



KESSA Newsletter

Spring Issue, March 2022

Editor:

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Editor's note

KESSA Newsletter is the official newsletter of Kenya Scholars and Studies Association (KESSA). The newsletter aims to showcase members' achievements/accomplishments, share professional development opportunities/resources, and build a sense of community among members of the association. This is the Spring 2022 issue of the newsletter.

KESSA Newsletter follows a spring (March), summer (June), fall (August), and winter (December) publication schedule.

To feature in an upcoming issue, please email your submission(s) to secretary@kessa.org with "NEWSLETTER ITEM(S)" in the email subject line. Below is a submission/publication timeline guide for your reference/information.

<i>Issue</i>	<i>Submission deadline</i>	<i>Publication date</i>
Spring	February 15	March 1
Summer	May 15	June 1
Fall	July 15	August 1
Winter	November 15	December 1

I am happy to note that the newsletter has been received very well by members of the association. A special thank you to everyone who responded to the last call for submission. The response was good, and I tried to accommodate as many of your submissions in this issue as possible. If your submission is not featured in this issue, it is either because your submission came in late (i.e., after February 15, 2022) or the editorial review determined that the newsletter is not a good fit for it. Late submissions will be considered for inclusion in the immediate next issue of the newsletter.

I hope you enjoy reading this issue and find it resourceful.

Asanteni sana!

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1. KESSA Announcements

1.1 KESSA Membership Renewal

"On behalf of KESSA leadership, I would like to express our gratitude for what we have been able to accomplish over the years due to your loyalty and support. I hope you have been able to benefit from your membership and if not email us with suggestions of how we can make our organization better. Your early renewal will help us plan for our yearly program in a timely manner. Renew membership at <https://kessa.org/membership/>" – Janet M'mbaha-Zarnesky (KESSA Secretary)

1.2 KESSA 2022 conference call for abstract submission

"The Kenya Scholars and Studies Association (KESSA) wishes to announce the call for abstract submissions for the 15th Annual KESSA conference in Dallas, Texas at the Dallas/Fort Worth Marriott Solana on **September 9-10, 2022**. We encourage submissions from all disciplines. The deadline for abstract submission is Sunday, **June 19th at 11:59 PM EST (USA)**. Early submission is highly encouraged! The following link has detailed information about abstract submissions: <https://kessa.org/call-for-abstracts-2022/>" - Janet M'mbaha-Zarnesky (KESSA Secretary)

1.3 Kenya Studies Review journal call for submissions

"The Kenya Studies Review (KSR) editor invites submissions of original, previously unpublished article-length manuscripts between 6000 and 7000 words (not exceeding 30 pages in length) from a wide range of disciplines with a special focus on Kenya. Thought-provoking essays, critical reviews of current scholarly books, narrative writing (prose and poetry), visual art, and opinion pieces will be accepted for consideration and possible publication. Articles that have been published elsewhere in any form cannot be considered for publication, including those available on the Internet, nor will we consider multiple submissions by the same author. Submissions should be made via email to editor-in-chief@kessa.org. (Deadline: **March 1, 2022**)." – Imali J. Abala (Editor, KSR).

2. Publications

2.1 Journal articles

Asaka, J. O. (2021). Climate Change - Terrorism Nexus? A Preliminary Review/Analysis of the Literature. *Perspectives on Terrorism*, 15(1), 81–92.

Abstract

Climate change and terrorism are two key global security concerns of our time. Despite that fact, the two continue to predominantly be analyzed separately by most security studies scholars. However, interest on the interplay between these two concerns has grown considerably particularly over the past two decades. The growth in interest is attributable to the close to two decades of scholarship on the climate-security nexus. That scholarship establishes climate change as a threat multiplier, which worsens existing problems and aggravates vulnerabilities. This text presents findings of a preliminary literature review/analysis of 112 documents published between 2000 and 2020. The literature review/analysis was guided by the following three broad questions. What does the literature say about the link and/or lack thereof between climate change and terrorism? What is the publication trend for literature that explore the relationship between climate change and terrorism? What insight(s) for future policy and/or research? The text identifies two patterns of interaction with regards to the interplay between climate change and terrorism. On one hand, a simple one-way indirect relationship wherein climate change aggravates existing social vulnerability, which is a known enabler/driver of terrorism. On the other hand, a complex relationship wherein climate change contributes to terrorism and vice versa through a self-reinforcing process characterized by feedback loops.

Nasongo, S. W. (2021). Political Science and African Political Epistemologies: The Dialectics of Developmentalist vs. Emancipatory Approaches. *Africa Development*, 46(3), 127–154. https://codesria.org/IMG/pdf/6-_ad_46_3_2021_nasong_o-2.pdf

Abstract

The premise of this article is that there has been a dialectical duality to the political science study of Africa in terms of scholars and focus. The duality of scholars is represented by African scholars both on the continent and in the diaspora, on one hand, and Africanist scholars (non-African scholars who study Africa), on the other. Much of the political study of Africa has focused on the problematic of development. This political science research focus on the problematic of development gives epistemological priority to generating empirical political knowledge. In contrast, research emphasis on the problematic of emancipation from oppression and exploitation prioritizes an epistemological conception of knowledge that facilitates radical change as it grapples with evaluative moral-ethical issues. The purpose of the article is to examine the dialectical nexus of development- and emancipatory-focused political study of Africa, and the impact and relevance of the corpus of political science epistemologies thus generated. The central argument is that the relevance and implications of political science epistemologies generated via normative and critical approaches have been more profound than those generated via strictly positivist and empirical approaches.



Ismaila, W. A. (2021). United States and Africa Relations, 1400 to the Present, written by Toyin Falola and Raphael Njoku, *African and Asian Studies*. doi: <https://doi.org/10.1163/15692108-12341514>

2.2 Published books

Mbuba, J. M. (Ed.). (2021). *Global Perspectives in Policing and Law Enforcement*. Lexington Press.
<https://rowman.com/ISBN/9781793637246/Global-Perspectives-in-Policing-and-Law-Enforcement>

Abstract

Global Perspectives in Policing and Law Enforcement provides an exposition of policing and law enforcement practices, challenges, and opportunities in twenty different countries that were carefully selected to represent diverse geographic regions of the world. Each chapter presents policing from a different cultural background with diverse historical law enforcement experiences, varied social and demographic characteristics, and wide-ranging approaches to political leadership. By examining critical data and highlighting cracks within law enforcement across multiple countries, the contributors to this volume have created a framework of policing as it transitions into a modern outfit. Divided into parts, the book focuses on a large sample of countries from Africa, Europe, Asia, and Latin and Central America, North America and the Caribbean, as well as Australia and New Zealand. Such a broad coverage makes this book a critical reference point for those interested in criminal justice, criminology, political science, anthropology, and many others.

Nasongo, S. W. (Ed.). (2021). *African Governance, Security, and Development*. Lexington Press.
<https://rowman.com/ISBN/9781793645586/African-Governance-Security-and-Development>

Abstract

African Governance, Security, and Development explores the political economy of development in Africa. The contributors examine the impact and implications of the democratization process in Africa with particular focus on issues of economic, social, and institutional development. Through a variety of critical perspectives and disciplines, contributors analyze topics such as the impact of democratization on governance and institutional development, foreign aid and foreign direct investment, terrorism in Africa, identity politics, and the politics of oil extraction. *African Governance, Security, and Development* features the voices of scholars from institutions of higher learning in Africa and showcases case studies from the continent, bringing much-needed African perspectives to current discussions about African political development and economy.

Nyamweru, C. (2021). *Some traditions of the Akamba of Kenya*. Old Africa Books.

Abstract

The book is written to appeal to a wide audience and presents both a historical and an updated picture of some important elements of Kamba culture that have been described as 'supernatural' or even 'witchcraft'. These are traditional practices and beliefs that some people know little about, while others consider them to be evil. However, for many Akamba, both in towns and in the rural areas, these beliefs are part of the reality of modern life. Kikamba has many words for them, while in English, they can be described as 'oaths', 'ordeals', 'vows' and 'protective charms'. The book contains many quotations from interviews with Akamba from rural Ukambani, as well as urban residents, men and women, young and old, Christians and followers of traditional religion. Professor Nyamweru compares what she learned from them, with material from published sources going back to 1860, to show that many traditional beliefs survive to the present day.

Ole Koissaba, B. R. (2021). *Tears of Disinheritance*. Nsemia Inc.

Abstract

In *Tears of Disinheritance*, Ben Ole Koissaba systematically analyzes many of the issues arising from matters of land from the perspective of the Maasai. Going as far back as memory and written records reach, Dr. Koissaba captures the story of the Maasai, their origins, belief system and migrations to vast stretches of land that form most of the Rift Valley, both in Kenya and Tanzania. He succinctly captures the genesis of many a conflict, displacement and subsequent impoverishment, including treaties purloined by signed on behalf of the Maasai at the advent of colonialism; treaties that even independent Kenya has failed to address. *Tears of Disinheritance* makes the case for the rights of indigenous peoples in Kenya, drawing parallels with similar cases in countries like Canada, Australia, and the USA.

2.3 Forthcoming books

Asaka, J. O., & Oluoko-Odingo, A. (Eds.). (Forthcoming). *Human Security and Sustainable Development in East Africa*. Routledge.
<https://www.routledge.com/Human-Security-and-Sustainable-Development-in-East-Africa/Asaka-Oluoko-Odingo/p/book/9781032116969>

Abstract

This book investigates contemporary human security issues in East Africa, setting forth policy recommendations and a research agenda for future studies. Human security takes a people-centered rather than state-centered approach to security issues, focusing on whether people feel safe, free from fear, want and indignity. This book investigates human security in East Africa, encompassing issues as diverse as migration, housing, climate change, displacement, food security, aflatoxins, land rights, and peace and conflict resolution. In particular, the book showcases innovative original research from African scholars based on the continent and abroad, and together the contributors provide policy recommendations and set forth a human security research agenda for East Africa, which encompasses Kenya, Uganda, Tanzania, Somalia,



Rwanda, Burundi, South Sudan, Sudan, Ethiopia, Eritrea, and Djibouti. As well as being useful for policy makers and practitioners, this book will interest researchers across African Studies, Security Studies, Environmental Studies, Political Science, Global Governance, International Relations, and Human Geography.

Sibanda, G., Ngonyani, D., Choti, J., & Biersteker, A. (Eds.). (Forthcoming). *Descriptive and theoretical approaches to African linguistics: Selected papers from the 49th Annual Conference on African Linguistics*. Language Science Press. <https://langsci-press.org/catalog/book/306>

Abstract

Descriptive and Theoretical Approaches to African Linguistics contains a selection of revised and peer-reviewed papers from the 49th Annual Conference on African Linguistics, held at Michigan State University in 2018. The contributions from both students and more senior scholars, based in North America, Africa and other parts of the world, provide a glimpse of the breadth and quality of current research in African linguistics from both descriptive and theoretical perspectives. Fields of interest range from phonetics, phonology, morphology, syntax, semantics to sociolinguistics, historical linguistics, discourse analysis, language documentation, computational linguistics and beyond. The articles reflect both the typological and genetic diversity of languages in Africa and the wide range of research areas covered by presenters at ACAL conferences.

2.4 Published book chapters

Nyatuka, B. O (2022). The Power of Volunteering in Fostering Global Citizenship Education. In J. S. Keengwe (Ed.). *Handbook of Research on Promoting Global Citizenship Education* (pp 58-77). Hershey, PA: IGI Global. (ISBN13: 9781799895428). DOI: 10.4018/978-1-7998-9542-8.

Abstract

Recent research tends to point to a connection between volunteering and global citizenship education. Particularly, it has been indicated that volunteering enhances participants' confidence, critical thinking, collaboration, communication skills and competencies, employability, and civil society vibrancy. There are many avenues to link local volunteering to global citizenship. However, although local volunteering has great potential to support the development of knowledge, skills, values, and attitudes for global citizenship, little research has focused on such connection. Employing the semi-structured interview qualitative research method, this chapter presents empirical research findings of volunteering practices among critical stakeholders in primary schools in one of Kenya's counties. To make the discourse more lucid, an introduction to global citizenship, volunteering, and global citizenship education is made. This is followed by a description of the methodology used in the study, presentation and discussion of the results, conclusion, as well as recommendations.

Nyatuka, B. O (2021). Teaching English in Kenya: Reforms and Challenges in Early Years Education. In M. M. Michieka & E. G. Mecha (Eds.). *Kenyan English: Domains of Use, Forms, and Users' Attitudes* (pp59-76). Maryland: Lexington Books/ Rowman & Littlefield (ISBN: 978-1-7936-4108-3).

Abstract

The medium of communication remains a crucial tool as it enables children to interact with their immediate environment. This is especially important in the process of socialization since it facilitates acquisition of such vital skills as listening, speaking and literacy. Similarly, the medium of instruction enables learners to among others, fluently express themselves and develop desirable competencies with regard to the foundational reading and writing skills. Indeed, the importance of the English language in the early years education level of learning cannot be overemphasized. English is one of the official languages of communication and instruction in Kenya. Key curriculum reforms have been undertaken in the country since the colonial era, which affect the use of English, particularly as the language of instruction. A discussion of such reforms, the attendant challenges, the way forward, conclusion as well as recommendations is made with a view to strengthening both the teaching and learning of English at the early years cycle of education in the country.

2.5 Forthcoming book chapters

Choti, J. (Forthcoming). The augment in Ekegusii and Haya. In Sibanda, G., Ngonyani, D., Choti, J., & Biersteker, A. (Eds.). (Forthcoming). *Descriptive and theoretical approaches to African linguistics: Selected papers from the 49th Annual Conference on African Linguistics*. Language Science Press. <https://langsci-press.org/catalog/book/306>

Abstract

This chapter examines the behavior of the augment in Haya (E22) and Ekegusii (E42), two Bantu Zone E languages. The augment occurs as the first element in nouns as the **o-** in Ekegusii **o-monto** 'person'. This study reveals many similarities and a few differences between the Haya and Ekegusii augment. In both languages, morphosyntactic, semantic, and pragmatic requirements regulate the behavior of the augment. The common shape of the augment is a vowel (V) and involves vowels /a/, /e/, and /o/. Besides, Ekegusii has the CV shape in /ri/ and /chi/ of class 5 and 10, respectively. Augmented nouns in both languages are the default but are ambiguous between a specific and non-specific reading. In Haya and Ekegusii, the augment is not marked on proper names, most kinship terms, and vocative nouns because these pick out specific referents. Nouns used as adverbs of location, time, and manner also omit the augment in both languages. The two languages require the augment in predicative and associative constructions. In complex nouns, both elements require the augment but in compound nouns, only the first element is augmented in both languages. The two languages allow the augment in gerunds but not in infinitives. Most pronominals require the augment in the two languages. Haya and Ekegusii disallow the augment in interrogative and negative constructions, proverbs, and nouns modified by 'any' to signal non-specific reference. In both languages, affirmative declaratives require the augment. Emphatic nouns in topic and contrastive focus positions require the augment to mark emphasis and specificity even in negative contexts. The foregoing facts of the augment in Haya and Ekegusii confirm that the so-called augment is indeed a bound article.



Choti, J. (Forthcoming). Nasal Prefixes and Segmental Processes [in Bantu Languages]. In Kula, Nancy, Lutz Marten, Jochen Zeller, and Ellen Hurst (eds.), *Oxford Guide to the Bantu Languages*. Oxford: Oxford University Press.

Abstract

This chapter presents an overview of the segmental processes associated with nasal prefixes of noun class 9/10, 1SG subject, and 1SG object in Bantu languages. These processes involve the vowel preceding the nasal prefix, the prefix itself, and stem-initial segments. The vocalic processes that occur before the nasal prefixes include vowel epenthesis, vowel lengthening, and vowel shortening. Alternations that affect the nasal prefixes are place assimilation, deletion, aspiration, devoicing, and syllabicity alternation. The interaction between nasal prefixes and stem-initial segments yields a wide variety of postnasal processes, e.g. (de)nasalization, (de)voicing, (de)aspiration, debuccalization, de-implosion, aspiration, (de)affrication, nasal substitution, consonant deletion and insertion, and hardening. This chapter describes these processes and discusses their motivating factors.

3. Professional Development Opportunities

3.1 Fullbright-Hays Swahili Group Project Abroad (GPA) in Kenya

See more details [here](#).

3.2 Carnegie African Diaspora Fellowship Program (CADFP)

See more details [here](#).

3.3 Weekly Webinar on Africa

The Michigan State University African Studies Center holds a weekly webinar on Africa known as "Eye on Africa". You may download a schedule located at the below link and register to attend and/or nominate somebody or yourself to be a speaker in future events.

Dr. Jonathan Choti will speak at this event on "Language and Gender in Africa" on March 3, 2022: <https://africa.isp.msu.edu/programs/eye-africa/>

4. Awards

4.1 New course/award

Dr. Jonathan Choti of Michigan State University has developed a new course for the Honors College at his University. The nomination of his research seminar titled Gender Diversity and Sexuality in Africa comes with an award of \$3,000. This seminar will allow first- and second-year students in the Honors College to explore and learn about gender diversity and sexuality as experienced in continental Africa. Topics such as gender roles, diversity, equity, inclusion, sexual identity and orientation, social justice, LGBTQ+, and human rights will feature in this seminar. Students will read articles and other texts, watch movies and video clips, collaborate remotely with undergraduate students in East African universities, and interview members of the Michigan State University community from Africa to gather information for the course and individual projects. They will work in small teams on individual research projects on gender diversity and sexuality in Africa. They will write individual research papers, and make in-class PowerPoint presentations and poster presentations at the spring 2023 University Undergraduate Research and Arts Forum (UURAF). They will have the option of publicizing their research findings in other external venues such as peer-reviewed journals on women's studies and sexuality and Eye on Africa Speaker Series. This seminar challenges and expands our understanding of the relationship between biological sex, gendered identities, and sexual "preferences," practices, and life ways in different cultures. It will introduce students to the basics of the debates about sex, gender, sexuality, and the body that push beyond binary models reliant on a simple "nature/culture" distinction. Students' research findings will be utilized in an attempt to push at the boundaries of both sex and gender and to invite dialogue about contesting conceptualizations of "the body," "sex," and "gender," particularly as they circulate in specific discourses of feminism and queer theory as well as ethnic studies, critical literary theory, and cultural and narrative studies.



5. Call for Submissions

5.1 African Language Teachers Association Conference



2022 AFRICAN LANGUAGE TEACHERS ASSOCIATION CONFERENCE (ALTA)

THEME: "AFRICAN LANGUAGES AND CHANGING SOCIAL REALITIES"

Dates: April 15-16, 2022 [Virtual Conference hosted by Michigan State University]

Call for Abstracts

This conference provides an excellent opportunity for re-examining and adjusting research, practices, and approaches in the teaching of African languages today to embrace the changing social realities. Dwindling enrolment numbers in African language classes, disruptions caused by the COVID-19 pandemic, increased hybrid and remote learning and teaching, and the emergence of open educational resources are some of the notable changes that have exerted great influence on the teaching of African languages today. We cordially invite educators, researchers, practitioners, program developers, and administrators to submit abstracts and plan to attend the virtual conference. The Conference Committee invites abstracts for individual papers and panel discussions on topics relevant to the conference theme and the below sub themes/topics:

- Innovative Online Teaching
- Effective Pedagogy for Hybrid Courses
- Teaching Language, Literature, and Culture
- Assessment in African Languages
- Open Educational Resources
- Innovative Classroom Interaction
- Universal Curriculum Design
- Aligning Research with Teaching/Learning
- Strengthening Small Language Programs
- Curriculum Design and Material Development

Presentation types: Submit an abstract in English for one of the following presentation formats (You may also submit an abstract in KiSwahili or Yoruba or isiXhosa or isiZulu for language-specific sessions. These sessions form a very important part of our conference.):

Individual paper: Each paper presentation is allowed a total of 30 minutes: 20 minutes for presentation and 10 minutes for questions and discussion. Papers may be based on original research or practical experience and may involve one individual or a group.

Panel discussion: Each panel discussion is allowed 1 hour, and typically includes 3-4 panelists. A panel discussion normally examines a single topic extensively and engages the audience in the discussion. Panelists must address a topic/issue related to the theme and/or sub themes of the conference.

Submission of abstracts: Submit your 500-word abstract electronically by February 28, 2022 at the below link:

<https://altaglobalweb.org/submit-abstract/>

Payment of membership and registration fees: In order to present at this conference, you must pay your annual membership fee of \$50 (regular members from US) or \$30 (scholars from Africa, seniors, students) and registration fee of \$25 (uniform for all presenters). You can make your payments online at the following links:

- Membership: <https://altaglobalweb.org/membership/>
- Conference Registration: <https://altaglobalweb.org/registration/>



5.2 International Congress of Qualitative Inquiry

18th International Congress of Qualitative Inquiry

May 18-22, 2022

Theme: Transformative Visions and Utopias of Hope in Qualitative Inquiry

Dear friends,

The international community of qualitative researchers comprises people from many different backgrounds, geographies, and economies. Indeed, roughly half of ICQI attendees travel annually to Champaign from outside of the United States. In our ongoing pandemic, this international reach that we celebrate necessarily includes consideration of different levels of access to COVID-19 vaccinations, different forms of flight and border restrictions, and different kinds of health concerns. We have been monitoring the ever-changing conditions of COVID-19 over the last several months, and have come to a difficult decision regarding ICQI 2022. It is with deep regret and heavy hearts that we will be moving from an in-person event to a virtual-only event. Rapidly rising rates of COVID-19 Omicron variant transmission, ever-changing state requirements related to vaccination status and testing, and University-wide COVID policies and guidance have all factored into our decision as well. Although we wish we could all join together in Champaign again after so much time apart, the health and safety of our global community is our priority.

Accordingly, we are extending the abstract submission date until March 1, 2022 so that we may accommodate those individuals who could not originally join us in person, but for whom a virtual event may be more accessible. We thank you for your forbearance as we navigate these uncertain times. And may we come together virtually in May to celebrate "Transformative Visions and Utopias of Hope in Qualitative Inquiry."

Virtually yours, in peace.

Website: <https://icqi.org/>

Thank you,

Anne Lutomia

5.3 KESSA Newsletter

KESSA Newsletter editor is currently accepting submissions for the summer issue, which will be out in June 2022. Please send your submission(s) to secretary@kessa.org on or before **May 15, 2022**, with "NEWSLETTER ITEM(S)" in the email subject line to be considered for inclusion in the newsletter. Submissions received after this date will be considered for inclusion in the next issue.

Possible submissions include:

- Recent publications by KESSA members (e.g., articles, books, book chapters, blog posts etc.). All book, book chapter, and/or journal article submissions should include an abstract. All recent publication submissions should follow APA format
- Call for submissions (e.g., journal call for abstracts/papers, conference call for abstracts/papers, book project call for abstracts/chapters etc.)
- Professional development opportunities/resources including grants, fellowships, scholarships, teaching resources, and/or professional development programs/workshops among others
- Upcoming events of interest to KESSA members including conferences, workshops, and/or webinars among others
- Awards received by KESSA members including service awards, teaching awards, fellowships, and/or grants among others