONG JOURNEY AHEAD

South African graduate student wants to be part of permanent change in her homeland.

By Erin Holaday Ziegler

Growing up on a farm outside of Pretoria, South Africa, University of Kentucky sociology graduate student **Sara Compion** used to ask her mother why the children near her rural home didn't go to the same school as she did.

"There were initially no black children in my primary school," she said. "That's just the way it was. My mother would give children a lift into town from time to time, but that was it."

"My family wasn't the worst, but we were prejudiced in our own way, and black families were, as well," added Compion. "But I've come to realize that it wasn't racism; it was naiveté."

Compion remembers seeing conflict in the black zones on television. "The clashes were shown from the point of view of 'we're [white people] protecting you,'" she said. "No dissidence and no dead bodies."

After years memorizing a history of exclusively white South Africans, Compion attended college at the University of Pretoria, where she studied anthropology and sociology, developed a host of critical thinking skills, and learned other sides to the country's history.

Compion began university in 2001, and while racial inequality persisted, open prejudice was much more frowned upon. South Africa's new democracy eroded many of the traditional barriers to equality, as well; Compion met young black students who lived, worked and studied with her and shared similar lifestyles. These opportunities were now available to all races.

"At this point, I had a friend from university whose family lived in the black suburb of Soweto, while my family lived in a white suburb, but we lived in apartments very

near to each other, in the same neighborhood," Compion said. "We both had TVs, and we both had cars. People changed along with the country in realizing that the behavior of the past wasn't right."

While attitudes were changing, South Africa still had quite a lot of catching up to do, and Compion was eager to connect good intentions with the best results.

Nationwide development initiatives were beginning throughout the country, but there was simply not enough to go around, according to Compion. Western countries and other regions of the developing world were involved, as well.

"At this point, you have powerful and influential people making major decisions about other people's lives," explained Compion. "This involves teachers, kids and local families. South Africa is a great melting pot with so many different cultures of its own and outside influences, as well."

After attaining her master's in sociology, Compion worked for an evaluation company measuring social development projects to see if they were meeting donor requirements and targets.

"We evaluated programs to see if the money was being used as intended," she said. "Funding could come from anywhere – federal governments, public or private companies."

Compion worked for three years after receiving her master's degree, but quickly realized that she would need more skills to really tackle the projects she desired. "There were two courses of action at this point," she said. "I could have learned skills on the job for the next 10 years, or I could go back to school

South Africa graduate student **Sara Compion** is participating in the College's South African initiative while working on her doctorate.

Mark Cornelison

*continued on page 6*

*continued from page 5*

and learn what I needed to know.”

UK’s renowned quantitative and qualitative doctoral program, in addition to its applied research focus in sociology, was the deciding factor in Compion’s choice for postgraduate education.

“I knew from my experience evaluating nonprofit organizations that I wanted to get into applied research,” she said. “You can learn a lot on the job, but I want to have the skills and the qualifications for my next step.”

Compion had never been to Kentucky, but certainly did not expect to meet anyone from South Africa when she arrived in Lexington in August, much less the internationally recognized anti-apartheid activists and leaders invited this year for “Kentucky and South Africa: Different Lands, Common Ground.”

“It was super-ironic and super-cool to have arrived at UK and find out that the focus this year is South Africa,” she said. “What an amazing opportunity! I’ve been so impressed with the student support and enthusiasm. They are into it.”

Compion is learning a lot, as well. “I was taught a different history for the first eight years of school,” she said. “I learned about white people, and that was it. The documentary series last semester was quite moving, as was meeting Eddie Daniels.”

In addition to the theoretical and practical tenets of sociological research, Compion will discover yet another chapter in South Africa’s history this spring through visiting scholars, lectures, classes and symposiums.

“South Africa needs highly qualified people with more than just basic research skills,” Compion said. “I like the idea of making an impact immediately and really seeing the difference from your work. While I’m at the top end of the generation, I want to contribute to the new generation. South Africa is at a tipping point.”

The conversation is only beginning here at UK, but Compion knows that change is afoot at home. “South Africa is an emotional teenager – 15 years into a new democracy,” she said. “We’re controversial. We’re temperamental, growing and maturing and still with a long way to go.” &



## TURNING ON HIS HUMAN LIGHT

Michael Tierney finds life changing experiences in South Africa through UK’s international opportunities.

*By Sarah V. Combs*

**M**ichael Tierney seems to embody the spirit of ubuntu, the sacred African concept centered on the interconnectedness of all human beings. The history and political science senior spent the spring semester of 2010 at the University of Cape Town, where one of the things he found most striking was “the spirit of the people – it just promotes happiness. People there actually smiled.”

When Louisville native Tierney arrived as a freshman at UK, he knew he wanted to follow in his older sister’s footsteps and take advantage of one of many opportunities for international study offered through the university’s Education Abroad program. He had never before traveled outside of the U.S., but “wanted to be out of my comfort zone.” A lifelong lover of maps (“I’m kind of obsessed”), Tierney was intrigued by the



CAPETOWN



things is the diversity,” but where the ill effects of apartheid still linger. “People haven’t yet reached the economic means to move on,” he explains, “... but when you see the good in people, you feel like a part of something. It’s one of the only times in my life that I thought, ‘My generation is going to play a part in deciding whether or not to fully overcome this [apartheid].’” A poignant moment for Tierney came when he and other American students visited the infamous Robben Island, where Nelson Mandela and other political prisoners were held captive during the apartheid era. As Tierney remembers it, the relaxed 20-minute boat ride to the island was very different from the ride back, when “everyone was quiet, like we were leaving behind something evil.”

That first-person glimpse into what freedom fighters endured – and what they stood for – has stayed with Tierney. It’s in his voice when he talks about his “life-changing experience” in Botswana, where he stayed with a native tribe and canoed into the wilderness with a tour guide who learned to speak English solely through the process of leading tours. There, immersed in and changed by what he reverently describes as the “wild, innocent spirit” of the tribe, Tierney found that although they may have come from completely different worlds, he and the natives weren’t so different from one another: They were bound by a shared love of music, a deep appreciation for the natural world, and by that mystery of all mysteries, summed up by the tour guide who proclaimed, “The most dangerous animal is girls!”

Tierney’s time in South Africa offered him the chance to view Americans, and American life, through different eyes: “You realize that the little things are what’s important – not the luxuries of an American lifestyle ... I really learned to love and respect [South Africans] willingness to be communal.” The power of that communal spirit emerged once more when, through a student-operated volunteer

organization at the University of Cape Town, Tierney signed on to teach rugby to kids ages 9-13 in the impoverished, fast-growing township of Khayelitsha in the Cape Flats. “I learned way more from those kids than I ever taught them in rugby,” Tierney admits. Through coaching, he learned that children

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“My generation is going to play a part in deciding whether or not to fully overcome apartheid.”

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need and welcome the chance to be challenged, and that they are at their best when rising to the challenges of someone who is actively invested in their success. “I fell in love with those kids. It really made me want to get involved in strengthening education and encouraging growth in impoverished areas. It made me want to be a positive influence.”

Michael Tierney is on track to graduate from UK in May. He hopes to someday return to South Africa, “maybe as a political consultant, because I want to be able to help people in a productive way.” He is also considering other avenues that might indulge that passion as well as his self-proclaimed “travelin’ soul”: the Peace Corps, Teach for America, or a dream job as a foreign officer for the State Department. “I want to help in places that need it most,” Tierney grins, and there it is: the spirit of ubuntu, lighting him up from within. &

Michael Tierney finds passion through his first trip abroad to study in South Africa.

Mark Cornelison

unique topography of Cape Town, situated at the very tip of South Africa on the South Atlantic shore. In January of last year, he found himself embarking on a six-month South African adventure that included four classes of recitation and tutorials at the University of Cape Town. Along with about 50 other American students from Arcadia University, Tierney studied alongside native South Africans and gained fresh perspective on politics, sociology and even the history of anti-Semitism in what he describes as “one of the best classes I’ve ever taken. Intense, but interesting.”

Tierney’s study of racial and political tensions went beyond the classroom as he learned to navigate life in post-apartheid South Africa, where “one of the most beautiful



## MORE THAN ART FOR ART'S SAKE

By Guy Spriggs

All students at the University of Kentucky have to take multiple classes in the College of Arts and Sciences to fulfill their general education requirements.

But in today's increasingly specialized world, some people question the practicality and benefits of classes in the liberal arts: sure, studying English is quaint, but unnecessary; history is a good hobby, but nothing more; a foreign language is interesting, but that's all.

They beg the question, who needs the liberal arts?

Ask UK A&S graduates, however, and they will readily tell you that their education in the liberal arts greatly rewarded them both professionally and personally.

Their answer: everyone needs the liberal arts.

"Arts and Sciences offers the courses that are foundational for any educated person," said Anna Bosch, associate dean for undergraduate programs in the college.

"We teach courses that give students in any major a more detailed knowledge of the world around us."

UK A&S graduate Vivian Shipley, now a Pulitzer Prize-nominated poet and distinguished professor at Connecticut State University, believes that the liberal arts are integral to the success of the educational process.

"When you're at the university, it's important to learn how to learn. The traditional A&S core curriculum—literature, history, social sciences, art—these are all things that require thought process," Shipley said.

That is what makes the liberal arts so valuable: the cultivation of well-rounded skills that make it possible for students to think critically, communicate coherently and solve problems from different perspectives.

"A liberal arts education teaches people how to think differently and how to expand their minds," explained Julia Burnett, executive senior sales director for Mary Kay and A&S graduate. "And once the mind is

expanded, it can't go back."

But this foundational knowledge does more than make educated and capable students: it also reinforces practical qualities that translate into marketable skills in the professional arena.

"It's vitally important for our candidates to have the ability to write, communicate and reason," said Jim Elliott, A&S graduate and senior vice president with BB&T Private Financial Services in Lexington. Those capabilities, Elliott explains, are primarily found in students with education in the liberal arts.

Pointing to a recent study showing that on average people will change jobs six to seven times throughout their lives, Shipley argues that today's job market only increases the necessity and value of education in the liberal arts.

"When you [change jobs] you need a general set of skills and knowledge that make you able to adapt to changes and compete. The liberal arts are extremely important because they teach us how to think, how to problem-solve, how to be persuasive when writing and also verbally. These are traits that are important in many kinds of jobs," she said.

The skills students learn in the liberal arts, then, make it possible for them to navigate the professional landscape with greater success.

"The people who are going to be successful are those folks that have the ability to see what's happening and learn how to adapt to the changes that are now constant," said Elliott. "The ability to adapt and to retrain yourself comes from those liberal arts classes."

In an era of increased specialization, Elliott sees greater value in the wide variety of skills students cultivate through the liberal arts. "These courses don't narrow you down in terms of subject matter – they actually encourage thinking much more broadly," he said.

Shipley regrets that so many people go into college and only study one thing. She

WE ASKED OUR ALUMNI:

## How did a liberal arts education prepare you for your career?

feels that this can cause real problems because their 20s are a period of uncertainty due to the continued development of the adult mind.

“It’s tragic when kids put themselves into one rigid mold, a specific kind of training that they can’t alter or get out of,” she said.

“Schools will just train you up and send you into the world to find a career,” Burnett observed. “The business world has shown me that those who are most successful are those who are more well-rounded human beings.”

“If we could have a firm foundation [through] a broad liberal arts education, we could be much better served,” said Elliott. Being a college student, Bosch suggests, is not just about career training, but instead preparation for living in the world and understanding how to confront its problems.

Shiplee sees our specialized world as one that can obstruct communication, but argues that the liberal arts make it possible to relate to others because of the common knowledge students acquire. “There is also a pleasure factor to the liberal arts,” she explains. “It’s important for young people to take liberal arts classes so they can become aware of the practicality and also the pleasure in it.”

Burnett, too, finds great personal benefit as a result of her liberal arts education.

“My education has raised my awareness of the world around me,” she said. “I deeply appreciate the opportunities put in front of me. Part of the reason I have been successful is because when I think about what others in the world are facing, I cannot be apathetic.”

The College of Arts and Sciences is planning a future course aimed at demonstrating the benefits of a liberal arts education to new students. “We’re very confident that a liberal arts education can be the most beneficial for the future opportunities of our students,” Bosch said. &

### JOURNALISM & PSYCHOLOGY

#### Amelia Crutcher, '69

“When I think of the courses that changed my interests and my career, I realize that sociology, statistics and political science, which were not in my major, gave me a broad vision of the world in which I live. All were core courses in arts and sciences that provided a breadth of knowledge to evaluate and integrate concepts. Today, I have the opportunity to pursue my own interests and I find that I am drawn back to the liberal arts.”

### MATHEMATICS

#### Sandy Helton, '71

“My liberal arts education at the University of Kentucky introduced me to new fields of study that I continued to pursue during and after college. It gave me an appreciation for the lessons of history and having an interdisciplinary view of the world. And it helped me develop critical thinking skills. These and other aspects of my liberal arts education benefited me professionally and enriched my life.”

### GENERAL STUDIES

#### Kip Cornett, '77

“I can’t imagine a better training ground for developing the knowledge and skills needed to succeed in the communications world than a liberal arts education. The diverse experience and learning it provided me are essential to dealing with the challenges of influencing consumer behavior. Without the well-rounded, practical education I received, my career would have been far less successful and rewarding. While an undergraduate, I must admit I wasn’t so sure of how it would holistically impact my life and career – but looking back now, it’s the cornerstone of my professional life.”

### POLITICAL SCIENCE

#### Happy Perkins, '76

“Law study and practice can be narrowing, particularly as lawyers gain experience and specialize. I’m grateful my undergraduate experience at UK afforded me a broader look across the arts and sciences.”

### TOPICAL STUDIES MAJOR & ART THERAPY

#### Jennifer Garr, '79

“I was encouraged to complement my interest in psychology with history and philosophy classes. I was challenged to find intersections between what I was learning about personality structures and great novels. A micro view of the world may cure disease, but the macro view that my arts and sciences education provided me is the cornerstone of my current world view... and quite honestly, my success in the business arena.”

### ENGLISH / HISTORY

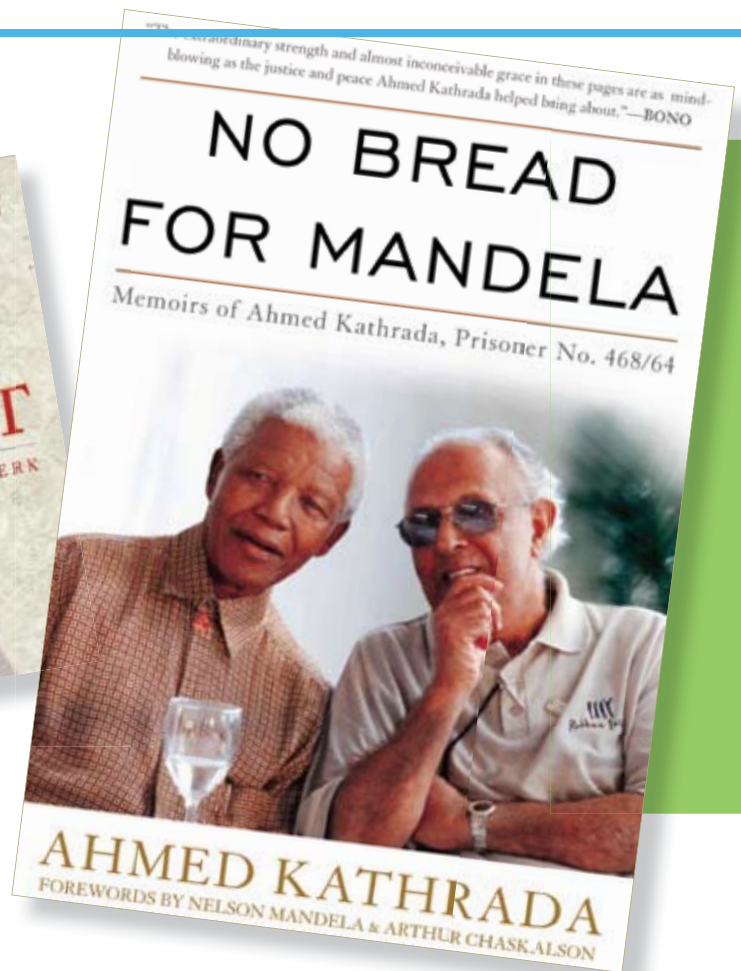
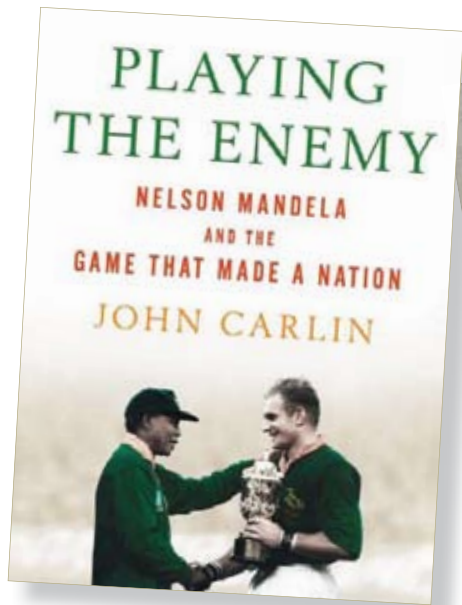
#### Robert Rich, '66

“English prepared me very well to be a lawyer. It was a great background that taught me how to write, and I learned to develop my own writing style within existing legal formats, which is vital in my occupation.”

### TOPICAL STUDIES MAJOR

#### Susan Tomasky, '74

“I gained an understanding of the breadth of world, excitement of knowledge, and critical thinking, and what it contributes to what you do every day. It pushes you to ask the hard questions and realize how much you gain from thinking with a group of people who are curious, question things and who are willing to go off into foreign territory.”



## BOUND TOGETHER

Students and alumni interact through the Kentucky and South Africa online book club

By Guy Spriggs

After the “Kentucky & South Africa: Different Lands, Common Grounds” initiative was announced, students and alumni were anxious to take part in the events and opportunities that are a part of the exciting exchange with South Africa. In order to accommodate those who could not participate in activities on campus, the College of Arts and Sciences invited interested parties to join an online book club.

“We started the South African book club because a group of alumni enthusiastically asked us for a way to participate in our South Africa theme year,” said Lauren Kientz, the special projects manager from the dean’s office overseeing the South Africa initiative.

“The more I heard of plans and programs [for the initiative], the more I lamented how I couldn’t be at the campus events,” said Jennifer Garr. Garr, who resides in Chicago, is a graduate of UK’s College of Arts & Sciences and currently serves as Senior Vice President

of Brand Planning at GyroHSR, a marketing communications company.

“The book club presented an opportunity to join in, to take advantage of this opportunity to immerse ourselves in another culture, to go beyond what we thought we knew to gain a deeper understanding of a South African experience,” Garr continued.

The club is reading one book each month from October 2010 to April 2011—skipping December—and participants are welcome to join online discussions through the club’s page on Facebook. In this way, the club makes it possible for students and alumni alike to be a part of A&S’s Different Lands, Common Ground initiative.

The books selected for the club cover a wide range of topics that coincide with the prevailing themes of UK’s ongoing initiative with South Africa: sports, race, public health, the anti-apartheid movement and more.

The group began in October by reading

“*Playing the Enemy*” by John Carlin, which was the inspiration for the Oscar-nominated film “*Invictus*.”

“*Playing the Enemy*” coincided with an on-campus panel on race, sports and social change, as well as a visit by freedom fighter Eddie Daniels, who spoke about his experiences with the South African anti-apartheid movement.

The reading list also included “*Agaat*” by Marlene Van Niekerk in March, a novel about the waning days of apartheid that still resonates deeply in contemporary South African culture. “It is one of the first books to receive Toni Morrison’s stamp of approval in 15 years,” Kientz explained.

Finally, the club will culminate with reading “*No Bread for Mandela*,” the memoirs of activist and political prisoner Ahmed Kathrada, which are being published for the first time in the United States by the University of Kentucky Press.

"A book of questions and answers...When humanity leaves the room, what do you do if you're left inside? The extraordinary strength and almost inconceivable grace in these pages are as mind-blowing as the justice and peace Ahmed Kathrada helped bring about." —Bono

"No Bread for Mandela" is being released for the first time in the United States by the University of Kentucky Press. The release of Mr. Kathrada's memoirs this March coincides with his visit to the College of Arts & Sciences April 13 – 16. Mr. Kathrada will also make appearances in Boston and Washington, D.C.

On April 17th, Mr. Kathrada will attend a book signing at Joseph-Beth Booksellers in Lexington, Ky., at 2 p.m. The event is free and open to the public.

<http://southafrica.as.uky.edu>

Mr. Kathrada spent 26 years in prison alongside Nelson Mandela and Walter Sisulu. He was released in 1989 and has since continued his dedication to building a new nation and spreading his message of non-racialism throughout the world. Mr. Kathrada was also elected to the South African Parliament in 1994.

For Garr, participating in the book club has been a rewarding experience, and not just because of her exposure to the books themselves. "I have absolutely delighted in reading the thoughts of people sharing their journey through books that speak of duty and profound change," Garr said.

Due to the positive response, there are plans for a similar reading group for the 2011-2012 academic year when the college engages in a similar exchange with China.

"We can't stop stretching. If anything, being a part of the College of Arts & Sciences shows us that there's a marvelously diverse world out there. When we leave the university, we simply can't afford to retreat to our own little worlds," said Garr.

"The Kentucky/South Africa initiative, including the online book club, provides an opportunity to open our eyes to the broader world around us, which in my humble opinion, ultimately opens our eyes to the worlds within each of us." &

.....

# A & SYLLABUS

## HST255 / A&S300 SPORTS & SOCIETY

**INSTRUCTOR:** Professor Andre Odendaal, Visiting International Scholar from South Africa

**COURSE DESCRIPTION:** This course provides an introduction to the young democracy of South Africa by using sports as a lens through which broader social and political issues can be examined. Following the development of sports in South Africa, the class will explore topics from the African origins of humanity to colonialism, slavery, apartheid, the freedom struggle, and U.S.-South African relations. Issues involving the role that sports play in the U.S. as well as in the increasingly global economy also provide important themes for this class.

**PAPERS AND ASSIGNMENTS:** To help students grasp the readings and assess their progress, Odendaal assigns review essays and a group presentation in which students present research on a topic in South African history. Distinguished guest lecturers, including former political prisoners and anti-apartheid activists Ahmed Kathrada and Barbara Hogan, as well as U.S. sports expert Charles Korr, will visit the class.

### READING / WATCHING LIST:

[No Bread for Mandela](#), Ahmed Kathrada  
[Dinosaurs, Diamonds and Democracy: A Short, Short History of South Africa](#), Francis Wilson  
[Long Walk to Freedom: The Autobiography of Nelson Mandela](#), Nelson Mandela  
[Country of My Skull](#), Antjie Krog  
["The Hurt Locker."](#)  
["Cry Freedom."](#)  
["More Than Just a Game"](#)

← **THE MORE YOU KNOW**  
*Released March 2011*  
*by the UK Press*

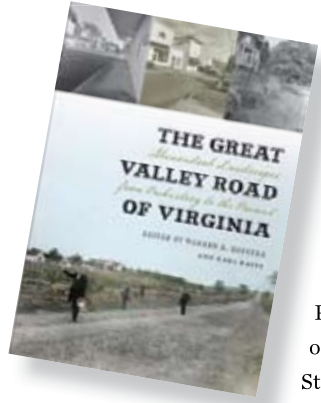


## GEOGRAPHY AWARENESS WEEK



The discipline of geography stretches longer than a latitude line and delves deeper than a map legend can quantify. With the help of Lexington artist Blake Eames, of HorseMania and storm drain art fame, UK undergraduates, graduate students, geography faculty and Town Branch supporters painted a cartographically correct map of the Town Branch waterway directly on top of its current (culverted) stream course in the heart of downtown, which happens to be situated upon the generously donated KU parking lot. The project intended to draw attention to the connection between life and landscape, and celebrated the kickoff of Geography Awareness Week last November.

Photos by [Brian Connors Manke](#)



In an interesting interdisciplinary collaboration, UK geography professor **Karl Raitz** and Shenandoah University history professor Warren Hofstra have released an edited book about the beautiful Shenandoah Valley in Virginia. The book, “The Great Valley Road of Virginia: Shenandoah Landscapes from Prehistory to the Present,” examines the geographic history of one of the primary thoroughfares in the eastern United States, the Great Valley Road. The book was awarded the Allen Noble Award for Best Edited Book published

in 2010. The award is given annually by the Pioneer America Society – an organization comprised of geographers, historians, folklorists, historic preservationists and others with similar interests.



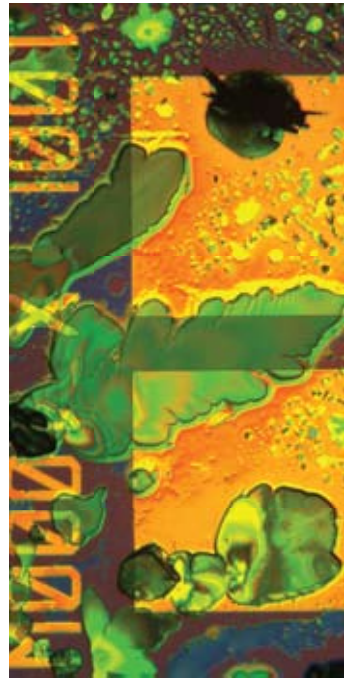
[www.as.uky.edu/onlineed](http://www.as.uky.edu/onlineed)

In an effort to provide alternative learning opportunities, flexible scheduling and continuing education for students and alumni, the college is offering online summer courses. The college will be increasing the number of online classes to more than 50 after the overwhelming success of the program’s launch last summer. General education classes will be offered as well as specialized classes from various departments. Among the classes offered will be: Blue Planet: Introduction to Oceanography, Social Psychology and Cultural Processes, and an Introduction to Gender and Women’s Studies.

## \$780,000

The P-12 Math and Science Outreach Unit of the **Partnership Institute for Mathematics and Science Education Reform Mission (PIMSER)** was awarded \$780,000 in state grant funds. The Math and Science Partnership Award from the Kentucky Department of Education will aid in the development of a science leadership network and various outreach projects in Central and Eastern Kentucky. In order to facilitate the growth of the STEM disciplines of science, technology, engineering, and mathematics, PIMSER plays a vital role in public outreach programs at UK. These programs enhance learning in the STEM disciplines by working with Kentucky students as well as providing support, training, and resources for teachers.

**1.3** UK chemistry professor **John Anthony** and mathematics professors **Michel Jabour** and **Chi-Sing Man** have teamed up with Princeton engineering professor Yueh-Lin Loo to create an interdisciplinary roadmap that will pave the way for solar cell advancement. This exciting project is funded by a National Science Foundation (NSF) grant that will provide a project total of just over \$1.3 million spread over the next three years. In response to increasing energy and climate issues, the grant will be used to explore and develop the next generation of ultra-low-cost solar cells.



**a&s** residential college

## A 21st Century Liberal Arts Education

**A&S Wired** is an exciting new residential college designed around the concept of a 21st century liberal arts education. Located in Keeneland Hall, A&S Wired will offer undergraduates an introduction to an arts and sciences education. It will link curricular and extracurricular activities as well as facilitate the transition to college by allowing students to build valuable connections with professors and peers during their first year. Students will understand connectivity on all levels – from virtual to face-to-face, local to global – creating a solid foundation for their academic careers. To learn more, visit [www.as.uky.edu](http://www.as.uky.edu).

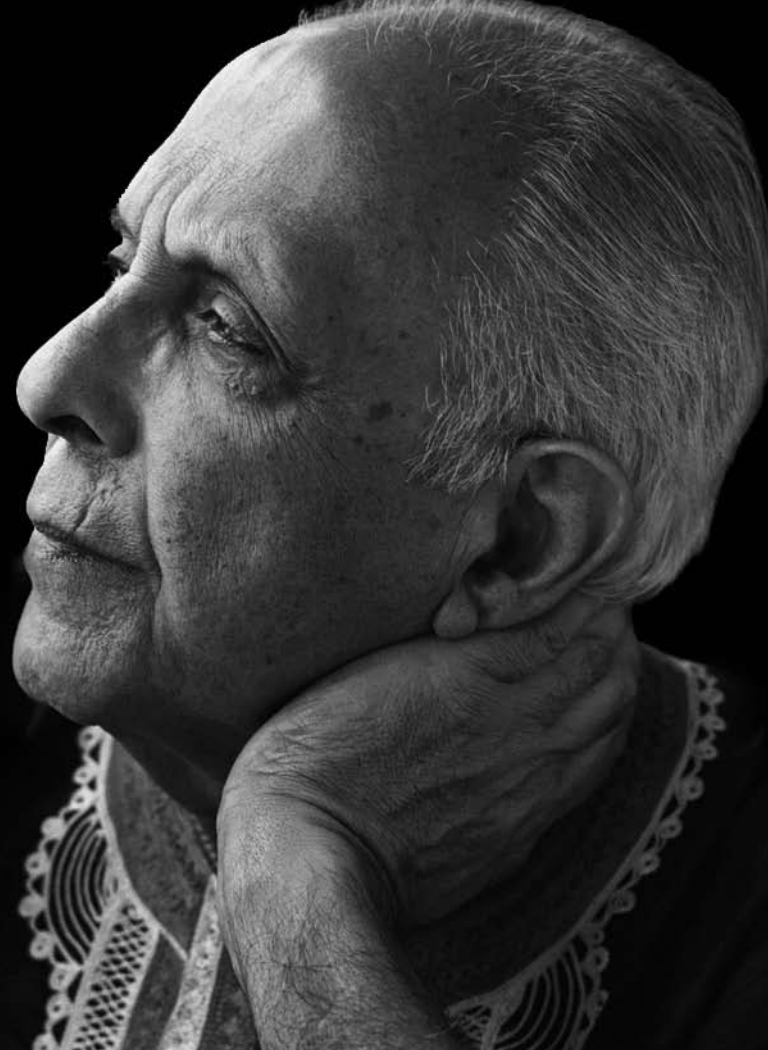
# South Africa & Kentucky

## Different Lands, Common Ground

**F**rom distinguished guest speakers to cultural events and study abroad, the year-long international programming in A&S has created a new level of connectivity for students, faculty, and alumni. This programming has engaged our community in crucial global conversations, sparked an ongoing exchange of ideas, and promoted awareness of our collective similarities and differences. Public lectures and cultural events, coursework, exchanges, and travel have all fostered the creation of global awareness and participation.

The focus of this year has been *South Africa and Kentucky: Different Lands, Common Ground*. In the next few pages you will read about the stories of courageous South Africans who risked everything in protest of a brutal apartheid regime. You will learn about the legacy of South Africa's struggle for freedom and the efforts to preserve the diverse cultural heritage of the region. You will see how students, faculty, and alumni are connecting locally and internationally through study abroad, blogs, and cultural events. **Join us on this exciting journey!**





Dana Gluckstein

## Ahmed Kathrada

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**B**orn in 1929 to an Indian family in South Africa, Ahmed “Kathy” Kathrada was immediately exposed to the brutal segregation laws of his country. Sent at a young age to Johannesburg to attend an “Indian” school, Kathy was introduced to human rights activism when he joined the Passive Resistance Campaign and helped form the Transvaal Indian Youth League. As tensions continued to rise within South Africa, Kathy’s outspoken political activities resulted in his arrest. Facing the death penalty along with Nelson Mandela and refusing evidence to be submitted at his trial, which would have exonerated him, Kathy was sentenced in 1964 to life imprisonment with hard labor.

After the Rivonia Trial, Kathy was transferred to Robben Island Prison, where he would remain until his transfer to Pollsmoor Prison in 1982. While

in prison, he earned four degrees and remained a committed human rights activist and a leader of the anti-apartheid movement.

Upon his release in 1989, he was elected to the National Executive Committee and headed the Public Relations Department of the African National Congress. In 1994, when Mr. Mandela became the first democratically elected president of South Africa, Kathy was elected to Parliament and was appointed parliamentary counselor to President Mandela. In 2008, the Ahmed Kathrada Foundation was created with the objective of deepening non-racialism and advancing human rights. Kathy currently serves on the governing board for the Nelson Mandela Foundation and continues to represent Mr. Mandela throughout South Africa and the world.



## Dr. Andre Odendaal

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Dr. Andre Odendaal is Chief Executive of one of six professional cricket teams in South Africa, and an Honorary Professor in History and Heritage Studies at the University of the Western Cape (UWC). During his time at UWC, he was responsible for planning and establishing the Mayibuye Centre for History and Culture, a pioneering multi-media archive on apartheid in South Africa.

Outside of the classroom, Dr. Odendaal was also a talented cricket player and anti-apartheid activist. In 1984, he left the South African Cricket Union to join the non-racial Cricket Board, making him the only white first-class cricketer to play in the black leagues during the apartheid years.

Dr. Odendaal was a member of the ANC's Commission for Museums and aided in the establishment of the Robben Island Museum, the first heritage institution of the new democracy on the site where Nelson Mandela was jailed. He served as the museum's director from 1997 – 2002, during which time the island was given UNESCO World Heritage Site status. In 2002, he received the Presidential Award for Sport in the Lifetime Achievement category. He is the author of many books on the liberation struggle and the social history of sport in South Africa, including "The Beginnings of Black Protest Politics in South Africa to 1912" and "The Story of an African Game."

*Photo by Mark Cornelison*

## Dr. Peter Barron

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Dr. Peter Barron is a public health specialist focused on improving the quality of care at the primary care level and implementing a district health system in South Africa. He is currently devising a Primary Health Care Strategy for South Africa and has been a consultant to governments throughout sub-Saharan Africa. As a native South African, Dr. Barron's commitment to improving the quality of life in his home country as well as the global community has led him to assume a variety of roles and positions. He has served as the Head of Strategic Management Team and Acting Head of Department for the Northern Cape Health Department, and also as the Research Director, Director of District Health Systems Support, and Chief Technical Advisor for Health Systems Trust in South Africa.

His multi-faceted approach to health care includes a specialization in overall health management, primary care management, and improvement of care for patients with HIV, tuberculosis, and sexually transmitted diseases. Throughout the course of his distinguished career, Dr. Barron has worked in the poorest communities in South Africa; extensively lent his expertise in Nigeria, Uganda, Kenya, Zambia, Malawi, and Ethiopia; and travelled the globe for various organizations to combat world health problems.

*Photo by Mark Cornelison*



## Eddie Daniels

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Born in a “coloured” area of Cape Town in 1928, Eddie Daniels quickly learned the harsh realities of segregation under an oppressive apartheid regime in South Africa. Tired of racial barriers created by a harshly segregated society, Mr. Daniels fought against the color line and joined the non-racial anti-apartheid Liberal Party of South Africa. He later became a member of the African Resistance Movement when the Liberal Party was banned and began actively fighting against government oppression. Mr. Daniels’ anti-apartheid activities ultimately resulted in him being banned, detained, and imprisoned after he faced the death penalty.

During his 15-year incarceration, Mr. Daniels served his time on Robben Island along with Nelson Mandela and Ahmed Kathrada. Mr. Daniels faced mental torture, back-breaking hard labor, and periods of isolation during his imprisonment yet retained his dignity and courage and continued his activism against apartheid.

Upon his release, he was forced to live under banning orders, which not only restricted his movement but also forbid him from meeting with people – including his own mother. During this period, Daniels managed to meet and marry his wife, Eleanor, who took great risks to her own safety in coming to see Mr. Daniels. Declared void by the Immorality and Mixed Marriages Act, they later remarried after the abolishment of the law.

*Photo by Caitlin O’Leary*

## Barbara Hogan

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Barbara Hogan was born into a white family in 1952 during the oppressive apartheid regime in South Africa. Motivated to action after the events of the bloody Soweto Uprising, which ultimately killed hundreds of people, Ms. Hogan joined the outlawed ANC in 1977. Convicted for her “illegal” political activism, she was imprisoned at Pretoria Central Prison for 10 years. She was the first woman in South Africa to be found guilty of high treason and was released in 1990.

Upon her release, she became a member of the ANC Executive Committee, a member of Parliament, and head of policy development at the former Development Bank of South Africa. A passionate supporter of equality, Ms. Hogan worked tirelessly to improve the socio-economic conditions of black South Africans by participating, along with Nelson Mandela, in creating a democratic South Africa.

Ms. Hogan’s work also involves addressing health issues in her country. She is a member of the Amandla AIDS fund. In 2008, she became the Minister of Health at a time when South Africa had the unfortunate distinction of having the most AIDS cases of any country in the world. During her appointment, she worked to implement long-lasting solutions to help solve the country’s health problems. In 2009, she accepted the position of Minister of Public Enterprises, and although recently retired from government service, continues her work in South Africa.

*Photo by Dana Gluckstein*



# Legacy of the Struggle for Freedom

## *Kathy's Own Words*

### *Excerpted from "No Bread for Mandela"*

South African political icon, humanitarian, and trusted friend and advisor of Nelson Mandela, Ahmed Kathrada risked his freedom and ultimately his life in protest against an oppressive apartheid government. Imprisoned for 25 years, 17 on Robben Island, he emerged from jail to help lead the movement for democracy and equality in South Africa. In his memoir, "No Bread for Mandela," Mr. Kathrada takes readers on an intimate journey not only through his own life, but through the birth and transformation of a democratic South Africa. Beloved today as an icon of human freedom, Mr. Kathrada is known by all South Africans as "Kathy."

While Kathy's early years in South Africa were filled with the hallmarks of a happy childhood—major celebrations, friendship, a sense of community, and the warmth of family, the shadow cast by apartheid inequities were never far away. In order to attend school, he had to leave his family and travel to Johannesburg. He was a political activist before he turned 12; at 17, he left school to commit himself full-time to the struggle against apartheid.

"In a democratic South Africa, free of all discrimination, it isn't easy for those who did not experience it first-hand to comprehend life under petty apartheid. We could not sit down to a meal in a restaurant, and at many retail outlets in white areas, assistants served us only grudgingly. Buying snacks in Hillbrow one night, I was left to wait while the clerks served one white person after another, despite the fact they had come in long after me. Eventually I lost my patience and asked angrily if my money was black."

As a young activist, Kathy became committed to non-racialism and the development of the African National Congress as a broad democratic movement to oppose apartheid. For his political activities, Kathy was arrested and imprisoned repeatedly during the 1950s. In 1964, Kathy, along with Nelson Mandela and seven other leaders of the struggle, was charged with treason in the Rivonia Trial. Facing the death penalty, Kathrada stood firm with his colleagues ended up with a life imprisonment sentence.

"Nothing could have prepared me for the enormity of losing all choice in such mundane matters as deciding when to wake and when to sleep, or comprehend that minor joys such as letter-writing and meetings with family and friends would be so severely curtailed and controlled, and that fundamental human rights would become privileges that had to be earned and were always under threat of removal."

Throughout his years in prison, Kathy remained committed to the struggle for human rights. After his release he worked side-by-side with Mr. Mandela and others to create a democratic, free South Africa. He was elected to the first democratic Parliament in South Africa and served as parliamentary counselor to President Mandela. As part of the transformation of South Africa, Kathy led the efforts to turn the prison where they were held into a museum on human rights.

"While we will not forget the brutality of apartheid, we will not want Robben Island to be a monument to our hardship and suffering. We would want it to be a triumph to the human spirit against the forces of evil. A triumph of wisdom and largeness of spirit against small minds and pettiness; a triumph of courage and determination over human frailty and weakness; a triumph of the new South Africa over the old."



## ***South Africa Today***

### ***A Q&A with Dean Mark Lawrence Kornbluh on the Legacy of the Struggle for Freedom***

MARK LAWRENCE KORNBLUH (MK) – Looking back on the freedom struggle, what do you think is most important to remember? What lessons does the fight for freedom hold for the world today?

AHMED KATHRADA (AK) – The whole freedom struggle, it was to assert our dignity as equal human beings. Under apartheid, there were categories of people: the whites would be on top of the ladder, immediately under them were the coloreds and the Indians, at the bottom would be Africans. But one needs to recognize that there was a mindset that one had to be in. For years, even in the liberation movement, we had people who believed in accepting a lower status. People who took part [in the political system] carried on that tradition of accepting crumbs. But changes took place in the 1940s, when the Indian Congress and the African Congress had a change of leadership. They believed that the oppressed people must stand together, regardless of whether they are Indian, colored or African and fight as a united struggle against the common oppressor. So that brought in a new era in our struggle.

MK – You served with Mr. Mandela in his first term, and to transform a whole nation was an enormous task. What part of that legacy is the most lasting? What can you tell us about Mr. Mandela?

AK – I knew him from before the imprisonment of course, and there are certain qualities that come right through. His foresight—whatever he advocates, he is very thorough before he goes into it. When we undertook the Defiance Campaign, he had thoroughly studied, and I'm sure he studied the books from India and the Gandhi struggle in South Africa. But the first thing was to assert our dignity as human beings.

As you might have gathered, the title of the book “No Bread for Mandela” is based off the fact that while in prison, I as an Indian would get a couple pieces of bread a day, but Mr. Mandela would get no bread for over a decade. I, as an Indian, got long trousers but Mr. Mandela and others had to wear

short trousers. In the porridge I got more sugar than Mr. Mandela. To influence him, the guards offered him long trousers, they offered him the food that we were getting, and he refused all those. He refused to accept any preferential treatment. He and the leadership of the ANC in prison, their major concern was care for their fellow prisoners. He made it clear right from the start that in this prison there were no leaders, we were all equals.

In prison, his courage, his foresight, his care for fellow human beings, for fellow prisoners, rather, emerged very strongly. In isolation he took a bold step: to talk to the enemy. He was trying to persuade the government to talk with the ANC. But in order to do so, he demanded that, to pave the way, the government had to agree to certain demands: free all political prisoners, unban the organizations, allow the exiles to come back, and then start talking. And that's exactly what happened. He never demanded his own release. As a person he always demanded the release of all political prisoners.

MK – In a world today where there's so much conflict going on – such as people taking to the streets in Egypt – does the South African struggle for freedom have resonance?

AK – The big difference was ours was a peaceful transformation. Across the years the struggle was very violent from the apartheid side [but] our struggle did not believe in injuring human beings. That was the phase of the struggle, the first phase of the struggle. But when it came to the transformation, we already thought that it was a peaceful transformation.

MK – So what would you say are the greatest challenges facing South Africa today?

AK – We are only 16 years old as a democracy. And when you look back at apartheid, there was massive poverty, hunger. In every theater of life the oppressed people got a raw deal. We still have those challenges today although we have made considerable improvement. In 2000, only about 60% of our people had electricity. Now, over 80% have electricity. So in that respect we are making progress. But the challenges still remain before us. And we have to face them. But as I say, we are only 16 years old as a democracy. &

An academic convocation will take place on April 13th at 2p.m. at the Singletary Center for the Arts Recital Hall. Mr. Ahmed Kathrada and Ms. Barbara Hogan will each be awarded an honorary Doctorate of Letters degree from the University of Kentucky.

# KATHY:

## THE MAN BEHIND THE PUBLIC FIGURE



### Introduction

On 21 August 2009, Ahmed Mohammed Kathrada, “Kathy” as he is fondly called, celebrated his 80th birthday. This exhibition “Kathy, the man behind the public figure” is a tribute to a remarkable hero of the South African freedom struggle, who started his lifelong commitment at the tender age of 12.

This exhibition hopes to portray the person Kathy, his sense of humour, his love of food, his many, many friends and comrades, his meticulous notes and incredible memory.

It is the story of Kathy beneath the public veneer of struggle icon; a personal insight into the veteran leader. It is a story not well known, except to his close friends and comrades. It is a story that is now being shared through the medium of this exhibition.

The exhibition is jointly hosted by the Ahmed Kathrada Foundation and the Nelson Mandela Foundation.

### Ahmed Kathrada Foundation

The Ahmed Kathrada Foundation was launched on Saturday 30 August 2008. Its main focus will be on deepening non-racialism in society. With racism and xenophobia having reared their ugly heads in South Africa recently, the Foundation aims to teach

generations to come that non-racialism should be something to be constantly striven for.

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### Nelson Mandela Foundation

The Nelson Mandela Foundation, through the Centre of Memory and Dialogue as its core work, will contribute to the making of a just society by promoting the vision, values and work of its Founder and convening dialogue around critical social issues, while continuing to provide support to its Founder.

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### Kathy's Greatest Wish

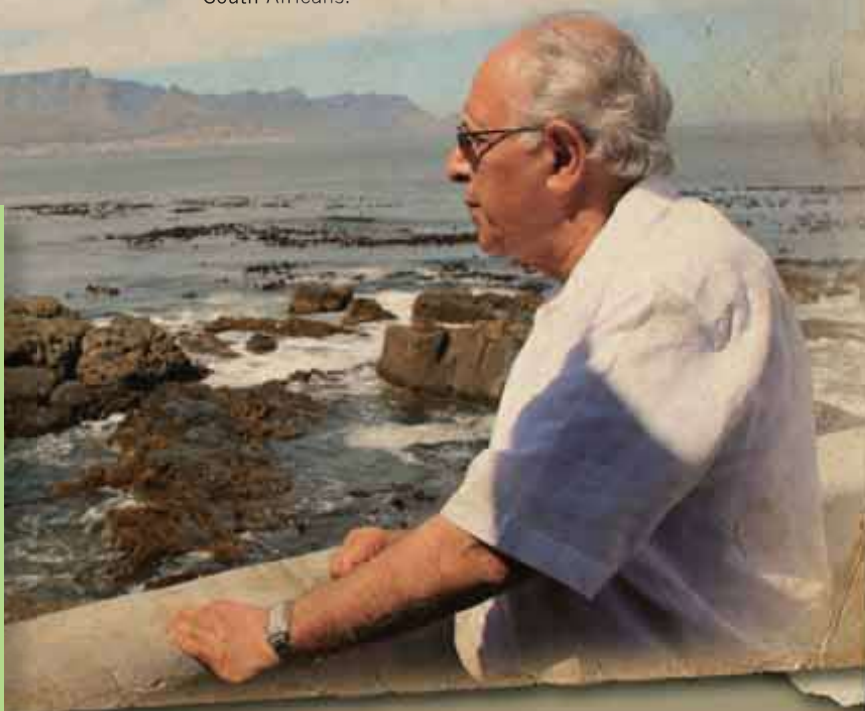
15 October 2009 marks the 20th anniversary of Kathy's release from prison. During these last twenty years as a free man, Kathy has participated in the ushering of a democratic South Africa, cast his vote, and adjusted to a life that no longer concentrated on “fighting apartheid” but in building a better future for all South Africans.

### “Kathy: The Man Behind the Public Figure”

*Excerpts from the upcoming exhibition*

The exhibit provides insight into the remarkable life of Ahmed Kathrada, sheds light on his inspiring personal story, and honors his commitment to a democratic, multi-racial South Africa.

The College of Arts & Sciences and Michigan State University have produced a U.S. version of the exhibit, which is opening April 13 in UK's Lafferty Hall. The exhibit will run through May and is free and open to the public.



# THE KATHRADA FOUNDATION: DEEPENING NON-RACIALISM

by GUY SPRIGGS

The Ahmed Kathrada Foundation is an organization that preserves and promotes the history of South Africa's liberation struggle. The goal of the Foundation is to promote the notion of non-racialism, and in doing so, spread the values, rights and principles that helped bring an end to the South Africa apartheid.

*Madiba and Kathy*

"We come from a cultural past with roots of separation that go back over 300 years," said Neeshan Balton, executive director of the Kathrada Foundation. "That separation was only formalized with the coming of apartheid in 1948."

The remnants of that division, Balton explains, are still entrenched in South African society and will take a considerable amount of time and effort to overcome. "In a post-apartheid period, we now have the challenge of defining and giving great meaning to non-racialism," he added.

"It is around these issues that the Kathrada Foundation has positioned itself primarily to deepen the understanding and appreciation of non-racialism."

In the near future, the Foundation will finalize plans to build a Research and Documentation Center in Johannesburg to preserve and provide historical documentation and archival material. The proposed center will facilitate the Foundation's goal of encouraging dialogue, inside and outside of South Africa, on the importance of non-racialism.

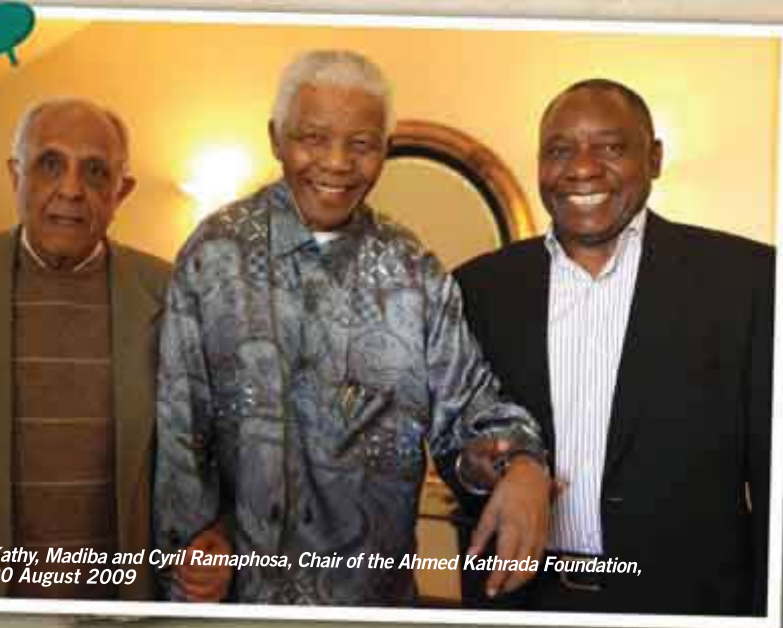
"From the start of the Kathrada Foundation, our goal has been to investigate the role of minorities in the struggle for a non-racial, non-sexist, and democratic South Africa," said Ahmed Kathrada.

"The focus is not on an individual, but on the larger group of people who gave their all in the struggle. That is what we want to research, preserve, and highlight."

You can learn more about  
the Kathrada Foundation at  
[www.kathradafoundation.org](http://www.kathradafoundation.org)

My greatest wish would be first of all to recognise, today we are 15 years old, we are nowhere near to what we want for our democratic, non-racial, non-sexist South Africa. There's tens of thousands living in poverty, unemployment, without homes, without amenities. Alright we have done quite a bit as far as housing goes, as far as electricity goes, sanitation, nothing to ignore, it's substantial. But a lot more has to (be) done. What has happened now of course is that so many avenues are open and my greatest wish would be that young people must take the opportunity to study, to equip themselves better so that they can serve, they can take to the professions.

Every profession is now open. More and people are now being given scholarships so that we want them in every profession that are open to them so that they can then use those professions to better, not only themselves and their families, but the community - South Africa. And it is only in that way that one day future generations will see what we were dreaming of, one day. So that would be my greatest wish, that there would be no more hunger, there'll be no children without proper clothing, food, hospitalisation, everything. But that is a society that we wish will come in, in the years to come. Today there are more and more opportunities, more assistance, and people should take advantage of that. So that goes with what I am saying, what my wish is for the future.



Kathrada, Madiba and Cyril Ramaphosa, Chair of the Ahmed Kathrada Foundation, 10 August 2009









# Out of the Darkness

Inspirational anti-apartheid activist, Eddie Daniels, shares his message of freedom

by COLLEEN GLENN  
photos by CAITLIN O'LEARY

**I**n shackles and handcuffs, he was forced into the hull of a small boat. The portholes were painted black. He was in utter darkness. One of the few—if not the only—prisoners to be transported to Robben Island alone, Eddie Daniels was terrified. “I couldn’t see myself surviving. And I had no one to share my fears,” Mr. Daniels says.

An anti-apartheid activist, Mr. Daniels was sentenced to 15 years of imprisonment and hard labor on Robben Island for his political activity, which included sabotaging government utilities to protest the oppressive South African apartheid regime.

Prison—like the outside world—had a definite caste system in South Africa. Whites and “colored” prisoners got bread; blacks did not. With a piece of broken mirror, Mr. Daniels was able to keep on the lookout for guards. When the coast was clear, he and fellow prisoners would re-distribute the food to make sure everyone got bread.

Growing up in District 6, an impoverished, “colored” area of Cape Town, a child was lucky to

survive to adulthood. Mr. Daniels realized early on that the instances of injustice and corruption he witnessed on a daily basis were the result of the social conditions of apartheid.

As a child, he defended himself and his family with his fists; as an adult, he fought apartheid through political action. Though South Africans had organized various anti-apartheid groups, Mr. Daniels was reluctant to join any group that identified by skin color.

“I don’t see color,” Mr. Daniels says. “I see people.”

Eventually, he joined the Liberal Party, which shared his ideals of non-racialism. They organized meetings and various protests, but eventually they realized that more drastic actions were necessary.

*continued on page 24*

*continued from page 23*

In efforts to destabilize the economy, Mr. Daniels and his team set about targeting railway signal cables and factory power lines with explosives they had obtained from diamond mines.

While in prison, Mr. Daniels was befriended by Nelson Mandela, the leader of the African National Congress. Fifteen years after being transported to Robben Island, he was released. Mr. Mandela would serve 27 years.

“He could have called for revenge,” he says, speaking of Mandela’s release and subsequent election to president, “but instead he called for reconciliation.”

Last fall, Mr. Daniels visited several classes at UK, as well as local middle and high schools in Lexington, to share his unique story. He thanked the students for their ancestors’ support of the anti-apartheid movement: “Because of you, we are free.”

“He kept thanking everyone in here, and I couldn’t help but think, until recently, I didn’t know much [about apartheid],” says Justen Greene, a junior in anthropology. “Until now, I’d never met a political prisoner or anybody who was in prison. It makes you think of what is going on outside of your own home.”

“It just amazes me that a political prisoner was considered worse than a murderer or rapist,” says Elizabeth Wachholz, a junior biology major.

In addition to visiting students in Lexington, Mr. Daniels also traveled around the state to share his unique story.

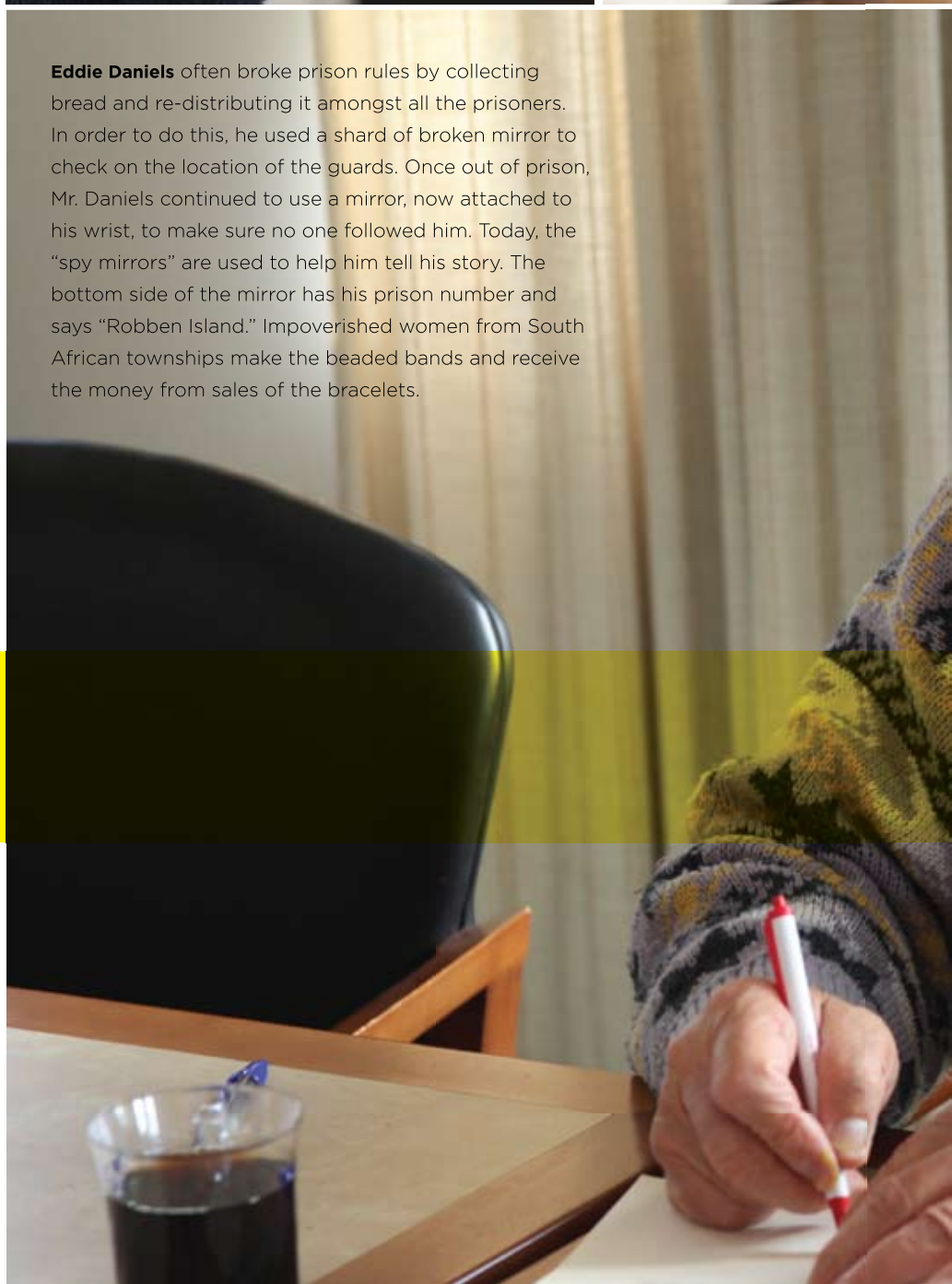
He made a big impression on Evelyn Howard, a sixth grader at the Louisville Classical Academy.

**“I don’t see color,  
I see people.”**

“He made me feel inspired and kind of sad. It made me sad that he suffered in prison, but he believed in stopping apartheid. A lot of people when they grow up just want to be a famous snowboarder or musician or cook, but he actually did something that made an impact on society.” &



**Eddie Daniels** often broke prison rules by collecting bread and re-distributing it amongst all the prisoners. In order to do this, he used a shard of broken mirror to check on the location of the guards. Once out of prison, Mr. Daniels continued to use a mirror, now attached to his wrist, to make sure no one followed him. Today, the “spy mirrors” are used to help him tell his story. The bottom side of the mirror has his prison number and says “Robben Island.” Impoverished women from South African townships make the beaded bands and receive the money from sales of the bracelets.





## ABROAD TO AFRICA

by GUY SPRIGGS

In the spirit of the Kentucky & South Africa: Different Lands, Common Ground initiative, the [Division of Writing, Rhetoric, and Digital Media](#) is offering a Writers Bridging Borders trip to South Africa during the first summer session of 2011.

"I overheard talk about the previous Writers Bridging Borders project in India and plans to continue the effort in South Africa. I immediately threw my name in the hat to participate," said Frank X Walker, professor in the English Department and advisor for the trip.

Walker's interest in this trip stems from his research and poetry project on American civil rights activist Medgar Evers. In his research, Walker observed several similarities between apartheid in South Africa and the conditions that informed the American civil rights movement. Specifically, he was reminded of parallels between the lives of Medgar Evers and South African anti-apartheid activist Stephen Biko.

"It wasn't much of a leap to wonder if there might be a project that attempted to discuss that relationship in some way," Walker added.

Students who take the trip will complete a service-learning project with one of several non-profit organizations and will prepare for the trip by enrolling in a course designed to familiarize them with the use of digital technologies and teach them about South African culture.

They will also have the opportunity to explore Cape Town and see the history of South Africa's battle with apartheid first-hand.

Having traveled to places like Cuba, Northern Ireland, Canada and Harlem with his students, Walker understands how valuable experiential educational opportunities can be. "I think every student should have an international travel experience before they graduate and have a chance to apply those experiences to their areas of study in a real way," he said.

"I believe our students will come back from this trip broader, wiser, and more appreciative of the opportunities they have here in the United States."



# What We've Learned

compiled by:// GUY SPRIGGS

> As part of the University of Kentucky's ongoing initiative with South Africa, five students are maintaining public blogs in order to share their experiences participating in the multitude of university activities devoted to South Africa's history and culture. The goal of the Different Lands, Common Ground initiative is to engage our community in the global conversation, encourage the free exchange of ideas and promote greater awareness. These blogs reflect not only the unique opportunities provided by this groundbreaking initiative, but also the impact it has had on the way these students understand and look at the world.

In these blogs, students reflect on a wide variety of issues: history, social issues, religion, and more. This collection of blog posts shows how students have responded to what they have learned and reveals their newfound desire to continue their education through research and involvement.

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CONTRIBUTING AUTHORS:  
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SARAH ACTON  
Senior apparel and  
textile marketing major

BRAD GOSSER  
Sophomore geography major

JOSEPH MANN  
Junior computer science  
and engineering major

BROOKE MCCLLOUD  
Senior journalism major

ELIZABETH WACHHOLZ  
Junior biology major and  
anthropology minor  
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Re: "Playing the Enemy" by John Carlin  
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10.13.10: Elizabeth Wachholz

Mr. Mandela wanted to use rugby to bring together all South Africans. I love this aspect of the story, because Francois Pienaar is just a guy playing a sport he loves. He's not a politician or a revolutionary, yet Mr. Mandela still has a role for him to play. I am about as far as one can get from a rugby player, but knowing that Pienaar could make such a difference playing a game he loved makes me believe anyone can do so.

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Re: "Have You Heard From Johannesburg: Road to Resistance"  
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10.13.10: Sarah Acton

The Defiance Campaign in South Africa actually occurred around the same time as the Montgomery Bus Boycott in the U.S. The big difference is how long each of them lasted. The African-American Civil Rights Movement lasted 13 years. Apartheid was enforced by the National Party government between 1948 and 1994. That's 46 years! I am anxious to find out why it took so long for South Africa to overcome apartheid.

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Re: "Have You Heard From Johannesburg: Hell of a Job"  
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10.14.10: Brad Gosser

Race is an issue that people in South Africa want to bring to the forefront, unlike in the United States where the issue is largely ignored, one reason being that people in this country are afraid of being offensive. I think we all want to raise our voices when we encounter hatefulness and discrimination, and it seems to me that we all sometimes face within ourselves a sense of complacency, and it is that sin of omission turning our eyes away and keeping our mouths shut that lets racism in our world live to stand another day.

10.08.10: Elizabeth Wachholz

Standing up for what you believe in is hard. Fighting back is hard. Not only is it difficult to find the resources, time, money and support that are necessary, but, if all of this is overcome, your tireless efforts still may never see any results in a year, decade or even lifetime. Oliver Tambo and the other members of the African National Congress were able to see beyond all of these obstacles and hope an end to apartheid was in the future.

10.14.10: Sarah Acton

Here in the U.S., race is a very touchy subject. Everyone (including me!) is worried about being offended or getting uncomfortable. Apparently in Cape Town, people talk about it explicitly. For my entire life, I have tiptoed around the subject of race. I was terrified of being "politically incorrect" and offending someone. I always tried to be "color-blind," which I have come to realize is not just impossible, but it's wrong! We shouldn't ignore our differences. We should embrace them!

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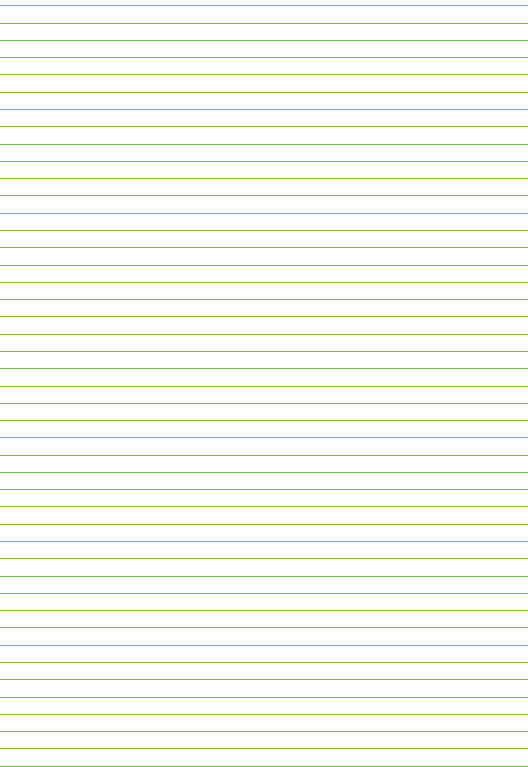
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Re: "Have You Heard From Johannesburg:  
The New Generation"  
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10.14.10: Brad Gosser

The footage and photographs presented in "The New Generation" gave me a sick feeling of shame for my own species. I had assumed that growing up watching every Tarantino movie and over a dozen war films, from "Apocalypse Now" to "Schindler's List," Hollywood would have jaded my consciousness to on-screen violence by blurring the line between movie magic and reality. That has not been the case for this documentary. I don't understand how people can transform into monsters, but I'm seeing it with my own eyes and it's disturbing.

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Re: Participation in "Different Lands,  
Common Ground"  
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11.05.10: Brooke McCloud

I have never been one to easily step away from my comfort zone, yet I know that an experience in Cape Town with an NGO would be something too beautiful to be discomfoting. The university is offering many different options for students during their internship in South Africa. I am looking forward to spending two months on the coast of South Africa, breathing in the culture and aesthetics from something other than my own [perspective]. I want to escape from my own limitations and expand into something to help change the world. Jet set and go for it.

11.07.10: Elizabeth Wachholz

I feel very lucky to be a student at a university that searches for guests such as Mr. Daniels to enhance my experience as both a student and a human in a diverse world. I feel a strong respect for Mr. Daniels, for his survival of apartheid and his willingness to share the story. Hearing him certainly made me more grateful for every privilege I've had in my life, while encouraging me to be more conscious of the injustices that occur on both a local and world level.

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Re: Meeting with freedom fighter Eddie Daniels  
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11.05.10: Brooke McCloud

I got the honor of sitting next to Eddie Daniels and his words were beyond inspiring. He spoke very highly of Mr. Mandela and stated that he was one of the greatest persons ever. Mr. Daniels spoke positively and daringly. One statement that I found incredibly empowering was "your intellect will take you everywhere." Mr. Daniels became an activist at age 12, and he still has a youthful spirit. The University of Kentucky is truly lucky to have had this man extend his great knowledge and spirit to its students.

10.31.10: Joseph Mann

Mr. Eddie Daniels allowed us the amazing opportunity to hear his story of life in apartheid South Africa. There are moments in one's life which stand out as a wakeup call of sorts. I will never forget how this elderly man, despite the atrocities he had seen and maintaining his sanity in prison for decades, stood up before an auditorium full of foreign students and commanded such a presence and sense of strength, soul and personality. I can only imagine what he has seen and likewise I think that it is amazing ... that his reverence precedes him.

11.07.10: Elizabeth Wachholz

Every day, we are told about incredible people, how they have survived a tragedy or changed the world. Movies and books are made about these people. I consider Mr. Daniels to be one of these amazing people, and he continues the fight for human rights today. This being said, I was not prepared for how different of an experience listening to him speak in person would be from hearing about his life from an outside source. &

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# Listening to New Voices

## Stories of South African and African-American women come to life in Black Theatre Workshop

by ERIN HOLADAY ZIEGLER  
photos by SHAUN RING

Playing a character onstage is liberating. Cloistered in class discussion, students often close their minds along with their books.

Meanwhile, there are stories to be told of dreams and aspirations, of fear and retribution, of unforgotten and unimaginable experience, of all gender, color and kind.

“Kentucky and South Africa: Different Lands, Common Ground” is a College of Arts and Sciences initiative that strives to tell the stories of South Africa in hopes that Kentuckians can also learn a bit more about themselves.

UK theatre professor Jennifer Goodlander will be doing just that as she conducts an inquiry into identity this semester with her Black Theatre Workshop class, which compares South African and African-American playwrights.

Goodlander’s coursework and Black Theatre Workshop class are thick with revolutionary writers and nontraditional techniques and diversity, concepts

that are foreign only geographically to a professor with specialization in Southeast Asian theatre. “It’s like having a whole new toolkit to use,” she said. “It’s liberating—with different sensibilities.”

Goodlander will be focusing on the stories of South African and African-American women in the workshop. “When you listen to women, you really get a sense of the politics and the economy of a region,” she explained. “Women are usually more disenfranchised, they are raising children; you hear the heartbeat of the health of a country.”

Male domination of the South African and African-American playwright spaces also played a role in her decision. “The canon of South African writers is mostly men. With women, you hear different voices and themes; the two geographic areas will make a great comparison.”

Goodlander and her students will study little-known South African playwrights Fatima Dike and Ismail Mahomed (one of the only male playwrights

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the class will read), but also well-known African American writers such as Anna Deavere Smith and Ntozake Shange.

Most women playwrights don't have the same formal training or access to the canonical works as men, so their writing and staging methods are different as well, according to Goodlander, which will provide yet another twist to the deeply intertwined class.

"All of these works throw realism out the window, playing with time and other nontraditional methods," Goodlander explained. "I was drawn to plays focusing on identity and how we deal with ourselves. These writers deal with race, gender and opportunities."

Goodlander has planned a comprehensive review of South African and African-American playwrights, but the stories of her students are just as important to the experienced director.

"I hope that students will take ownership of their own voices," she said. "I want to capture personal, local, national and international experiences in our final performance."

To draw out students with little to no theatre experience, Goodlander plans to integrate well-known theatre games into the beginning of the semester. For students less accustomed to research, the class will also include South African cultural and historical study.

"Students will be comfortable, but also challenged," Goodlander said. "We will be creating performances without a set idea, looking at different types of performances and workshopping them."

The class's 12 students hail from Theatre and African American Studies; they are all ages, genders and ethnicities ... a melting pot of identity much like



**“I want to capture personal, local, national and international experiences in our final performance.”**

the areas they will learn about and the plays they will read.

“I hope that the class permits a freer dialogue,” said Goodlander. “When you play a character, you embody the feeling more. There’s not a right way in theatre, because in creating art, you’re attempting to express something that can’t be expressed through traditional means.”

As the class comes to a close this spring, Goodlander and her students will move toward polished performances, as the workshop will culminate in a live production at the Department of Theatre’s annual World Theatre Festival in April.

Goodlander predicts a collage of theatre for her class’s final performance, with a mix of formats showcasing the creative and boundary-pushing playwrights they have studied, as well as their complicated points of view on identity.

“We’ll also have students take current news events from Lexington and South Africa and create their own pieces,” she said. “I’m looking forward to learning more about my students and South African theatre, but I also want to expand the definition of theatre for my students, discussing concepts of race, theatre and identity in their minds.”

Like Bettie Fourie in Mahomed’s “Cheaper than Roses,” Goodlander will encourage her students to break with their own established identities and claim who they truly are by the end of the semester.

“By ripping up an identity card, Bettie creates a new definition,” said Goodlander. “I’m interested in how theatre lets you learn about others. You get the chance to peek into a whole other world.” &



# Our Future in Focus

This has been an exciting year in the College of Arts & Sciences. Working with alumni, faculty, and students, A&S introduced a dynamic new college-wide initiative, Envision 2020, which has allowed us to describe what a college of excellence will look like by the end of the decade. By 2020, our college will be defined by four characteristics: innovative preparation for life and career, multidisciplinary scholarly research, connectivity with the world and active community engagement. Let's take a closer look at these four engaging Envision areas.

## **INNOVATION:**

Drawing upon our existing strengths in teaching and research, the college will continue to provide an excellent broad-based liberal arts education. Our goal is to prepare students who, regardless of their chosen career and field, are inventive, flexible, dynamic, and both willing and able to be active participants in their communities and societies.

## **CREATIVITY:**

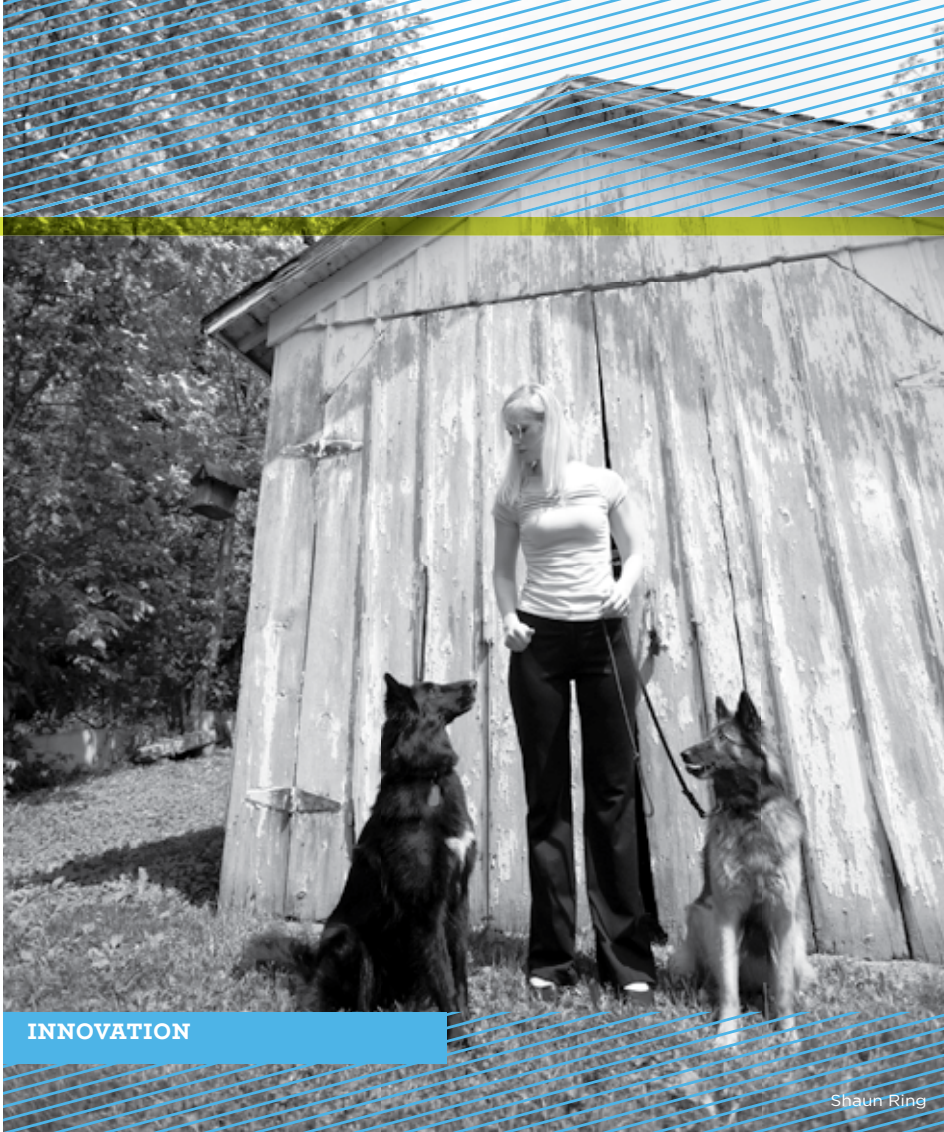
Creativity is a key part of our future. We will continue to encourage multidisciplinary lines of inquiry and interdisciplinary collaborations in all scholarship faculty and students pursue. These cutting-edge discoveries and lines of research will expand the boundaries of understanding while also contributing to a better world.

## **CONNECTIVITY:**

As Kentucky's flagship university, we have a responsibility to serve the commonwealth and educate our students to be world-ready, socially responsible citizens. To be prepared for our increasingly global society, faculty, students and alumni will have the opportunity to expand their horizons and make connections across geographic and cultural boundaries.

## **ACTION:**

The University of Kentucky and the College of Arts & Sciences have an important role to play in communities across Kentucky and beyond. The interdisciplinary and technological resources of the college will be made available not only to students and their families, but also to individuals, local communities, and organizations in the state, nation and world.



INNOVATION

Shaun Ring

## THE SCIENCE OF SELF-CONTROL

Holly Miller’s studies on the physiology of animal behavior have allowed her to draw insightful conclusions about our own decision-making

By Erin Holaday Ziegler

**A**fter a busy day without a lunch break, how many times have you had that extra piece of chocolate cake, or another glass of wine later that night, when you knew, in your heart of hearts, that you didn’t really need it?

“And the next morning, you’re beating yourself up about it,” said UK psychology doctoral student **Holly Miller**. “It happens to everyone.”

But according to a new study headed up by Miller, it’s not necessarily your fault. “Without

fuel, you can’t inhibit the bad behavior,” she explained. “It’s physiology.”

Miller was attending a colloquium at UK in the fall of 2009 when a presentation by Florida State University social psychologist Roy Baumeister caught her attention. The talk inspired Miller, already actively engaged in experiments involving canine self-control, memory tasks and aggression, as she completed and defended her dissertation. The results, according to Miller, are similar for dogs and humans across a variety of domains, so she was

curious about Baumeister’s research.

Baumeister’s study involved glucose and self-control in humans. Self-control was defined as doing what you should be doing as opposed to doing what you want. Self-control runs off of energy, which our bodies break down from all foods into glucose.

Using radishes and chocolate chip cookies, Baumeister tested the effects that food restrictions had on energy for self-control. Both food choices were placed in front of study subjects for the experiment, and each participant was allowed to eat one, but not the other.

“When people were forbidden to eat cookies, but permitted to eat radishes, they spent less time attempting to solve brain puzzles afterwards,” explained Miller. “When they were permitted to eat cookies, but not radishes, they persisted with their attempts to solve the puzzles for longer.”

Baumeister concluded that a resource was depleted throughout the time the subjects had to exert self-control not eating the cookies. In other words, a person’s sense of self was depleted, and as a consequence, people could not work toward their ideal self.

Miller agreed with Baumeister that a resource does indeed fuel the process of self-control, but she thought that this depletion and fueling had little to do with a sense of self.

“I thought that it was just a matter of glucose depletion – purely physiological,” she said. “They were very skeptical, especially when I wanted to study the depletion effects of glucose in dogs.”

**Thomas Zentall**, a professor of animal learning, behavior and cognition at UK, had assisted Miller in obtaining a space to run dog subjects on campus three years ago, and there were no lack of participants. “We’ve had tons of support from the Lexington community and the psychology department,” she smiled. “We’re the best dog-sitters around.”

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**Holly Miller**, psychology doctoral student, is studying self-control and levels of glucose in dogs.

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Miller's study yielded astounding results. The canine behavior mirrored that of Baumeister's human experiment.

Trained dogs were told to sit and stay for 10 minutes, while another group was made to sit comfortably in a cage, sitting and staying, but not being told to do so. No self-control needed.

Both dogs then had to solve a puzzle following the "sit and stay," similar to Baumeister's study with radishes and cookies

The caged dogs that hadn't been forced to control themselves in any way worked on the puzzle twice as long as the "sit and stay" group. These were the same basic results that Baumeister obtained.

"A sense of self doesn't really matter here," Miller said. "Dogs don't have a sense of self, or

an ideal self, as far as we know. Doing this type of experiment with dogs allows us to explain the results in a less complicated way."

To more clearly test the results of glucose on self-control, the dogs were then given either a glucose drink or a placebo (a sweet-tasting drink with no glucose); the dogs worked through the puzzle for a longer period of time with the increased energy.

"My results prove that yes, self-control does correspond with diet," said Miller. "There's a reason that you should eat healthy foods that provide longer lasting sources of glucose. Your brain stays strong, and your resistance/self-control from unhealthy foods stays high. Foods like carrots and lean proteins take longer to break down, so they provide glucose for a longer period of time."

But, when you do fall off the wagon, don't despair, counsels Miller. "Breaking down and eating two pieces of chocolate cake has nothing to do with how good of a person you are," said Miller. "It's purely physiological."

Miller has employed this view with her own eating habits. "This made me feel relieved, and it's helped me not beat myself up," she said. "A lot of really determined people can get down on themselves about something like this. The truth is, if you push yourself to the point where you don't have any resources, you can't help it."

"Diets fail more often than they succeed," she continued. "This study is applicable to our daily lives. Diets might fall short, but it's not our fault. We should learn from our failures and adjust our eating habits so that we can fuel our self-control more effectively in the future." &

→ In each issue, Ampersand will highlight one or two of the Envision areas and give readers insight into new areas of teaching, research and engagement within the college. We will also introduce you to several new programs that are part of our larger Envision 2020 initiative. We invite you to join us on this exciting journey and join the conversation at [envision.as.uky.edu](http://envision.as.uky.edu).

#### INNOVATION

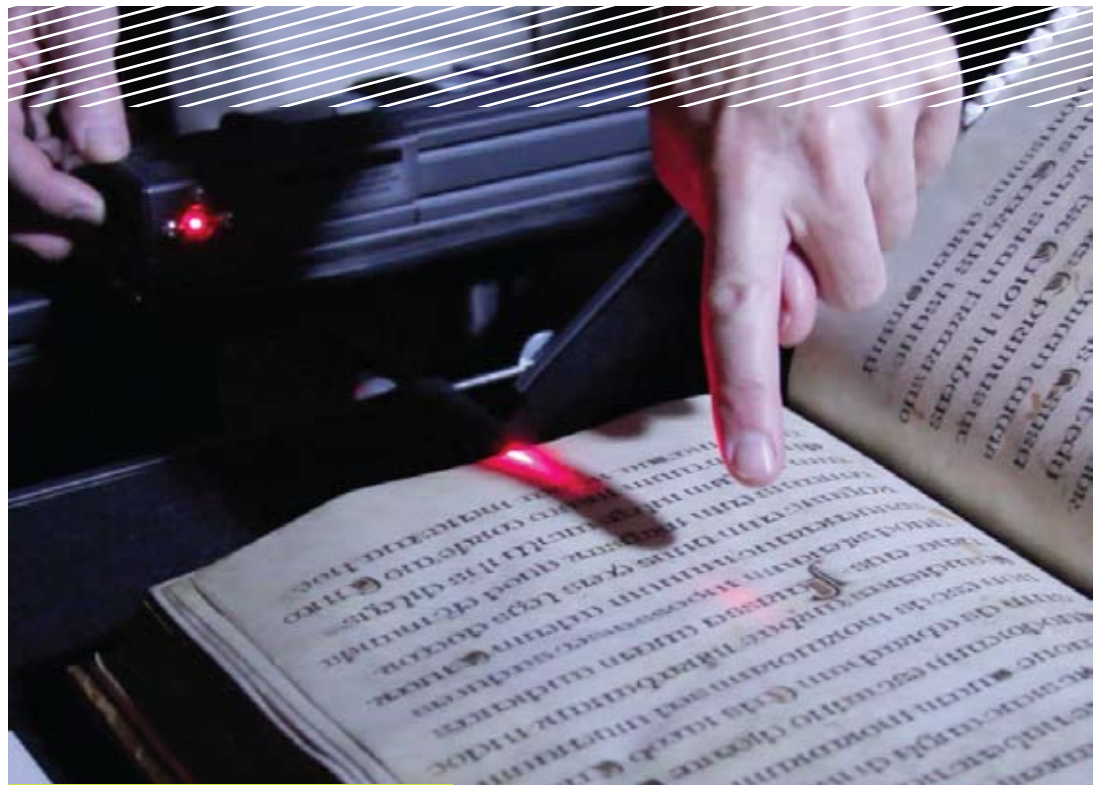
##### A&S Wired Residential College

A&S is wired for the future and will offer incoming freshmen the opportunity to participate in an exciting new residential college. The residential college is designed around the concept of a 21st century liberal arts education that will include the latest cutting-edge technologies in an exciting learning environment.

#### CREATIVITY

##### The Institute for 21st Century Scholarship

will provide the necessary infrastructure for the research and collaboration of faculty members throughout the university, seed money for grant and project development, and money for the development of new courses and outreach programs. The Institute will be a place for faculty, staff, and students to come together around the most pressing issues of our time to study them from various disciplinary angles.



#### CREATIVITY

## SLOWING THE HANDS OF TIME

UK collaborates to digitize a piece of history

by *Guy Spriggs*

**T**he manuscript of the St. Chad Gospels can tell us about the past. It can also remind us of the possibilities of integrating text and images in today's digital world.

Housed in the library at the Lichfield Cathedral in Lichfield, England, the eighth-century manuscript has survived wars and theft and has even been bartered for and obtained by a Welshman in a trade for his best horse. Although Lichfield was a seat of power in the Middle Ages, it became somewhat forgotten as England grew and developed. As a result, the St. Chad Gospels are largely unknown.

"A canal did not go by Lichfield, a major motorway did not go through. Consequently, you've got this marvelous manuscript that has never had the attention or scholarship that it deserves," said **Bill Endres, visual rhetoric specialist and professor in the Division of Writing, Rhetoric and Digital Media.**

Through his collaboration with the University of Kentucky Center for Visualization & Virtual Environments (VIS Center), Endres is undertaking a project to digitize the St. Chad Gospels and, with the help of the Lichfield Cathedral, share them with the world.

*continued on page 38*



To watch how the team's approach is used with the manuscripts, watch the video at [www.youtube.com/watch?v=jpN-NziGOoM](http://www.youtube.com/watch?v=jpN-NziGOoM)

*continued from page 37*

"A facsimile version has never been made of this manuscript," Endres explained. "To digitize it and allow students, scholars and the general public to have access to this manuscript is really quite wonderful."

"By creating a digital version, we can work towards having something that's available to anybody with access to the Internet," added Julie Martinez, technical communication specialist at the VIS Center. Martinez is part of a team led by VIS Center director and computer science faculty member Brent Seales that specializes in projects in the digital humanities.

The St. Chad Gospels is part of a group of manuscripts known as insular manuscripts, texts made in the British Isles between 600 and 850. While Endres refers to its very survival as amazing, the manuscript also has several unique and interesting features that make it noteworthy for more than its age and obscurity.

Among manuscripts in the insular tradition, only two other known collections are both as old and as complete as the St. Chad Gospels. The manuscript also contains the oldest examples of the Welsh language in written form.

"That makes [this manuscript] highly interesting to scholars," Endres said. "In particular, the Old Welsh in it continues to be important to scholars, and by having a digital version of the manuscript, scholars suddenly have access to it in ways they hadn't previously."

The manuscript also holds value for its

production style and visual design. "Aristotle said that it was impossible to think without an image, and moving back into the period when these insular manuscripts were made, images and text were not as separated as they are today for us," explained Endres.

For example, there are pages in the St. Chad Gospels on which written language is rearranged to accommodate decoration and images. According to Endres, this is significant because it shows that visual decoration becomes more important than the flow of the text at certain times. "Within these manuscripts, we witness a visual turn."

The linking of text and images in manuscripts such as the St. Chad Gospels can reveal new information about the reading and writing practices of another age. Design features, Endres explains, "become a way to communicate something about the potential hidden meaning in a passage."

With this in mind, Endres hopes to understand the practices that embraced the union of text and image. In addition, by having access to the whole manuscript, he also hopes to determine aspects that may speak to a Lichfield style of illuminating manuscripts.

In order to digitize and preserve these works, the VIS Center employs novel techniques that allow greater access to these precious documents while maintaining their safety.

"The technology our multi-disciplinary research team applied to this digitization

process opens new possibilities for international scholarship and digital restoration," Martinez said.

The innovative approaches used by the VIS Center include multi-spectral imaging, which involves breaking light into different bands ranging from near ultraviolet to infrared. This reveals information not visible to the naked eye and exposes the manuscript to a minimum amount of light. The VIS Center can then use 3-D imaging to digitally flatten the images.

"You can't stop the hands of time. But we're going to be able to register those images and compare them to earlier images of the St. Chad Gospels and see how the manuscript is aging," Endres said. These efforts will not only increase accessibility, but will also allow for the identification of areas that need special care.

Through the use of these techniques, Endres and the VIS Center are able to contribute important information to places like the Lichfield Cathedral on how to best preserve and care for their manuscripts. "I think the St. Chad Gospels is the oldest manuscript still being used in church services today, so to be able to determine how the manuscript is aging is important to the cathedral," said Endres.

And because of these technological applications, the interdisciplinary work done by UK faculty may be able to slow the hands of time. &





CREATIVITY



ACTION



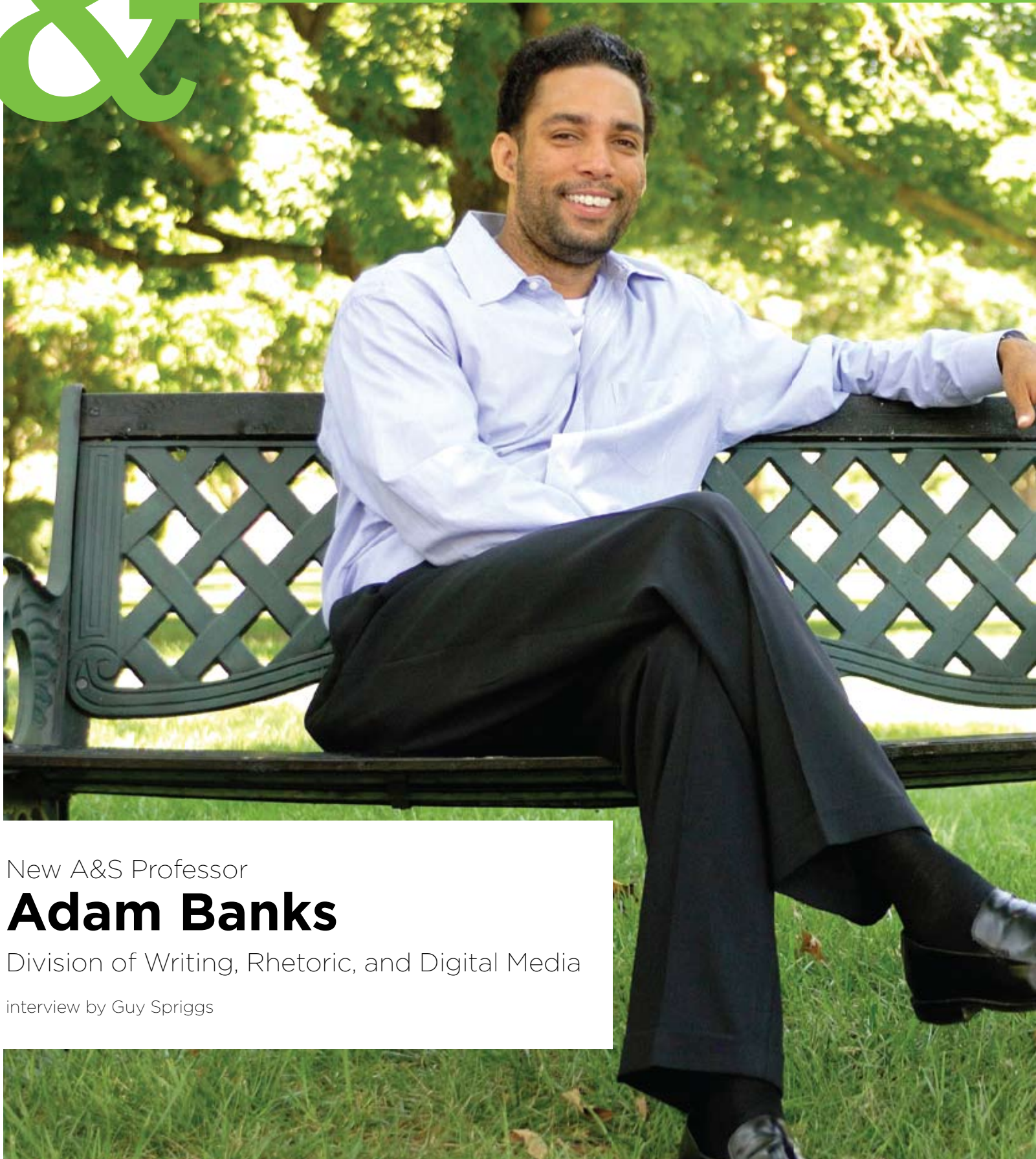
CONNECTIVITY



INNOVATION

# hall of fame highlights

# & questions & answers



New A&S Professor

## **Adam Banks**

Division of Writing, Rhetoric, and Digital Media

interview by Guy Spriggs

**&: What motivated your decision to join the faculty at UK's Division of Writing, Rhetoric, and Digital Media?**

First, I saw the formation of this division as something unique and something that could create some really different approaches to not only the teaching of writing, but to scholarly work as well. Second, in our conversations, both my department chair Roxanne Mountford and Dean Kornbluh showed that they really understood and valued my work and wanted to build from that. I was excited by the work that we're doing to reinvent composition instruction by fully bringing together print literacy with oral production and digital production.

**&: In 2006 you published "Race, Rhetoric, and Technology: Searching for Higher Ground." What did you hope to achieve with your work in this book?**

The broad goal was to bring together pockets of the academy that don't get to talk to each other about the relationships between technology and cultures. I wanted to say to a broader African-American community outside the academy that technology and technology issues are just as important a site of struggle and activism and work as any number of issues that might seem to be more on the forefront.

**&: Your current project is titled "Digital Griots: African American Rhetoric in the Multimedia Age." What inspired this book?**

In "Race, Rhetoric, and Technology," I was trying to clear broad theoretical ground for this conversation. In "Digital

Griots," I work to build on that, to develop a specific approach to teaching writing rooted in African-American rhetorical traditions. I believe that we need to centralize the experiences, the traditions, the truths of many different groups of people in how we teach for everybody. So in this particular example, I argue that the DJ gives us a powerful model for what that writing instruction can be, and the DJ's practices give us a powerful lens for looking at black rhetorical traditions more fully.

**&: Can you explain the word "griot" in the book title?**

The common definition for the griot is the storyteller figure. The griot is not only a bearer of a community's stories, but also of its history and collective memory, and that's what made that figure so central in African societies. So my argument is that we should be teaching our students to be griots, to be bearers of history, of collective memory, of stories, and at the same time have the skills to produce in multiple modalities.

**&: Why is community engagement important to you?**

Community work is about genuine engagement with communities, working long-term to build with people in their own spaces, taking their own truths and their traditions seriously, their knowledge seriously. Getting an education for me never was about just being inside the academy — it was about using intellectual work to somehow bring people together. Many people who do community literacy work go out into communities to build literacy. I flip it: my

goal is to use literacy broadly—reading, discussion, writing, whatever—as means for building community.

**&: Is there a distinction between your goals as an educator on campus and a participant in a larger cultural dialogue off campus?**

At my best, my hope is that they are seamlessly linked, that I'm doing the same kind of work for my students here at UK, that my research feeds my teaching, my teaching feeds my community work, my community work feeds my research, that all of these things feed each other and push me to be better, stronger in all those areas.

**&: What are some of the books that have influenced you personally and professionally?**

The "when and where I enter" questions always begins with "Voices of the Self" from Keith Gilyard and "Talkin and Testifyin" from Geneva Smitherman. Derek Bell's book "And We Are Not Saved" is a powerful piece that still resonates with me today, and Katie Cannon's "Katie's Canon: Womanism and the Soul of the Black Community," that is another book that moves me profoundly. Also James Washington's collection "A Testament of Hope"—the books, essays, and speeches of Martin Luther King, Jr., all in one place so that we get folks beyond just the March on Washington speech. &

"Digital Griots: African American Rhetoric in a Multimedia Age" will be published in 2011 by Southern Illinois University Press. You can learn more about Adam Banks and his scholarship at <http://dradambanks.net>.



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