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And more...

Reflections on “Indigenous Ways of Knowing Among the Anishinaabeg”

By Lucy Green

Before our group of 25 students enrolled in Bruce Martin's course “Indigenous



Medicine Man, Richard Morrison, shows students how to build the sacred fire to heat the grandfathers (stones) for the purification (sweat lodge) ceremony.

Ways of Knowing Among the Anishinaabeg” in Spring 2009, most of us had had minimal exposure to Native American culture. Our images of indigenous American life had been provided by fanciful tales of Squanto and the Pilgrims, Pocahontas and John Smith, cinematic melodramas like *Dances with Wolves* and *Last of the Mohicans*, and—dare I say—childhood games of “Cowboys and Indians.”

Our goal, in making the 24-hour drive from Pennsylvania to Minnesota and spending two

weeks among the Leech Lake, Red Lake, and White Earth bands of Ojibwe, was, simply put, to listen—and by listening to learn the history, culture, and lifeways of the Ojibwe, or as they call themselves, the Anishinaabeg—“the first people.” We sat in classrooms, tribal government offices, back yards, and boats, listening to professors, elders, elected tribal leaders, medicine men, storytellers, and botanists.

Before we could learn anything, we had a bit of unlearning to do—beginning with the notion that American history started in 1492—“when Columbus sailed the ocean blue.” Given their negligible presence in our history books, it is easy to forget that there were 50 million people inhabiting North America prior to Columbus' arrival—civilizations with complex social structures and forms of

government, including the Iroquois democracy that provided the basis for our US constitution. In one of the most demystifying history lessons I've ever heard, we learned about the systematic oppression of indigenous peoples in America—the appropriation, annexing, and allotment of their lands; the coerced placement of their children in boarding schools through the 1970s; the criminalization of their religion until 1978; the attempted removal of their fishing and hunting rights in the 1990s and the present day blood quantum that deprives them of their status as indigenous peoples.

Knowledge of the past and the present enabled us to enter Ojibwe culture with humility. We were able to view social problems—gangs, alcoholism, poor nutrition, high suicide rates, and compulsive gambling—with a deeper perspective and to treat traditional customs and language, which survived with remarkable vitality, with a sense of awe and reverence.

Our education continued as we learned about language preservation and its important link with the reacquisition of tribal lands. We visited secondary schools and community colleges, along with tribal government offices.

One of the most enlightening experiences of the trip was visiting the headquarters of the White Earth Land Recovery Project, whose mission is to recover the original land base of the White Earth Nation and restore traditional practices of sound land stewardship, language fluency, community development, and spiritual and cultural heritage. After talking to the project's founder, Winona LaDuke, we surveyed a new wind turbine that will provide energy to the headquarters and sell energy back to the grid and solar panels that will reduce heating costs for residents of the reservation.

We also learned about another organization established by LaDuke, Native Harvest, which exists to provide economic opportunity through fair trade, employment, and marketing for the Anishinaabeg in the region. We saw the greenhouses that are providing fresh vegetables to local schools, ate lunch at the Native Harvest Restaurant, and toured Native Harvest's wild rice processing facility.

Outside the classroom we participated in the cultural events, religious ceremonies, and everyday life of Ojibwe people. We danced at an intertribal powwow alongside women in jingle dresses. Sitting at the feet of story teller Anne Dunn, we listened to traditional tales of sneaky raccoons, brave Indian princesses, and yellow dogs. We even wove traditional ash-bark baskets.

Medicine Men Richard and Dennis Morrison led us in not one, but two, sweat lodges—hours-long ceremonies in small huts that involve pouring water over hot rocks until the lodge heats up to about 130 degrees Fahrenheit. We also attended a sacred drum ceremony hosted by drum chiefs David and Mushkoob Abid that consisted of many segments of traditional songs and dancing.

Each of us had the privilege of spending a night with a host family on Red Lake Reservation, one of the few closed reservations in the United States, which was not allotted under the 1887 Dawes Act and to this day is still held communally by the tribe's members.

Another significant aspect of the trip involved coming into contact with the land. The Ojibwe creation myth, its spiritual traditions, and even its language are rooted in the land, the rivers, and the lakes we encountered. We



Dancers at the Leech Lake National Memorial Day Powwow, 2009. Prominent in the photo is an eagle feather bustle and a jingle dress, a style that originated in the Red Lake and/or Mille Lacs Ojibwe communities of northern Minnesota. The jingle dress is associated with healing and this mesmerizing dance is characterized by light footwork danced close to the ground. The dancer makes a snake-like pattern around the drum, never crossing her feet, turning circles, or dancing backward.

explored a peat bog, canoed the headwaters of the Mississippi River, walked on the pebbly shore of Red Lake, and solemnly toured the St. Regis superfund site—the location of an environmental disaster on the Leech Lake reservation, where chemicals from a wood treatment facility contaminated the ground, wells, lakes, and aquifer.

Over the course of the trip, we witnessed the splendor of soaring eagles, the hulking form of a bear, and the slick shape of a fisher. In the Ojibwe ordering of creation, the earth ranks above the plants, which rank above the animals, which rank above humankind—for humans are most dependent on all of the other created things. It was easy to sense this order as we spent time in the Minnesota wilderness.

Our time among the Ojibwe stirred our souls, challenged our minds, filled us with grief and with ecstasy. Exploring the indigenous ways of knowing among the Anishinaabeg was a profound experience for me—one that left me changed.

Over the course of the trip, we honored our speakers, our hosts, and even the land we walked on with gifts of tobacco, considered one of the great medicines. We planned to take, and so we gave in return. It is my sincere hope that over the course of my life, I live by that principle, giving back to the Ojibwe people what they gave to me on this trip.

In 2010, “Indigenous Ways of Knowing Among the Anishinaabeg” will include three orientation lectures between April 9th and May 15th with the trip to Red Lake, Leech Lake and White Earth nations taking place from May 16th to June 4th. You do not need to be a Penn State student to enroll.

“Indigenous Ways of Knowing Among the Anishinaabeg,” is a deferred-grade, Spring Semester course with limited enrollment (CI ED 497A or AG 497C ; 3-6 credits). If you are interested in registering for the course, please visit the course website <http://www.outreach.psu.edu/programs/ojibwe/> or contact Dr. Bruce Martin at brucedm@umich.edu or Kathy Karchner at ksk6@psu.edu.

DINÉ, Inc. – Indigenous Agricultural Knowledge of the Navajo

Do you have practical knowledge and experience in gardening and farming? Would you like to have an opportunity to share your knowledge with communities in need?

If you would like an opportunity to work with members of the Navajo nation, to help them build their local food system, please consider offering your services to DINÉ, Inc., which is seeking assistance in working with the Navajo nation in Arizona, northeast of Flagstaff.

DINÉ, Inc., welcomes guidance for sustainable Navajo agricultural development in many forms - distance learning resources, teleconferencing, emailed information, literature, network connections, site visits or long-term partnerships.



For more information on the nonprofit Developing Innovations in Navajo Education, Inc., which is currently working to improve and regenerate sustainable Navajo farming, please visit: <http://www.navajotrust.org/>.

DINÉ, Inc. is seeking people with expertise in at least one or more of the following areas:

- farming or serious gardening, especially in dry climates and/or high plateau;
- developing systems for increasing farm productivity and efficiency;
- organic, integrated pest management, low-input, or permaculture;
- ranching, poultry, or other animal husbandry;
- technology, including use of video to develop training films for distance learning;
- business management and marketing as applied to farming; and/or
- working with entrepreneurs.

If interested, please mail or email your resume and a letter explaining your interest, experience, and availability to:

Tina Peshlakai
DINÉ, Inc.
9975 Chestnut Road
Flagstaff, AZ 86004
Jamescita "Tina" Peshlakai impeshlakai@yahoo.com
928-606-4998

Annual Powwow in State College Mark Your Calendars for April 10-11, 2010

The 7th Annual *The New Faces of an Ancient People: Traditional American Indian Powwow* will be held on April 10-11, 2010 at the Mt. Nittany Middle School in Boalsburg, Pennsylvania. Penn State University and the State College Area School District are the sponsors of the powwow. Admission is free and the public is invited to attend. Last year, 6,000 people attended the event. This year the powwow will recognize and honor WWII veterans and we are asking the public to help us identify WWII veterans, Native and non-Native American, for this special tradition.

This powwow has continually grown from a few dancers at the first powwow to over 150 American Indian dancers last year from all parts of North America. American Indian traders/vendors will be showcasing some of the finest American Indian arts and crafts in the country – and all have signed the Native American Arts and Crafts Act agreement assuring that all items are Native Made.

In addition the powwow showcases American Indian powwow dance styles such as Men's Traditional Dances, Women's Jingle Dances, and Inter-tribal dances where everyone, Native or non-Native, are invited into the dance arena. Four traditional American Indian drum groups have been invited this year with the Host Drum, The Wikemikong Singers, visiting from M'Chigeeng, Ontario, Canada.

The American Indian kitchen at this powwow is one of the best with American Indian foods for sale such as Northern Style Native Fry-bread, corn soup, and Buffalo Burgers. Prices are kept low to keep this powwow a family event. The powwow is a great learning experience for teachers as well as children. This powwow has earned a national reputation as one of the best in the East.

More information may be found at the powwow website: <http://www.powwow.psu.edu/> or contact John Sanchez, Powwow Coordinator, at apache@psu.edu or 814-863-7994.



Photo by Bryan Wade Heritage from
The Daily Collegian Online, posted April
20, 2009.

American Indian Leadership Program

During Fall 2009, a number of activities were scheduled in celebration of the 40th anniversary of the American Indian leadership Program at Penn State. Sponsors included the American Indian Leadership Program, College of Education, College of Education's Diversity and Climate Enhancement Committee, the Equal Opportunity Planning Committee and Penn State's Alumni Association. The semester kicked off with an art exhibit in the University Library's Diversity Studies Reading Room. This display showcased artwork by American Indian and Alaska Native students in grades K-9, from across the country. This event was followed by a Leadership Forum on Indian Education featuring Dr. Grayson Noley (University of Oklahoma), Dr. Susan Banks (Washington State University) and Dr. Taraean Yazzie-Mintz (Indiana University). The semester ended with a resource exhibit, held in the Atrium of Chambers Building, which provided information on how to select appropriate materials when working with and/or teaching about American Indians



Susan Faircloth
Associate Professor of Education

A series of events are also scheduled for Spring 2010. These events are open to the public. For more information, contact Susan Faircloth at scf2@psu.edu or 814-863-3775. Announcements of these upcoming events will be e-mailed to ICIK listserv subscribers.

Latin American Studies Program

Latin America is home to hundreds of diverse groups of indigenous people. As such it remains an important region for the study of indigenous knowledge. Penn State has many faculty as well as students engaged in research involving indigenous peoples in Latin America. Additionally there are programs available, such as the Latin America Studies Program, for those interested in studying issues in Latin America.



Matthew Restall, Professor of History

In 2008 a new umbrella organization was created at PSU by Dr. Matthew Restall, (Sparks Professor of History) and his colleagues in Latin American Studies and Latina Studies in the College of Liberal Arts. Called LiLACS, for Latino/a, Latin American, and Caribbean Studies, the organization is managed by a faculty steering committee, headed by Matthew Restall (as director of Latin American Studies) and Melissa Wright (as director of Latino/a Studies). LiLACS is anchored by a new website: <http://www.lilacs.psu.edu/>

The LiLACS mission is twofold. The first mission is to serve, maintain, and further develop the various degrees offered by the LiLACS programs. These are an undergraduate major and minor, and a new graduate minor (started Fall 2009), in Latin American Studies; and undergraduate and graduate minors in Latino/a Studies. They hope to eventually add a major in Latino/a Studies, and possibly to develop a joint LiLACS degree.

The second mission is to foster and serve the community of faculty and students who study, work in, and are interested in the many fields and disciplines that are relevant to LiLACS. They organize a series of talks each year, as well as receptions and other events. They also co-sponsor relevant talks and events put together by other organizations, and they try to facilitate the spread of information about things Latin American and Latino/a on the PSU campus.

ICIK members interested in Latin America are encouraged to check out the resources available through the programs of LiLACS at <http://www.lilacs.psu.edu/> and at <http://www.latinamericanstudies.psu.edu/>.

Volunteering with ICIK: David Ader

The Interinstitutional Consortium for Indigenous Knowledge promotes communication among community residents, students, university faculty and staff from across the Commonwealth of Pennsylvania and beyond. Those who are interested in indigenous knowledge are encouraged to get involved. Because of that encouragement, ICIK often attracts students who want to gain knowledge about indigenous communities and their ways of knowing. One such student, David Ader, is currently volunteering with ICIK to help promote the mission of the consortium.



David Ader, Ph.D. student in Rural Sociology and Demography

David is a PhD student in a dual program of Rural Sociology and Demography. His interests involve rural communities and the changes that are taking place in a rapidly globalizing world. David is conducting research for his dissertation with the Mapuche people of South America. The Mapuche, who predominantly live in southern Chile, have suffered the consequences of dictatorships, reforms, privatization and many other hardships. Official statistics indicate that the Mapuche people are significantly poorer than the rest of the Chilean population.

David's research attempts to define the mechanisms that perpetuate impoverishment of indigenous peoples. To do this, he not only uses quantitative methods to analyze survey data, but also tries to incorporate qualitative data by interviewing leaders and members of the indigenous community in Chile. David says, "To me, as well as to others, poverty is a matter of perspective. We need to understand who defines poverty and what implications that definition can have on a group of people who may not want to live as mainstream society. I think it's necessary to ask the community what they think and how they would like to see their society develop". As well his own dissertation research, David is also working on several projects that involve rural West African communities, as well as some projects involving rural communities in the US.

If you would like to communicate with David about his research or his work with ICIK, he can be reached at dra145@psu.edu.

Photographs and Handicrafts: A Presentation by the Founder of the Center for Amazon Community Ecology

By David Ader



Campbell Plowden at his recent presentation at the Elk Creek Café.

On Sunday afternoon, in the small town of Millheim, Pennsylvania, over fifty people gathered to listen to a presentation on communities in the Amazon. In his presentation, Dr. Campbell Plowden, President and Founder of the Center for Amazon Community Ecology, not only discussed the mission of the organization, but also presented stories and photographs of the indigenous people living in the Amazon Basin.

The Center for Amazon Community Ecology exists to promote the understanding, conservation, and sustainable development of human and other biological communities in the Amazon. The Center was started by Dr. Plowden (a

graduate of the Penn State Ecology program) in 2006 after he had spent over 20 years working on forest conservation issues. Dr. Plowden's presentation was filled with stories of the progress as well as the hardships that are ongoing in Amazonian communities. The Center's work tries to alleviate those hardships.



Sustainably produced Amazonian handicrafts marketed by the Center for Amazon Community Ecology.

One of the main projects being pursued by the Center is working with local communities to increase the marketability of non-timber forest products such as copal resin. By developing sustainable methods of harvesting and marketing the resin, the Center hopes to provide a viable livelihood that doesn't involve cutting down trees.

As part of his work, Dr. Plowden has had the opportunity to take photographs of people and situations he has encountered in the Amazon. His photographic work was on display along with dozens of handicrafts carefully designed and created by skilled artisans in the Amazon. This fundraiser, graciously supported by the Elk Creek Café and Aleworks, is one of the many activities in Pennsylvania that helps to support the work of Dr. Plowden and the Center for Amazon Community Ecology.

If you would like more information feel free to visit the Center's website at: www.amazonecology.org.

Traditional Agriculture in Peru



Harvesting minor tubers in Peru

In addition to showing current farming methods, Professor Smith illustrated ancient farming techniques that pre-date the Incas. After centuries of farming in harsh conditions, these Peruvian farmers have developed a range of methods and crops that enable them to survive in these environments.

Steve has recently retired from Penn State, but he can still be reached at uib@psu.edu.

In his presentation on January 27th, that kicked off the Spring 2010 ICIK Seminar Series, Stephen Smith, Professor of Agricultural and Regional Economics, showed examples of traditional farming in Peru, both in the Andes and the Amazon basin.

This seminar is based on Professor Smith's 40+ years of involvement with traditional farming in the Andes, initially as a Peace Corps volunteer in Bolivia, and later as a participant on research projects in Peru.



Eighteen different potato varieties grown by a single Peruvian farmer.

Milking the Rhino

In November 2009, Penn State and Carnegie Mellon Universities hosted a visit to State College and Pittsburgh by Jeannie Magill, Co-Producer of "Milking the Rhino", an international award-winning documentary about community-based conservation programs involving the Maasai in Kenya and the Himba in Namibia (visit <http://milkingtherhino.org/> to view a trailer of the film). Duarte Morais spearheaded the organizing of a series of campus and community events related to the film that took place during Jeannie's visit to campus.

On November 17th, "Milking the Rhino" was shown free of charge to an audience of more than 150 in Penn State's Foster Auditorium. The screening was preceded by a reception and followed by an animated dialogue with Jeannie that was made available as a pod cast to PSU campuses across the Commonwealth. At Penn State, "Milking the Rhino" was co-organized by ICIK and the Tourism Research Laboratory with additional support from the University Libraries, the Alliance for Education, Science, Engineering and Development in Africa (AESEDA), the College of Engineering, the Centre County Chapter of the United Nations Association/USA and the Penn State International Affairs and Debate Association.

In addition to Jeannie's presentation that followed the showing of "Milking the Rhino", she met with the local chapter of the United Nations Association to describe how community-based conservancy in Africa is helping to address the UN Millennium Development Goals. She also engaged in a discussion about "Milking the Rhino" with residents of Foxdale Retirement Community and took part in "Milking the Rhino: Lessons for the Academy", a seminar organized by ICIK and the PSU Tourism Research Laboratory and hosted by the University Libraries.

This seminar generated a lively discussion about game parks and community-based nature conservation in Ghana, Namibia, South Africa, Kenya, and Tanzania following presentations by Cecilia Wandiga, Harry Zinn and Larry Gorenflo who spoke, respectively, on *Milking the Hippos in Ghana. Community-Based Natural Resource Management and Indigenous Wildlife Value Orientations in Kunene, Namibia, and Parks and People at PSU: Integrated Teaching, Research and Learning in SubSaharan Africa*.

During her whirlwind visit to University Park Campus, Jeannie was a guest on "Conversations from Penn State" hosted by Patty Satalia. The hour-long program will be broadcast in April or May 2010. *Conversations* with Jeannie will be one of the early interviews in the program's second season, which airs throughout central Pennsylvania on WPSU-TV and nationally to some 90-million households on The Big Ten Network.

"Milking the Rhino" is available for viewing at Penn State's Pattee Library on the University Park campus along with a tape of the discussion that followed the November 17th screening as well as Jeannie Magill's "Conversations from Penn State" segment. For information about these "Milking the Rhino" resource materials, please contact Helen Sheehy, Social Science Librarian, at hms2@psu.edu.



MILKING_{the} RHINO

■ Innovative Solutions Showcase

Penn State's Humanitarian Engineering and Social Entrepreneurship initiative in the College of Engineering and the Department of Recreation, Parks and Tourism Management in the College of Health and Human Development hosted the inaugural "Milking the Rhino: Innovative Solutions Showcase" on November 18th. The Showcase was a culmination of two weeks of students' efforts to develop 3-minute video pitches on appropriate, innovative, and sustainable solutions to empower indigenous communities in leveraging wildlife and natural resources for self-determined community development in Africa.

For the competition, student teams attempted to learn about the challenges faced by the Maasai and Himba in Kenya and Namibia, respectively. Their initial research helped the teams unravel the 'sticky information' related to problems faced by these communities -- information that is difficult to decipher because it is embodied in the local people, places, and organizations as well as their societal and contextual constructs...

Sticky information includes an understanding of various power relations, key stakeholders and marginalized groups, constraints, and resources that need to be considered in the design process if a strategy is to result in innovative and sustainable solutions to real-life problems. Student teams from any discipline were invited to participate in this competition.

The Showcase competition was inspired by “Milking the Rhino” and participating student teams were encouraged to view the documentary before developing their video pitches that addressed problems related to indigenous peoples' livelihoods, including wildlife and natural resource management, access to income, famine, gender inequity, human rights, and ethics.

The students' videos were judged by a five-member interdisciplinary panel that rated the teams' understanding of the context and the problem; the quality of their solution with specific emphasis on innovation, economic sustainability and potential for large-scale impact; and, the technical quality of their video pitch.

The 12 student entries in the 2009 Innovative Solutions Showcase can be viewed at:

www.youtube.com/view_play_list?p=AB8BA0AC68E84D71.

Plans are now underway for a Fall semester 2010 Innovative Solutions Showcase.

For more information on the Milking the Rhino: Innovative Solutions Showcase, contact: Khanjan Mehta at khanjan@engr.psu.edu or Duarte Morais at dim3@psu.edu.

Agricultural Systems in East Africa: An Eco-Village Class

Sjoerd Duiker, Associate Professor of Soil Management, and Janelle Larson, Associate Professor of Agricultural Economics, are team-teaching a Spring semester 2010 course focused on community assessment and agricultural production and marketing for an eco-village in Lamuria, Kenya. This course is part of a larger Penn State initiative with the Children and Youth Empowerment Centre, an enterprise development program for street children and youth in Kenya.

Students in this course, AGRO/CED 497C, Agricultural Systems in East Africa, will:

- Investigate the agro-ecological environment of Lamuria, Kenya and socio-economic conditions and agricultural practices in the Rift Valley and Central Province.
- Identify soil management technologies and practices appropriate for a semi-arid environment and crops suited for such an environment, with an emphasis on castor and aloe.
- Develop a community assessment tool for the Lamuria community to describe local agricultural practices and attitudes. Students will subsequently participate in conducting this assessment.
- Conduct secondary research on markets available for the crops identified (or value-added processing of these crops), and while in-country, complete this analysis.
- Develop or compile learning materials for the Children and Youth Empowerment Centre relating to appropriate agricultural production practices.
- Gain a greater understanding of, and appreciation for, Kenyan culture and history.

At the end of Spring semester, the class will spend three weeks in Kenya, to complete the research and conduct focus groups. The reports generated by the students will be used to develop the agricultural production plan for the eco-village.

For additional information, contact Janelle Larson at jb16@psu.edu or Sjoerd Duiker at swd10@psu.edu.

Pennsylvania Cooperative Extension Educators Plan a Service Project in Kenya

Several years ago, Fran Alloway, Family and Consumer Science (FCS) Cooperative Extension Educator in Delaware County, Pennsylvania joined a church group that traveled to Kenya for several weeks. That experience led to her involvement with the ICIK Working Group on Indigenous Knowledge and Development in Africa. Fran is now in the process of recruiting Cooperative Extension Educators to begin planning skill development workshops for youth and adults in Kenya.

Paul Maina, Director of the Kenya Children and Youth Empowerment Center (CYEC), and Janelle Larson, who connects Penn State faculty and students with the CYEC facility in Nyeri, are committed to establishing training programs at the Center that will help orphaned and homeless Kenyan youth develop skills they can successfully employ when they complete their schooling and transition into Kenyan society. One such skill that is already being taught at the Center is tailoring, and Paul believes that youth might also be encouraged to develop other creative fabric-craft skills that would utilize used clothing items to which the Center has access. Another very important CYEC educational program is catering, that will equip youth for food service careers by preparing dishes for sale in the CYEC's canteen that are made from items produced on the school's farm.

This is where Fran and other FCS and 4-H Youth educators from Pennsylvania and Kansas come into the picture. In January Fran convened an initial planning session for 13 Pennsylvania educators who responded to her e-mail soliciting their interest in designing and conducting workshops in Kenya to help orphaned and homeless Kenyan youth take their place as productive members of Kenyan society. Fran knows that this is just a beginning, but she is excited to be starting down this path of unknowns.

If you are an FCS or 4-H Extension Educator interested in joining this initiative, please contact Fran at ffa2@psu.edu. She will answer your questions and inform you of future meeting dates for their planning group.

PSU Parks and People Initiative

By Rob Crane

Parks and People is a cooperative Penn State / African partnership that integrates teaching, research and service across the multiple disciplines relevant to the management of protected areas, the economic development of communities surrounding or located within those areas, and public education in ecosystem services and natural resource management. It brings together the natural and social sciences in projects that address issues of community and human development, environmental protection, and health, water, food and energy security as these relate to the achievement of the Millennium



Hobeni Village at the entrance to the Cwebe Nature Reserve

Development Goals. In cooperation with university researchers, national parks services and other public and private sector organizations, the program integrates these areas of expertise through applied education, research and outreach projects in several parks and conservancies in sub-Saharan Africa. Penn State currently has projects underway in the Eastern Cape Province of South Africa, and in the Eastern Arc Mountains of Tanzania. A related program on community management of natural resources is under development in Namibia.



Watering hole in Addo Elephant Park (Eastern Cape)

A core element of the project is to develop educational programs at the parks that serve as study abroad opportunities for Penn State students—integrating education with on-going research and service learning programs in the parks and the surrounding communities. These are collaborative projects that serve to promote global competency in U.S. and African students as well as strengthening international linkages between universities and facilitating engagement and partnerships with local communities.

The Parks and People Program

The South Africa project is organized as a semester program offered to a cohort of 25 Penn State students and located in the coastal nature reserves of Dwsa-Cwebe in the Eastern Cape Province. Students take nine credits in a range of disciplinary areas around the Parks and People theme that give a political and historical context for work in South Africa, as well as a social science and natural science perspective on issues of ecosystem management and community development. Six more credits of independent study are allocated to individual or group research and service projects. The research will be organized around on-going faculty and graduate student projects in the region; some of these may be collaborative projects with research staff at the University of Cape Town or partner universities in the Eastern Cape. The intention is to involve students in research programs that add, in a meaningful way, to the science questions associated with understanding ecosystem dynamics and change, reserve management, or community livelihoods and resilience. Some projects may be designed to gather baseline data for long-term projects and some may address specific needs of the Eastern Cape Parks Board and the Dwsa-Cwebe Land Trust, or the local communities.



The Mbashe River between Dwsa and Cwebe Nature Reserves

The geographic context in which these protected areas are often set enables us to address challenging issues such as food and energy security, poverty reduction, health, biodiversity, water resources, etc. More importantly, focusing on a specific location allows us to look at how these issues are inter-related, and at the interplay of local and global processes as well as local and global knowledge. The programs will be ongoing and provide the opportunity to develop long-term engagement with institutions or communities that could encompass a wide range of faculty and students from physical, health and life sciences, as well as the social sciences and humanities. A major element will be the integration of local indigenous knowledge into long-term programs that facilitate local development and build cooperative land management practices in the reserve.

The African Partners

The program is conducted in collaboration with African universities – providing opportunities for joint classes, collaborative teaching and learning, and joint research projects. The program in South Africa is jointly managed by the Alliance for Education, Science, Engineering and Development in Africa (AESEDA) and the College of Earth and Mineral Sciences (EMS), and currently involves faculty from Geography and the School of Forestry. The principal partners in South Africa are the University of Cape Town, the University of Fort Hare, Rhodes University, the Eastern Cape Parks Board and the Haven Hotel. A trial run (a semester residential course with a two week embedded field program in the Eastern Cape) was conducted in spring 2009, and the first full-length semester program will take place in spring 2010.



The Haven Hotel in Cwebe Nature Reserve – the student home for eight weeks



Elephants in Addo Elephant Park

The program in Tanzania is managed by the School of Architecture and Landscape Architecture and takes place in the Udzungwa Mountains National Park. The main partners on the project are the University of Dar es Salaam, Sokoine University of Agriculture, the Tanzanian National Parks Service and

Worldwide Fund for Nature. The first program on Landscape Design for Biodiversity Conservation and Human Wellbeing will take place in Udzungwa in summer 2010. The program in Namibia is in the early stages of development. There are research collaborations but, as yet, no specific plans for an undergraduate study abroad program. The Namibia project is managed through the Interinstitutional Consortium on Indigenous Knowledge and the Department of Recreation Parks and Tourism Management. The primary partners are the University of Namibia and the Worldwide Fund for Nature.

For more information about Parks and People at PSU, contact Rob Crane rqc3@psu.edu (South Africa) or Larry Gorenflo ljq11@psu.edu (Tanzania).

Sustainable Microenterprise and Development

The Carsey Institute at the University of New Hampshire presents the "Sustainable Microenterprise & Development" program at three locations for microfinance and enterprise development professionals:

- Accra, Ghana, March 15-27, 2010
- Durham, New Hampshire, U.S., May 31 – June 12, 2010
- Zanzibar, Tanzania, October 11-23, 2010

For more information on this program, please visit The Carsey Institute website at: <http://www.carseyinstitute.unh.edu/smdp.html>.

A pdf version of the program announcement is available directly at: <http://www.carseyinstitute.unh.edu/docs/SMDPGhanapostcardsm.pdf>.

Project Baobab: Sustainable Development in Rural Benin

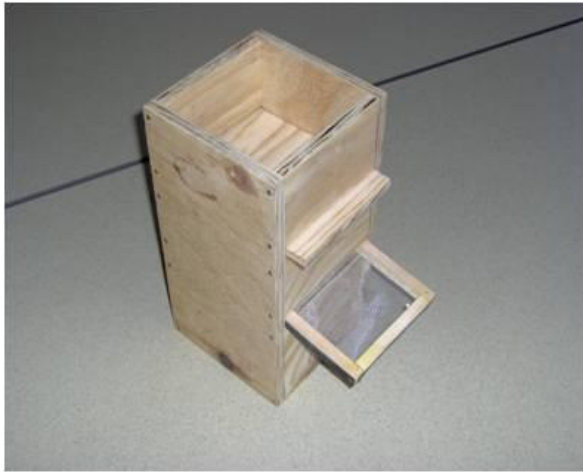
By Richard Schuhmann

Since 2008, students in the Engineering Leadership Development Minor at Penn State (ELDM) have been working with Flora Chadare (Department of Nutrition and Food Sciences, University of Abomey-Calavi, Benin) to valorize Baobab products. At present, women in rural Benin manually crush the contents of Baobab fruit and then use sieves to separate the powdered pulp from the seeds and fibers. The seeds are subsequently boiled for several hours to soften their shells before they are manually peeled to obtain the meat within. Baobab pulp is



Baobab fruit with interior view of pulp

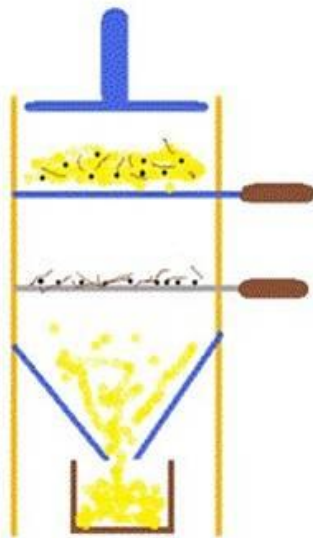
rich in vitamin C, anti-oxidants and pectin while the cores are a good source of protein. Existing commercial baobab-based products are limited in number and distribution



Baobab pulp-seed extractor

Project Baobab has, therefore, focused on: (a) improving on the traditional baobab pulp retrieval and seed peeling (decortication) techniques and (b) conducting market research to identify or create new baobab-based products for the United States and European Union markets. Students are challenged to satisfy the following design constraints:

1. Appropriate Design - the design takes into account factors such as readily-available resources, the existing skill set of the local population, cultural sensitivities of the users, and possible implications of implementation;
2. Green Design - the design considers environmental implications of fabrication and use, including comparative life cycle analysis, carbon footprint, and depletion of resources;
3. Economic Development - the design adds significant incremental value to the client;
4. Social Development - the design does no damage and seeks to add social (i.e. Maslowian) value to the community by improving shelter, food quantity and quality, security, health, integration of individuals in the community, and empowerment through independence (e.g. from multi-national corporations, bureaucracies, etc.).



Schematic of baobab pulp-seed extractor

In Spring 2008, a virtual team comprised of students from the ELDM program and Hungary's Corvinus Business School designed a pulp retrieval device and, based on experimental results, recommended a more time- and fuel-efficient seed decortication process using acetic acid to promote decortication. Furthermore, baobab-based health drinks and cosmetics were identified as being potentially lucrative business opportunities. Since Spring 2009, ELDM students have been experimenting with microbiological processes for acetic acid generation as well as with pectin-based baobab food products.

The ultimate objective of Project Baobab is to help build capacity in rural Benin by offering fresh ideas for simple, robust, and

environmentally and culturally sustainable methods to process and market baobab. Increased valorization of a communal resource such as baobab can have unintended negative effects; this will be a continuing topic of discussion within the class. Comments from readers are welcome.

For additional information, contact: Dr. Richard J. Schuhmann at rxs34@psu.edu.



Team Baobab – PSU and Corvinus U – in Budapest

A New Frontier

By Alyssa Simon

Establishing new initiatives in Kenya is like trying to navigate the country's roads. In preparation for the journey, you map out your route, using a combination of faster-moving major highways and more-direct, small-village roads. However, it is not until you are en route that the clearest path becomes visible.



Ed Mills, associate professor of dairy and animal science at Penn State (kneeling, with hat), and Audrey Maretzki, professor emeritus of food science and nutrition (standing, second from right), listen as a member of the Lake Victoria Fish Council in Kenya explains the processing of omena fish, a possible ingredient for Chiparoos.

In July 2009, two faculty members in Penn State's College of Agricultural Sciences – Edward Mills, associate professor of dairy and animal science, and Audrey Maretzki, emeritus professor of food science and nutrition – traveled to

Kenya by invitation of Judith Ernst, associate professor of nutrition and dietetics at Indiana University. Ernst is conducting an ongoing nutrition intervention project in Kenya, examining the effects of adding meat to the diets of HIV-infected women and children.

It had become clear to Ernst that the meat being used in their research project (African beef biltong) would be too expensive to use in making a similarly healthful product that the targeted women could afford to purchase. Once their study is completed in 2011, a more sustainable meat-based product will be needed. To address the need for locally available, sustainably produced, meat-based foods, Maretzki and Mills were called upon for their work with nutribusinesses, community-based enterprises that produce healthful, shelf-stable food products.

Nutribusinesses entered the scene in the early 1990s, when Maretzki led a development project in Kenya. The nutribusiness model sought to empower rural women to cooperatively process and market nutritionally superior food products. Maretzki and her colleagues from the University of Nairobi and Tuskegee University mentored the groups, encouraging the women to assume fiscal and managerial responsibility for the project, while using their professional expertise to guide the cooperative toward the production of a nutritionally desirable food.

The initial product was an infant-weaning food based on the traditional millet porridge, ugi. Unfortunately, although filling, conventional ugi lacked many of the essential nutrients needed for

African Women in Agricultural Research and Development

The Consultative Group on International Agricultural Research (CGIAR) is now accepting applications for the 2010 AWARD Fellowships.

African women working in agricultural research and development from Ethiopia, Ghana, Kenya, Malawi, Mozambique, Nigeria, Rwanda, Tanzania, Uganda and Zambia who have completed a bachelor's, master's or doctoral degree in selected disciplines are invited to apply.

Applicants must be nationals of the above listed countries and be available in Africa throughout the fellowship period.

The deadline for all applications is **March 22, 2010.**

Details and application forms can be downloaded here, plus answers to frequently asked questions:

<http://www.genderdiversity.cgiar.org/resource/award.asp>

<http://fellowsupdate.wordpress.com>

Application forms can also be obtained by writing to AWARDFellows@cgiar.org

Please help us spread the word about this unique opportunity to qualified African women whom you know by forwarding this email and/or printing and posting the attached announcement.

All queries should be sent to AWARDFellows@cgiar.org

physical and cognitive development in children. Thus an "Operation Healthy Ugi" commenced, with the mission of modifying the Kenyan staple using local crops to deliver optimal nourishment, while staying within the scope of a traditional weaning food. (See AJFAND Vol 9 (2009) # 6, Women's Nutribusiness Cooperatives in Kenya and # 8, Commentary: <http://www.ajfand.net/Index.html>).



Alyssa Simon (on left) and Ed Mills learn about the ingredients processed by the Muranga'a Nutribusiness Cooperative for its healthful porridge mix.

A new generation of nutribusinesses is now being envisioned, informed by studies showing that the addition of even a small amount of meat to the diets of children improves their cognitive and physical development. The introduction of meat into the nutribusiness production system makes the goal of generating shelf-stable products considerably more difficult.

Sanitation is a major concern when processing raw meat, especially in a low-tech environment. That's where Mills' expertise in making meat products safely comes in. In the late 1990s, Mills and Food

Science graduate student, Stephen Kieras, took on the challenge of safely producing animal-source foods within the constraints existing in rural Africa. After many trials, they unveiled their creation, the "Chiparoo." The unique process for making Chiparoos met the criteria of destroying pathogens, using local ingredients and employing available technologies.

"When creating the first nutribusinesses," recounted Maretzki, "we started by asking the women, 'How do you traditionally feed your children?' Rather than assuming we knew more about how to raise children than Kenyan mothers did, we listened, learned and worked within their system." The Chiparoo, as designed by Mills and Kieras, began with a similar question: What is already available in the area? Using a combination of any meat and a grain or starchy tuber, the possible combinations for creating a Chiparoo are infinite, allowing for community and regional differences.

Both the conception of Chiparoos and the process of setting up a nutribusiness represent a shift in the ideology of international work, according to the researchers. A nutribusiness, they contend, avoids the problem of developing a "project mentality," in which participants consent to, but do not invest in, the enterprise. Thus, from start to finish, the project remains someone else's vision. The new approach values inclusion rather than intrusion, and through its encouragement of collaboration among diverse disciplines and points of view, an appreciation of both traditional and Western knowledge becomes possible.

So, with a bag of laboratory-produced Chiparoos in one hand and a list of contacts in the other, Maretzki and Mills set off to explore the next African frontier, seeking to understand the lessons of past nutribusinesses, to find possible sites for new ventures and to meet with potential in-country leaders to champion the Chiparoo concept.

As hoped, once on the ground and attending meetings with local residents, academic counterparts, local, national and international organizations, and microfinance lenders, the dust began to settle and the landscape became more visible. Some discussions proved more promising than others, but many of the groups they spoke with wanted to jump on board immediately.

One discussion in particular, at Egerton University, provided precious insight. Maretzki described her work and interest in indigenous knowledge, then opened the floor to anyone willing to share ideas on the topic. A lively



Officers of the Muranga'a Cooperative pose with a Ministry of Agriculture representative (on left) and Tei Mukunya from Touchstone Consultants (second from left). Tei has assisted the group in marketing its porridge mix through Kenyan supermarkets.

conversation ensued. Each person had a personal story of how his or her cultural group viewed certain foods. Some foods are taboo; others are believed to be extremely nutritious. Some traditional practices were rooted in cultural mythology, while others were established through centuries of experience in living off the land.



Mills and Maretzki (on the left), with staff from the Lishe Bora project, listen as the manager of a demonstration garden on the Moi University Campus explains management practices employed to optimize nutrition.

One man explained that in his community, fish were considered lizards. "I took a few home but I was not allowed to take them into the house, because taking lizards into the house was the most senseless thing you could do," he said. The assumption made back in the Meats Lab at Penn State -- that Kenyans who live near Lake Victoria might be willing to produce and consume fish-based Chiparoos -- was not necessarily accurate.

Traditional knowledge and cultural taboos are often in conflict with Western suppositions, making local experience invaluable. Clearing communication pathways is the first step, using them is the second. "In Kenya," explained Alex Kirui, director of Heifer International in Kenya, "people take your advice only after they know you are a true friend."

Working from this new approach is as intricate as it is rewarding. Human interaction and behavior are complex and unpredictable. Issues of tribal differences, gender roles and trust tear at the fabric of cooperatives. Testing product formulations in the Penn State Meats Lab will continue to be an integral part of the next wave of nutribusinesses. However, Mills would be the first to admit that the logic of scientific reasoning often does not apply out in the field.

Reflecting on past and present experiences, Maretzki sighed, and with a smile conceded, "The product is the easiest part."

Alyssa Simon is a recent graduate of New York University who accompanied the PSU faculty on their trip to Kenya.

Indigenous Farming Systems of the Hausa

By David Ader



A Hausa farmer tills his field with oxen.

The final ICIK seminar for Fall semester was a presentation by Joshua O. Ogunwole, a visiting Fulbright Scholar in the Department of Crop and Soil Sciences, on indigenous farming systems of the Hausa people in Nigeria. As a native of Nigeria, Joshua was able to give an informative and interesting seminar encompassing not only farming systems, but also how other cultural and ecological aspects are interrelated with the Hausa farming system.

The Hausa live in a semi-arid part of north-western Nigeria where harsh weather and high temperatures affect all aspects of life. Despite the harsh conditions, the main occupation of the Hausa is agriculture, particularly rain-fed agriculture. Because rainfall is hard to predict, the growing season is erratic. Low rainfall, combined with poor soil that is sandy and with low nutrient levels, has led to the

use of slash and burn or shifting agricultural systems. The land is tilled with the use of animals and the manure is applied to the land to help increase fertility. The Hausa also mix crops using intercropping systems to increase productivity.

The diet of the Hausa people consists mainly of cereals, principally millet, sorghum and maize. The major sources of protein are cowpeas (known in the US black-eyed peas) as well as milk from their cattle. Occasionally, meat from goats, sheep, or poultry is consumed, but because most Hausa practice Islam, they do not consume pork.



Hausa farmers discuss farming issues with an extension worker.

Cash crops such as cotton or peanuts are also cultivated however these are cultivated later in the growing season because food crops are given higher priority. After the grain is harvested, the Hausa store it in a Rhumbu, or indigenous grain silo. The rhumbu is similar to other types of grain storage containers used in Africa.

Joshua also pointed out that although agriculture is a major part of life for the Hausa people, growing crops is seasonal and does not take up all their time. So the Hausa also undertake income-generating activities such as making, embroidering, and washing clothing and caps. All Hausa men wear caps,

and since dress is an important part of the culture, these activities become a central part of daily life for many people.

An engaging speaker, Joshua gave a wonderful introduction to Hausa culture and their farming systems. In concluding, he reminded us that we must not fall into the trap of being too myopic. "Our job as scientists is not only to help the society of today, it is to help the society of tomorrow. As we look at the benefits of research in the areas of food, clothing, fuel, etc., we must consider effective methods of disseminating research findings to advance humanity." This dissemination is where indigenous knowledge from various cultures and peoples becomes important.

Joshua has returned to Nigeria where he will continue his work on indigenous agricultural systems. He can be contacted at ogunwolejo@gmail.com.



A traditional plow and hoe used for working the soil.

Indigenous Nutrition Knowledge of Bedouin Farmers

Farmers know that birds and mice go first for the sweetest, most robust crops if they are not harvested on time. Generations of farmers and women seed-savers knew how to improve their crops. Not only did they select for nutrition and flavor but they also drew from a wide biodiversity that enhances good nutrition. A traditional Bedouin wheat grower taught Elisheva Kaufman how to slowly chew wheat grains plucked from the stalks to select the higher gluten plants to save for seed. The more chewy and elastic the wheat-gum bubble, the stronger the gluten protein and the better the bread it would make. Generations of farmers developed the nutrient-rich heritage food crops we eat today.

If you would like more information, please contact Elisheva Kaufman at growseed@yahoo.com.

Millions Fed!



In November, Mary Marete, a 2009-2010 Borlaug African Leadership Program Fellow and Audrey Maretzki, her academic mentor, traveled to Ethiopia to meet with Krisitin Davis, Mary's mentor from the International Food Policy Research Institute (IFPRI), which is part of the Consultative Group on International Agricultural Research. While they were in Addis Ababa they attended the African launch of *"Millions Fed: Proven Successes in Agricultural Development."* Millions

Fed is a project funded by the Bill and Melinda Gates Foundation to identify and examine global successes in agricultural development and draw out the lessons these models offer about what policies, programs and investments have actually reduced hunger and poverty. The process identified 20 success stories from Asia, Africa and South America. Two of these successes, "Re-Greening the Sahel" in Burkina Faso and Niger and "Mungbean Improvement in Asia" that took place in Bangladesh, Bhutan, China, India, Nepal, Myanmar, Pakistan, Sri Lanka and Thailand, are particular examples that draw heavily on the indigenous knowledge systems of local farmers. The rediscovery and diffusion of traditional agroforestry, water and soil management practices in West Africa has transformed the region's arid landscape into productive agricultural land that now sustains 500,000 people in Burkina Faso's Central Plateau and improves food security for 2.5 million people in southern Niger. The Asian mungbean program has contributed to yield gains of 28 to 55 percent among an estimated 2.5 million farmers who grow this nutrient-rich legume that also increases soil fertility. To learn more about the 20 projects highlighted by Millions Fed, visit the IFPRI website at www.ifpri.org and www.ifpri.org/publication/millions-fed.



Dr. Kristin Davis from IFPRI will be visiting the University Park Campus on Monday, February 15th and will be leading discussions on Social Network Analysis, The Global Forum for Rural Advisory Services and The Future of International Agricultural Extension at 2:00 p.m., 3:00 p.m., and 4:00 p.m., respectively, in 118 ASI Building. The discussions are open to anyone interested in these topics.

ICIK Fall 2009 Semester Retreat

By Audrey Maretzki, Ladi Semali and Khanjan Mehta, Retreat Planning Committee

ICIK's Fall Semester Retreat on November 13, 2009, drew more than 20 Penn State faculty and students from University Park, Berks and Altoona Campuses, and the College of Medicine for a full day program that focused on developing and funding community-campus collaborations in Africa and using compelling stories to illustrate the synergy between indigenous and academic knowledge systems.

Ladi Semali began the retreat by telling the story of his childhood in Tanzania where he was taught not only by his teachers in school, but also by his grandfather, whose knowledge was not found in any textbooks. Ladi's traditional education was followed by training at UCLA and Stanford Universities where his academic research focused on the way children acquire "knowledges" through various ways of knowing. This work resulted in a seminal publication titled, "Postliteracy in the Age of Democracy" (2005, Austin and Winfield). Ladi's professional journey led him to take a faculty position in Penn State's College of Education in 1992 and, with Audrey Maretzki, to establish the Interinstitutional Consortium for Indigenous Knowledge (ICIK) in 1995. After Ladi told his story, attendees described their connections to indigenous knowledges by sharing a story to illustrate how their own knowledge base has been developed through a lifelong learning process.

The focus then moved to a compelling "mushroom story" told by Dr. Robert Beelman, Professor of Food Science, who has studied this interesting and versatile fungus for many years. In working with many mushroom varieties, Beelman has learned that this lowly organism, which grows prolifically in most of Africa, is a nutritional gem that has been overlooked by both agriculturalists and nutritionists. Recently, Beelman has teamed up with colleagues at Penn State, the US Food and Drug Administration, and Sokoine University in Tanzania to optimize the nutritional content of the Oyster Mushroom. He hopes to work with these

collaborators, and possibly others as well, to incorporate “improved” mushrooms into a weaning porridge for infants that would also be a healthful addition to the diets of HIV+ individuals.

The discussion that followed Beelman’s presentation highlighted the challenges of moving laboratory findings into the field and, ultimately, into the marketplace. The discussion also emphasized the importance of developing collaborations that will allow promising laboratory research findings to be translated through indigenous knowledge systems into practical solutions to problems faced by African communities. The challenge of securing funding to undertake the process of conducting field-based research on a nourishing and novel food product was also discussed. It was noted also that developing country collaborators with a commitment to improved nutrition, as well as reputable non-governmental organizations (NGOs), can be useful in making the case for funding to support applied, in-country research and demonstration initiatives.

After the lunch break, during which attendees were engaged in animated discussion, Khanjan Mehta invited participants to share their experiences in bringing indigenous knowledge into their teaching, research, and outreach activities. Aaron Fleishman, a recent Penn State graduate, was taking careful notes during this session. During spring 2010 semester, Aaron and Khanjan, with support from ICIK and the Marjorie Grant Whiting Endowment, will be producing a series of short video clips that will use faculty’s own compelling stories to illustrate the synergy between academic and local knowledge.

Marjorie Grant Whiting Endowment Update

By Audrey Maretzki



The Marjorie Grant Whiting Center for Humanity, Arts, and the Environment

A second gift of \$50,000 from the Marjorie Grant Whiting Center for Humanity, Arts and the Environment has increased the Marjorie Grant Whiting Endowment for the Advancement of Indigenous Knowledge at Penn State to \$100,000. As conveners of the endowment advisory committee, Deanna Behring from the College of Agricultural Sciences and Leila Bradaschia from the College of Education, have recruited nine faculty members to advise them on the use of interest generated through the endowment. In addition to the ICIK Co-directors, the Advisory Committee is composed of Ted Alter and Michael Jacobson from the College of Agricultural Sciences, David Baker from the College of Education, Duarte Morais and Christine Buzinde from the College of Health and Human Development, Khanjan Mehta from the College of Engineering and Philip Wilson from the College of Medicine.

The Committee has met twice, and at its second meeting, recommended that a series of video clips be produced that illustrate how PSU faculty are creatively and effectively incorporating indigenous knowledge concepts into their teaching, research and outreach activities. This initiative was officially launched by Khanjan Mehta and Aaron Fleishman during the Fall Semester ICIK Retreat in November 2009. The video clips will be produced in Spring semester and will be made available free of charge through Penn State Live.

Contributions to the Marjorie Grant Whiting Endowment are welcomed. Donations are tax deductible and should be sent to the Office of International Programs in the Penn State College of Agricultural Sciences, 106 Agricultural Administration Building, University Park, PA 16802.

ICIK Videos on Indigenous Knowledge

By Khanjan Mehta

Indigenous Knowledge has immense value not only for the conceptualization, validation, and implementation of entrepreneurial ventures but also in our quest for solutions to problems facing humanity on a global scale. Social scientists can take the lead in discovering and validating this knowledge and, working with others such as engineers, educators, health care professionals, agriculturalists and entrepreneurs, indigenous knowledge can be effectively harnessed for community development.

With financial support from the M.G. Whiting Endowment and ICIK, the Humanitarian Engineering and Social Entrepreneurship initiative in the College of Engineering is producing a series of 10 five-minute video clips capturing compelling stories from Penn State faculty about the importance of indigenous knowledge systems in developing and implementing strategies to address global challenges and foster development.



The video stories will point out how indigenous knowledge helped solve a significant problem or provided valuable insight into a particular aspect of the problem. These stories will be based in reality. They will capture the experiences of real people in their quest for real solutions to real problems. The stories will highlight the process of uncovering indigenous knowledge, validating it, and applying/integrating it into teaching, research, and outreach activities. The specific goals of this video project include building trust, fostering in-reach as well as outreach and creating an appreciation for indigenous knowledge systems. The videos are seen as a marketing tool for Penn State faculty to help build community collaborations and obtain access to funding but, most importantly, to illustrate effective ways of bringing alternative “ways of knowing” into the academy.

For more information about the ICIK videos, contact Khanjan Mehta at khanjan@engr.psu.edu.

Library Resources on Indigenous Knowledge

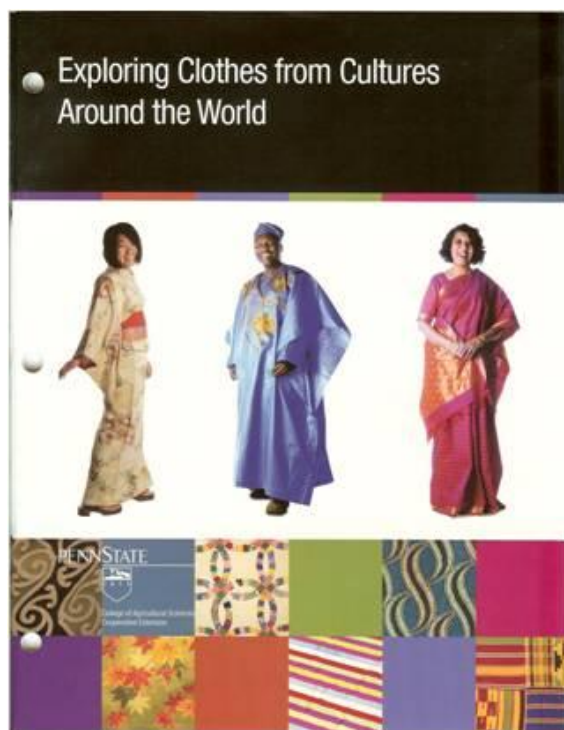


Anyone who has attempted to do a literature search for references related to indigenous knowledge knows that it is often difficult to locate such materials using standard library search strategies. So, in November the Social Science Department of Pattee Library provided a special hands-on workshop for individuals interested in accessing indigenous knowledge resources. The three facilitators, Sylvia Nyana (African and African American and Ethnic Studies Resources), Nonny Schlotzhauer (Anthropology), and Helen Sheehy (International Organization Resources) did an excellent job providing attendees with resources and hints for finding resources on indigenous knowledge.

If you were not able to attend and would like more information, please contact the Social Science Department of Pattee Library or visit their website at: <http://www.libraries.psu.edu/psul/researchguides/socialsciences/indigenous2.html>.

Indigenous Knowledge

Exploring Clothes from Cultures around the World



At the ICIK Seminar on October 28th, 2009, Dr. Patreese Ingram and Dr. Jan Scholl from the PSU Department of Agricultural and Extension Education, introduced the new international curriculum, *Exploring Clothes from Cultures Around the World*. Showing garments to illustrate her main points, Professor Ingram, talked about the many reasons for wearing clothing and illustrated various types of dress. Garments shown from Japan were the kimono and furisode as well as accessories such as the obi belt and tabi socks. The Indian sari and dhoti; the Indonesia sarong; the Muslim women's hijab, niqab and shayla and the men's galabiyya and kufi were also illustrated as well as Amish, German, Korean, and African clothing.

'Exploring Clothes Around the World' a youth curriculum, authored by Drs. Ingram and Scholl, contains over 100 color photographs and sketches. The publication is divided into major sections, and provides detailed explanations, how-to steps, and references. For those in the 4-H youth program, a record book is also provided. A single copy of the publication (# F0275) can be obtained for \$4.70 (quantity discounts are available) with a \$5.00 mailing cost for any number of copies. To place an order for the youth curriculum, - Exploring Clothes Around the World,

contact Publications Distribution Center, College of Agricultural Sciences, Penn State University, 112 Ag Admin Building, University Park, PA 16802. Phone 814-865-6713 or email: AqPubsDist@psu.edu.

For more information, contact Patreese Ingram at pdi1@psu.edu or Jan Scholl at jfs9@psu.edu.

Dissertation Fellowships in Population, Reproductive Health, and Economic Development



The Institute of International Education and The William and Flora Hewlett Foundation are pleased to announce they are accepting applications for Dissertation Fellowships in Population,



Reproductive Health, and Economic Development. The two-year fellowships of \$20,000 per year are open to students enrolled in Ph.D. programs in the United States, Canada, and sub-Saharan Africa. The goal of this fellowship program is to produce sound evidence on the role of population and reproductive health in economic development that could be incorporated into national and international economic planning and decision-making.

- Students in the **United States and Canada** are invited to submit applications by **February 26, 2010**, and can view more information about the U.S. program by [clicking here](#).
- Students in **sub-Saharan Africa** are invited to submit applications by **March 5, 2010**, and can view more information about the Africa program by [clicking here](#).

Please email the Institute of International Education (popecondissfellows@iie.org) with any questions concerning this process.

World Food Prize



The World Food Prize is the foremost international award recognizing -- without regard to race, religion, nationality, or political beliefs -- the achievements of individuals who have advanced human development by improving the quality, quantity or availability of food in the world.

The 2009 World Food Prize Winner was Dr. Gebisa Ejeta, an Ethiopian whose research on sorghum was focused on resistance to drought and to the destructive Striga weed.

Nominations for the 2010 World Food Prize are being accepted through **April 1, 2010**.

For information on making a nomination, or to subscribe to World Food Prize News free of charge, visit http://www.worldfoodprize.org/press_room/PressRoom.htm.

3rd Annual **International Symposium** on Agricultural Research July 15-18, 2010, Athens, Greece

The Environment and Agriculture Research Unit of the Athens Institute for Education and Research (ATINER) will hold its 3rd Annual International Symposium on Agricultural Research, 15-18 July 2010 in Athens, Greece. The conference website is: <http://www.atiner.gr/docs/Agriculture.htm>.



*Upcoming Spring
Semester 2010 ICIK
Seminars:
February 24
March 24
April 28*

Your Questions and Comments Are Welcome!

The ICIK E-Newsletter will be published at the start of each semester—Fall, Spring, and Summer. If you have questions or comments about this newsletter, or ideas for articles, features, or general information you would like to see in upcoming newsletters, please contact Dr. Ladi Semali or Dr. Audrey Maretzki. Questions regarding ICIK, generally, may also be directed to Dr. Semali or Dr. Maretzki.



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We encourage your submissions for future newsletters. Please note the publication and submission deadline schedule:

Publication:

Summer 2010
Fall 2010
Spring 2011

Submissions Due:

March 1, 2010
July 1, 2010
November 1, 2010

Please Note: ICIK reserves the right to accept or refuse submissions, and to edit those submissions that are published.

