Welcome back! It has been a beautiful Fall here in Laramie Wyoming. As usual, this Fall semester (2013) has been a busy for African American & Diaspora studies. We are happy to welcome our new Program Assistant, Moriah Hager. She is a UW alum who graduated with a Psychology degree in Spring 2013, and also has taken some AADS coursework. She has been a wonderful addition to the AADS team. If you have not had a chance to meet her, please stop by! One of her best traits is her sense of humor and she is also a talented multitasker! She jumped in with both feet as we had a big surprise at the start of the Fall semester. AADS was contacted by the Black 14 and UW’s original Black Student Alliance. The Black 14 were a group of African American football players who played for the University of Wyoming in 1969. The controversy began when the Black UW football players engaged in a silent protest to highlight the racially discriminatory practices of the Church of Latter Day Saints (LDS) and, by extension, Brigham Young University (BYU)—see page 7 for more detail.

Moriah, and the rest of the Program, was hopping as we learned that that members of the Black 14 and BSA were coming to UW for Homecoming. AADS along with the Social Justice Research Center, The College of A&S Dean’s Office, The Law School, The UW President’s Office, Student Affairs, UW Alumni Association, and Athletics all welcomed the two groups. AADS organized the two groups to be guest lecturers in many classrooms around campus, hosted a university-wide conversation with the two groups, and organized and hosted a dinner at the Train Depot for them as well which included UW administrators, faculty, students, the Wyoming President of the NAACP, and Representative James Byrd. It was a fantastic evening.

AADS is also in the midst of conducting its first majority tenure track hire! This future faculty member will have 75% of their job in AADS and the remaining 25% with the Department of History. We are thrilled about having a new faculty member and continuing our collaborative working relationship with the Department of History.
AADS continues to pursue our fundraising goals. Since we have so many students graduating with our minor or self-designed major, and given our new relationships with friends of the Program forming, we are hoping they will help us in our new endeavors this Spring semester to better advertise the Program around the state of Wyoming and beyond. At this point the Harriet Elizabeth “Liz” Byrd Speaker Series is nearly halfway to endowment (in order for the speaker series to be endowed, we need to reach a goal of $25k), and we look forward to supporting our students in the next academic year through our student excellence fund. The deadline for the excellence scholarship is early February 2014.

We have an exciting Spring and Summer semester of events scheduled, so please check out the “events” page on our website at http://www.uwyo.edu/aads/ and also become a “fan;” join our new Facebook page at https://www.facebook.com/groups/AADS.UW/ This is a private group—and an active page—so please ask to be added!

Have a wonderful winter break!
Sincerely,
Dr. Tracey Owens Patton
Director, African American & Diaspora Studies
Professor, Department of Communication & Journalism
A Huge Thanks to Those Who Contributed to Our Success This Year

- Dr. Deborah and Ed McGriff
- Dr. Tracey and Sam Owens Patton

We could not do what we do without you!!!!!

Book & Video Donors

- April Heaney and Jess Willford from The LeaRN Program
- Dr. Angela Jaime, Kevin Roxas & Aurora Chang, Faculty leaders of the “Faculty of Color Workshop at UW
- Barb Sandick
- Joyce and Ron Surdam
- Bertha Boykin Todd
- Keileigh Yeend

Giving

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Please send donations to: UW Foundation, 1200 E. Ivinson, Laramie, WY 82070. For more information contact UW Foundation at 307-766-6300 or 888-531-7795; e-mail: foundation@uwyo.edu. or visit http://uwadmnrweb.uwyo.edu/Foundation/

All Gifts are tax deductible to the extent allowed by law.
Caffeine Contribution

Written by: Kyra Garnich and Kaitlyn Berg

This semester Dr. Tracey Patton’s Cross Cultural Communication students sold coffee as a fundraiser for the sake of education. Widely known as the “Caffeine Campaign,” students in the class were educated on the meaning of cross cultural communication and what it means to engage in it. Those who purchased the coffee were educated on the corrupt coffee business that oppresses many countries, including Kenya. The skills learned in the class translated into real-world skills we are able to use later. The children of the Shalom Garden Orphanage in Nakuru, Kenya benefited from the proceeds raised to buy supplies for and help establish a school primary and elementary school for the region.

During her years as an educator, Dr. Tracey Patton, Director of African American & Diaspora Studies and Professor in Communication & Journalism here at the University of Wyoming, has made a point of bridging the gap between learning about cross cultural communication and engaging in it, in the most altruistic way possible. This is the fourth time her cross cultural communication class at UW has fundraised for the Shalom Garden Orphanage, the other previous times having been in 2007, 2008, and 2010. After initially learning about the orphanage from a previous graduate student of hers, Patton saw the opportunity to not only help the orphans in Kenya, but to put the textbook ideas taught in her class to the test in a real world situation. Throughout the project she challenges her students to apply theories, terms, and knowledge about cross cultural communication to this relationship with the orphanage and its director, Margaret Kanyiri.

When the Shalom Garden Orphanage was first established, it was nothing more than approximately 20 children between the ages of three and eight, orphaned by the HIV/AIDS pandemic, living in a crowded house. Over the years, Patton’s class has witnessed and contributed to the establishment of a home/residence hall for the orphans and the beginning of a school for the young children. Currently, some primary and elementary children from the orphanage and local community travel up to six miles a day, walking to and from school. (Note: the distance can vary depending on what school the Kenyan government official has chosen for the child.) High school students travel 100 miles to boarding school and only visit Nakuru on holidays due to the distance. Because of these immense distances, many children have never been to school.

This semester, the students of Patton’s cross cultural communication class were focused on raising funds to help establish a primary and elementary school on Shalom Garden Orphanage property. This school not only serves orphan children from Shalom Garden, but also local community children. Every penny raised this semester went directly to the not-for-profit Shalom Garden organization, meaning that all the money raised benefits the orphanage and the establishment of the school. This includes, but is not limited to, purchasing paper, writing utensils, books, a chalk board, and chalk. Any additional funds raised will provide food for the children; since the school is the only place which many of the children receive their one meal a day often consisting of a banana and grain.

The Caffeine Campaign was the project idea chosen by Dr. Patton’s cross cultural communication class this semester to raise money for the Shalom Garden Orphanage after the class did in-depth research projects about Kenya. One of many ideas the class came up with for a fundraiser was selling coffee and bringing attention to the corrupt business of coffee trade. The Caffeine Campaign served the dual purpose of raising money by selling direct trade coffee and raising awareness of the exploitation of Kenyan coffee farmers. Coffee is the world’s second most traded commodity serving
as a $140 billion a year industry. Over 80% of Americans drink coffee regularly, and nearly all of it is imported from other countries. There is a global commodity chain for coffee which involves producers, middlemen, exporters, importers, roasters, and retailers before even reaching the consumer. Most small farmers sell directly to middlemen exporters who pay them below market price for their harvests and keep a high percentage for themselves.

In Kenya, there are 700,000 of these small, independent farmers who are some of the poorest farmers worldwide. The coffee they grow is often their only source of income. The fluctuating coffee market, climate change, crop failure, and increasing cost of growing crops can mean that many small farmers struggle even to make a modest living from the coffee they grow. The concept of fair trade labeling guarantees coffee growers a negotiated pre-harvest price. Fair trade acts as a safety net, protecting small farmers when fluctuating market prices fall extremely low. By using the direct trade coffee provided by Laramie’s Coal Creek Coffee Company, the Caffeine Campaign wanted to raise awareness amongst consumers and provide increased income to some small farmer cooperatives. When students, staff, and members of the community visited the table outside of Ross Hall, they contributed to a wonderful educational cause by enjoying a hot cup of coffee and learning about the exploitative coffee trade practices that go unrecognized every day as well as providing educational tools for future generations. If you would like to assist with the Caffeine Campaign, please contact Dr. Patton at 307-766-2481.
Faculty Publications, Presentations and Awards

Popular and Scholarly Publications


Conferences

Ulrich Adelt: Nov., 2013 American Studies Association annual meeting in Washington, D.C.


Kerry Pimblott: Oct., 2013 “Insurgency and Reaction from the Grassroots.” The Association for the Study of African American Life and History (ASALH), Panel Chair, Jacksonville, Florida.

Public Engagement

Tracey Patton: Dr. Tracey Owens Patton and Sally M. Schedlock were interviewed by National Geographic Magazine regarding their book, *Gender, Whiteness, and Power in Rodeo: Breaking Away from the Ties of Sexism and Racism.*

Awards and Grants

Kerry Pimblott: Fall 2013 American Heritage Center Teaching and Research Grant, University of Wyoming, $500.
This fall the focus of CNSL 1000-02 Relationship Skills, was developing strategies for success in college and in life. We explored what it means to be a student athlete and leader on campus. We discussed being the creator of your own life story by accepting personal responsibility and being committed to one’s values. When I learned that members of the UW Black 14 would be on campus I jumped at the opportunity to have them come and speak with my class. The story of the Black 14 is a classic example of student leadership and activism.

Today it is hard to imagine state police in riot gear positioned on Prexy’s Pasture or the National Guard positioned under the bleachers of War Memorial Stadium, but these images and more were shared with the class as Mel Hamilton and Ed Pollard, members of the Black 14, were joined by Phil White, and Kevin McKinney, students during the 1969 controversy, as speakers detailing what it was like to be a student at the University of Wyoming during this time. The issues of race, free speech and the rights of student athletes were played out on the national stage in October, 1969 when 14 African-American players were dismissed from the University of Wyoming football team by Lloyd Eaton who was the head football coach at that time.

In October of 1969 students in the Black Student Alliance (BSA), the first recognized minority student organization, sent an open letter to the University community stated their intention to stage a non-violent protest prior to the scheduled football game with Brigham Young University. The purpose of the protest was to call attention to the policies of the Church of Jesus Christ of Latter-day Saints (LDS) which they considered to be racist. The Black players wanted to wear black armbands as a sign of solidarity during the game with Brigham Young University as a silent protest against the policy of the LDS Church which is associated with BYU. When the 14 Black football players went to meet with Coach Eaton they were escorted to the Fieldhouse and summarily dismissed from the team. Their request to protest, their subsequent dismissal from the football team and the actions of Coach Eaton and the UW Board of Trustees launched the University of Wyoming into the national spotlight. Even though UW student’s had a right to protest these students’ standing as scholarship athletes made this right unavailable to them. It is also important to note that twelve other Black student athletes representing three other sports left UW during this time. Their decisions to leave were related directly to the controversy surrounding the Black 14 and the right of student athlete’s right of free speech. The attention garnered by UW’s treatment of these scholarship athletes negatively impacted the University of Wyoming’s ability to recruit Black student athletes for decades and set the ground work for a legal battle regarding the constitutional right of free speech against the principle of separation of church and state (see Williams v Eaton).
In examining what it means to be a leader or even to speak out on important issues we must also prepare students for the reality of the consequences of their actions. The members of the Black 14 were not rioting, were not disrupting classes, and were not impeding the business of the institution. They were merely seeking to exercise their right of free speech and as a result, lost their scholarships, the opportunity to play football on a team that was by all accounts poised for national greatness, and for some, a chance at higher education.

The students in the class had never heard the story of the Black 14 and were at first unsure of why this was an important story for them to hear. However, as the men presented their story they quickly became engaged in a conversation of what it was like to be a student athlete at UW during this time of social unrest, how the Black 14 were received by other student athletes and the campus community, and how their actions impacted the rest of their lives. Each of the speakers were frank in discussing their thoughts, actions, and the subsequent consequences of those actions. As the class time ended not one student made a move to leave, they had more questions than time allowed. What may have started as an academic discussion of leadership, values and being the creator of one’s own life story was made real by having an opportunity to engage with members of the UW Black 14.

Pictured: Curt Jimerson and Ed Pollard
Voices

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Lost at Sea

By
Micah Trampe

My paintings each tell a story. Each painting's content is intended to hold meaning for the viewer individually. An observer is allowed the freedom to connect with the painting and come to his or her own conclusion as to what each piece means. I appreciate hearing what others see happening within my paintings without any influence of my own. The painting holds all the information a viewer needs. The analyzer and I are essentially one in the same; both are creating stories of our own.

This piece, Lost at Sea, develops a scenario of a person of African descent caught under engulfing waves. The ocean is vast with no land in sight, only two large ships off in the distance. A sense of hope might be breaking through the clouds with a lone bird, but is this person hopeless? To who or what is this person reaching? Is this person a man or a woman? Was he or she on one of the ships?

Did this person jump or was he or she forced into the waves? Will he or she even survive? These are the questions left to the viewer with which to wrestle and answer to his or her own satisfaction. There is a certain mystery inside each painting and no specific clarification of the exact circumstances captured on the canvas. Each painting holds my story encapsulated within itself, but effectively holds many stories waiting to be released. The interpretation is left to the beholder.

This painting is currently being displayed in Ross Hall outside of room 119. AADS is currently looking for other pieces of art to be displayed around the department. To donate or lend a piece of art to the department please contact Moriah Hager at mhager@uwyo.edu.
Classes Offered Spring 2014

- Intro African American Studies
  - Fulfills D requirements
- Intro to African Studies
  - Fulfills WB requirements
- African American History
- African American Studies in Music
- African Spirits in the New World
  - Fulfills CH &G requirements
- Development, Africa, and Culture
- African American Religious Culture
  - Fulfills WC & D requirements
- Literature of Enslavement
  - Fulfills D requirements
- Rhetoric and Social Justice
- 4990 African Lit

“Education is the most powerful weapon which you can use to change the world.” - Nelson Mandela