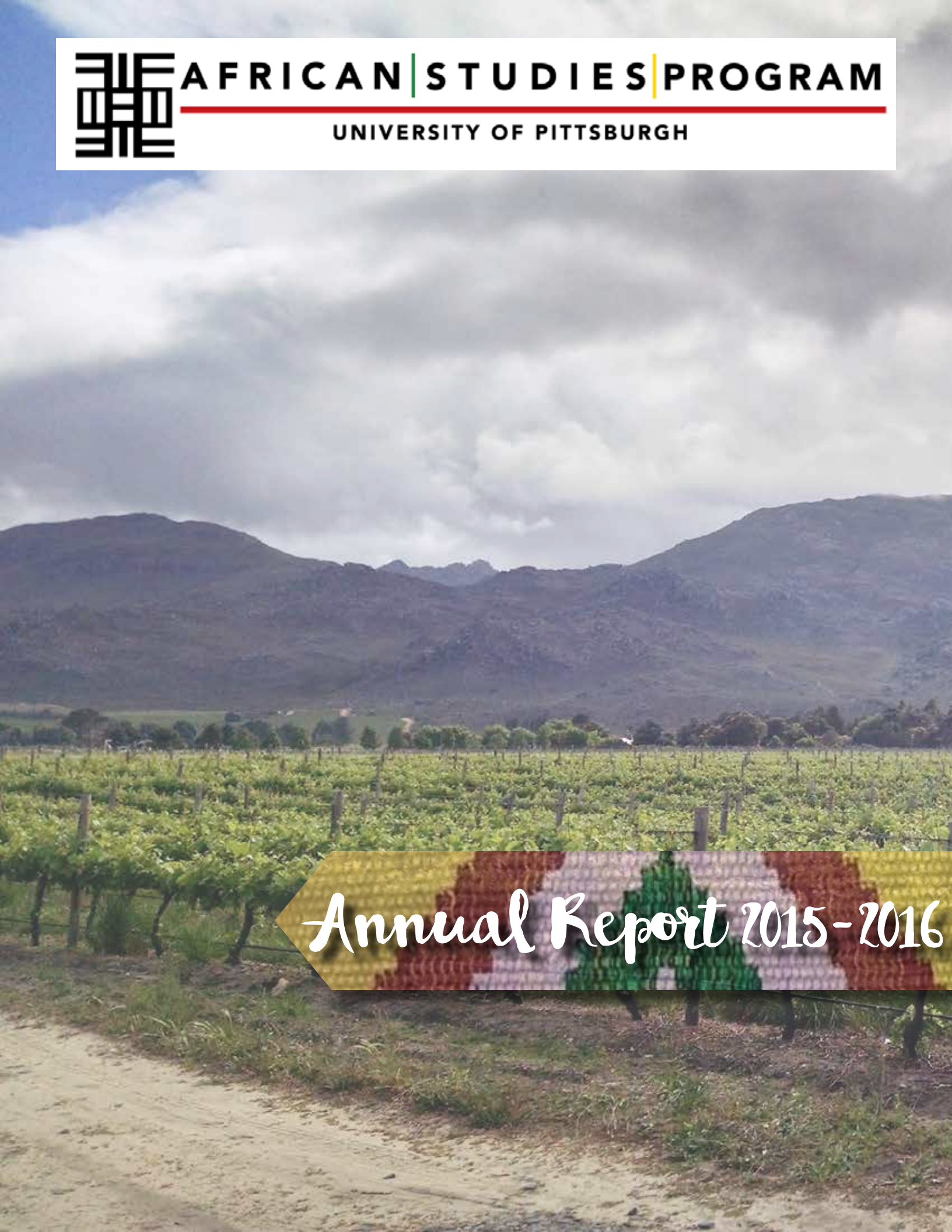




AFRICAN | STUDIES | PROGRAM

UNIVERSITY OF PITTSBURGH



Annual Report 2015-2016

TABLE OF CONTENTS

MESSAGE FROM THE ACTING DIRECTOR	1
MEET THE STAFF	4
FACULTY REPORTS	8
PITT STUDENTS IN AFRICA	15
AREA SCHOOLS EXPERIENCE AFRICA	23
STUDENT CLUBS	26
LET'S TALK AFRICA	28
AFRICAN STUDIES CERTIFICATE RECIPIENTS	35

*Cover photo by Dr. Jamie Miller



DIRECTOR'S MESSAGE



The 2015-2016 academic year was yet another exciting year for the African Studies program (ASP) at the University of Pittsburgh. The program experienced tremendous growth in student interest in our courses, out of the classroom learning activities and programs abroad in Africa. We also saw growing interest among affiliated faculty and members of the wider Pittsburgh community engaged in Africa related educational and other activities. ASP enjoys the support of over 45 affiliated faculty who support the program's mission through their commitment to serve the students and active engagement in Africa focused research and scholarship. We view their contributions and accomplishments

with great pride particularly at a time when Africa is witnessing momentous transformation with a great sense of optimism and high hopes for a brighter future. As a program we aim to deepen and expand scholarly and educational opportunities not only for our students but for faculty and other stakeholders in ways that will enhance learning and understanding of the changing perceptions of a continent ever more integrated in the world.

This annual report highlights several of our significant developments as well as the achievements of the faculty and students. It provides us with a unique opportunity to share our progress and reflect together on the lessons learned from our success and the challenges ahead as we strive to grow and achieve greater success as a program. As you will see in the report, many positive things are happening in African Studies and we are having an impact on our students as they prepare for their roles as global leaders and citizens. Many of our students studied abroad, did internships and participat-

ed in service learning opportunities in various African countries throughout the year. We strongly believe that giving students opportunities to study Africa, travel to see and experience other cultures is important in giving them the foundation they need to live, lead and serve in a global context.

Faculty affiliated to African Studies are active in teaching courses on Africa, undertaking research activities, and forging partnerships with colleagues in African institutions. Our students take African Studies courses, African languages and participate in programs in Africa. All these activities are in keeping with the mission of the African Studies program to enhance the study of Africa and foster interdisciplinary research to find imaginative solutions to contemporary challenges and problems, and to connect faculty and students from all units on campus working on all things African Studies related. Our overarching goal is to be a conduit for Pitt's many Africa initiatives in the sciences, arts, humanities, social sciences, engineering, and health.

We welcome you to visit our website to explore and learn more about African Studies at Pitt and all the exciting events and activities of our members. Check out our upcoming events, and please join us and be a part of the ongoing knowledge and cross-cultural exchanges throughout the year. I hope that you enjoy reading our reports and stories while you learn about the African Studies at Pitt and our contributions to enriching the international education experience of our students. Thank you for your interest in the African Studies program and for your continued support.

I wish everyone a wonderful and exciting new academic year.

Sincerely,
Dr. Macrina C. Lelei

Chancellor's Staff Award for Diversity and Inclusion

Dr. Lelei was a recipient of the 2016 Chancellor's Staff Award for Diversity and Inclusion—a category that was created to recognize a staff member who has contributed to the University's diversity initiatives and worked to create a culture of inclusion to their department, business unit, or school at the University. The selection committee was struck by the far-reaching impact that Dr. Lelei has had on our students, an impact that has not only created a more diverse and inclusive campus, but that has extended well beyond the boundaries of Oakland. Our students who have participated in study abroad programs in Tanzania, South Africa and Ghana have returned with expanded views of the world. Many of them have been recognized with the highest forms of national and international awards including Rhodes, Boren, and Fulbright Scholarships. Moreover, many of those students who have participated have empha-

sized how these programs have made them kinder and more accepting of others. As described by undergraduate student Bhavini Patel, Dr. Lelei has helped students "...be sensitive towards the individual diversity of culture, language and lifestyle patterns..." and she truly embodies the culture of respect and inclusions on campus and beyond. We congratulate Dr. Lelei on this truly deserved award!



Above: Dr. Lelei receives her 2016 Chancellor's Staff Award for Diversity and Inclusion alongside co-worker Anna-Maria Karnes

Education Award

The Union of African Communities in Southwestern PA recognized the African Studies Program for the work they do to promote the study of Africa not only on campus but in the schools and communities in Pittsburgh and the surrounding areas. ASP was one among the recipients of the 2016 Diversity Award within the Education category. The UAC-SWPA African Diversity Awards were the first of their kind to recognize people, business, organizations and institutions that have excelled in promoting equality and diversity across the region. We are truly honored and humbled by this recognition, and we will continue to work hard to promote the study of Africa throughout the region.

ASP STAFF MEMBERS



Anna-Maria Karnes is a graduate student in the School of Education's Department of Administrative and Policy Studies. She was originally born in Cameroon but comes to us from Texas. She began her Ph.D studies in International and Comparative Education fall 2012 and focuses on comparative and higher education in Ethiopia. Anna-Maria is the student advisor, a role in which she assists students with course planning and academic matters, providing guidance to certificate students on completing the program. She also shares the responsibilities of K-12 outreach, allowing African Studies to actively challenge public perception of Africa throughout the community. She also advises all African Studies Certificate students on pursuing interests in Africa and completing the certificate program.



Katherine Mooney is the Administrative Assistant for the African Studies Program. She joined the African Studies Program in January as an intern. She earned a bachelor's degree in English Literature and History from the University of Pittsburgh in April. She hopes to pursue a Ph.D. in Political Science with a concentration in International Relations, specifically pertaining to post-conflict policies in Sub-Saharan Africa. She provides administrative support to all operations, maintains the African Studies website, designs outgoing publications, plans and implements on-campus events, interfaces with students and the African Studies community, organizes the Model African Union for high school students in the Pittsburgh area, shares K-12 outreach responsibilities, and provides support for the program's staff, interns, and students.

ASP INTERNS

THIS YEAR, THE AFRICAN STUDIES PROGRAM UTILIZED FOUR INTERNS, EACH OF WHOM SERVED AN INTEGRAL FUNCTION TO SUPPORT PROGRAM ACTIVITIES:

Tiauna Boyd is a master's student in GSPIA and conducted research on deterrents to students interested in pursuing study abroad in Africa. She also assisted on an as-needed basis with event preparation and execution and went on the Pitt Summer Abroad Program in Tanzania as the Program Assistant during the summer of 2016.

Erika Kotroba graduated from the University of Pittsburgh with a degree in French and Political Science. Erika was an intern for the Fall semester and the student ambassador for the Spring semester; her work was invaluable to the program, and she will be missed.

Meghan Schneck is a junior at Pitt majoring in Emergency Medicine in the School of Rehabilitation Sciences. Meghan was an intern in the Fall semester.

Katherine Mooney was the intern for the Spring semester.

Together, they were responsible for creating and sending out the monthly newsletters, raising awareness of the certificate through on-campus advertising campaigns, expanding our social media presence, brainstorming and implementing a student-run event, and conducting classroom visits.

below: End-of-Spring Semester celebration luncheon with our hard-working interns



SCHOLARS & FELLOWS

Stephen Lazen Juma

Fulbright Foreign Language Teaching Assistant (FLTA) – Swahili (Kenya)



Originally from Kitale—an agricultural town in the northern rift valley of Kenya, Stephen Juma spent the academic year at the University of Pittsburgh, serving as a FLTA for African Studies and a Heinz Fellow for the Global Studies Center. Stephen received his Bachelor's degree in Education with a major in Linguistics from Masinde Muliro University in Kenya, and is a high school teacher in his home country. Since his arrival here, Stephen has found that most of his time at Pitt is devoted not only to his responsibilities as a Teaching Assistant in the Swahili classes, but to his leadership in the newly launched Swahili Club. The Swahili Club was established this fall to provide interested students an opportunity to learn and practice their Swahili skills as well as learn about the cultures and peoples of Eastern Africa.

We are honored to host Stephen as the first FLTA for the African Studies Program. The FLTA is a flagship international educational exchange program sponsored by the US government designed to increase mutual understanding between the peoples of the United States

and other countries. During his short time at Pitt, Stephen is already drawing contrasts between his experiences here and in Kenya, saying, "The classes are very crowded in Kenya and there are limited resources for the amount of students at my school...Pitt has proved to have an abundance of opportunity". Stephen is also excited and looking forward to doing outreach activities to schools to share his knowledge with the school students and to learn about the American education system.

Onyinyechi 'Gandhi' Chukwunyerere

Graduate Fellow



Onyinyechi Chukwunyerere 'Gandhi' is a lawyer by original training. He obtained a Bachelor of Laws (LL.B) degree from the prestigious Obafemi Awolowo University, Ile-Ife Nigeria, and was subsequently called to the Nigerian Bar in June 2012 as a solicitor and advocate of the Supreme Court. He is currently a Master of Public and International Affairs candidate at the famed Graduate School of Public and International Affairs, University of Pittsburgh.

Gandhi has served as president of the Legal Aids Group of Nigeria's National Youth Service

Corps (NYSC) where he led other young lawyers on a national program of free legal representation for indigent citizens, especially those unlawfully imprisoned, or facing other forms of human rights violation. He also served as secretary and publicity Director of the Access to Justice and Law Initiative (AJLI), a human and environmental rights advocacy platform active in Nigeria's Niger- Delta region.

Since arriving at Pitt, he has served as the operations director of the Pan African Graduate and Professional Student Union (PANAF), the flagship organization for graduate students of African descent at Pitt. In this capacity, he helped initiate the annual African Leadership Lecture Series, the first installment of which held last February, and was graced by several dignitaries within and outside the University, including the Nigerian Consul General in Atlanta, Ambassador Goefrey Teneilabe. Gandhi now leads the PANAF as its newly elected president. He has also been recently elected to the presidency of the International Development Studies Association (IDSA), an illustrious organization for Pitt students interested in International Development. He currently serves as a member of the University's Benefits and Welfare Committee.

Gandhi was conferred with a fellowship by the African Studies Program this fall and is currently working to establish Pitt's Model African Union Club whose mandate includes the selection and preparation of a competent student delegation to represent the university at the annual model African union session in Washington DC next February, as well as helping to organize the annual Pitt model African Union event for Pittsburgh's public schools.

Gandhi's ultimate ambition is to serve his country in the near future in a very consequential capacity.

Jerusalem Yibeltal Visiting Scholar



Ms. Jerusalem Yibeltal was a visiting scholar at the University of Pittsburgh, School of Education from Addis Ababa University in Ethiopia where she is a PhD candidate in International and Comparative Education. She was a recipient of the prestigious World Bank Robert S. McNamara fellowship program grant (2015/2016) that allowed her to spend one academic year at the University of Pittsburgh conducting Ph.D. research under the supervision of Professor John C. Weidman of the School of Education. Her research interest includes modernization of higher education, graduate labor market, and socio-economic problems in education. Upon completion of her doctoral studies, Jerusalem plans to open a 'generic' center which will play a critical role of creating a competitive labor force equipped with up to date employability skills. The center will also be expected to address issues like graduate employment/unemployment, university-industry linkage and quality education in Ethiopian higher education institutions.

FACULTY REPORTS

Elena Baylis, Associate Professor in the School of Law, was recently published in the Washington University Global Studies Law Review (Vol. 14, p. 243) in December of 2015. Her impressive 74-page research paper is entitled “What Internationals Know: Improving the Effectiveness of Post-Conflict Justice Initiatives.”

Her abstract reads: “This article contributes to the literature on transitional justice by examining how internationals are developing the information and skills that comprise post-conflict justice knowledge, and whether they are able to effectively implement that knowledge in their work.”



Ronald A. Brand is the

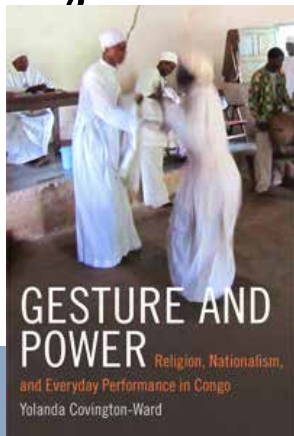
Chancellor Mark A. Nordenberg Professor of Law and Director of the Center for International Legal Education at the University of Pittsburgh School of Law. He is a member of the International Academy of Comparative Law, a member of the Executive Committee of the American Branch of the International Law Association, and a recipient of the ABA Section on International Law’s Leonard J. Theberge Award in Private International Law.



Dr. Brand was also appointed as an External Examiner in the School of Law, at Moi University, Eldoret Kenya, for 2016-2019.

Dr. Yolanda Covington-Ward,

Assistant Professor of Africana Studies with a secondary appointment in the Department of Anthropology, and affiliated faculty member in the Global Studies Center, African Studies Program, and Gender, Sexuality, and Women’s Studies Programs at Pitt, released her new book *Gesture and*



Power: Religion, Nationalism, and Everyday Performance in Congo on December 30, 2015. It is available for purchase on the Duke University Press website and on Amazon. Dr. Covington-Ward was also recognized in the December 19, 2015 edition of the Pittsburgh Tribune-Review for the publication of this book. Additionally, Dr. Covington-Ward was one of several faculty members selected through a competitive process to be a Faculty Fellow at the University of Pittsburgh Humanities Center for 2016-2017. She will be working on her second book project, *Transforming Communities, Recreating Selves: Performance and Immigrant Identity Formation in the Liberian Diaspora*.

Dr. W. James Jacob is an Associate Professor in the School of Education, as well as the Director of the Institute for International Studies in Education. He has published multiple times in the past year. He is the co-editor of two book series related to the development of CIDE scholarship: International and Development Education (Palgrave Macmillan) and Pittsburgh Studies in Comparative and International Education (Sense Publishers). His most recent books include *Indigenous Education: Language, Culture, and Identity* (with Sheng Yao Cheng, and Maureen Porter, Springer, 2015); *Policy Debates in Comparative, International, and Development Education* (with John Hawkins, Palgrave Macmillan, 2011); *Beyond the Comparative: Advancing Theory and Its Application to Practice* (with John Weidman, Sense Publishers, 2011); and *Inequality in Education: Comparative and International Perspectives* (with Donald B. Holsinger, Comparative Education Research Centre, University of Hong Kong and Springer, 2008).

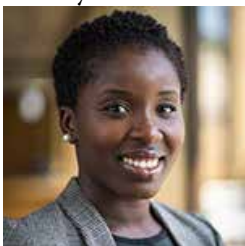


Dr. Jamie Miller is a Postdoctoral Fellow in the Department of History, though he has also been a Fox Pre-doctoral International Fellow at Yale University, a Visiting Assistant Professor at Quinnipiac University, and a Postdoctoral Fellow at Cornell University. His first book, *An African Volk: The Apartheid Regime and Its Search for Sur-*



vival, is in production at Oxford University Press, and his most recent article, “Africanising Apartheid: Identity, Ideology, and State-Building in Independent Africa”, was published in the fall 2015 issue of the Journal of African History.

Matiangai Sirleaf is an Assistant Professor in the School of Law. Her fascinating 80-page article “Regionalism, Regime Complexes and International Criminal Justice in Africa” was published in the Columbia Journal of Transnational Law. The article aims to identify “an emerging regime complex in the field of international criminal law and analyzes the development of the regional criminal chamber to the African Court of Justice and Human Rights.”



Published Works:

Regionalism, Regime Complexes and International Criminal Justice in Africa 54 COLUM. J. TRANSNAT'L L. 699 (2016) is the first to identify an emerging regime complex in the field of international criminal law. It analyzes the development of the regional criminal chamber to the African Court of Justice and Human Rights. A regime complex refers to the way in which two or more institutions intersect in terms of their scope and purpose. This article discusses how the International Criminal Court's institutional crisis created a space for regional innovation. It demonstrates how the development of a regional criminal tribunal in Africa is the result of intersecting factors in international criminal justice. It finds that regime complexes can form not only due to strategic inconsistencies as discussed in the literature, but also because of the influence of regional integration. It argues that the regionalization of international criminal law is a useful addition to the field of international criminal justice, which has hitherto been hampered by the limitations of both domestic and international adjudication. This article concludes that regionalization of international criminal law is a positive development. Available at SSRN: <http://ssrn.com/abstract=2293988>.

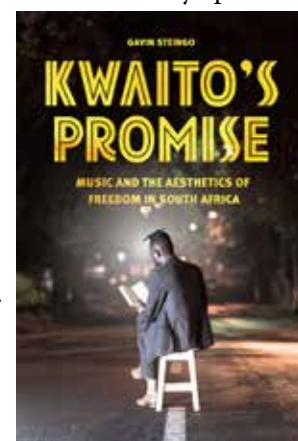
Academic Presentations:

- African Court Research Initiative Conference, Arusha,

Tanzania July 2016 presenting draft book chapter on the Criminalization of Trafficking in Hazardous Waste in Africa;

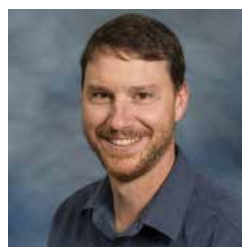
- World Social Sciences Forum, Durban, South Africa Sept. 2015 Panel: The African Court and the Fight Against Gross Human Rights Abuses in Africa (audience size approx. 15 people)

Dr. Gavin Steingo, Assistant Professor in the Department of Music, published a book entitled *Kwaito's Promise: Music and the Aesthetics of Freedom in South Africa* through The University of Chicago Press. Kwaito is a form of electronic music (redolent of North American house) that came to represent the post-struggle generation of South African urban black youths. By resisting the truism that “music is always political,” Steingo elucidates a music that thrives on its radically ambiguous relationship with politics, power, and the state.



Dr. Josef Werne, Associate Professor, Director of Graduate Studies is a coauthor on a paper that has just been accepted to Nature which presents a 1.2 million year climate record from East Africa based on the sediment record from Lake Malawi.

Johnson, T.C., J.P. Werne, E.T. Brown, A. Abbott, M. Berke, B. Steinman, J. Halbur, S. Contreras, S. Grosshuesch, A. Deino, R.P. Lyons, C.A. Scholz, S. Schouten, J. Sinninghe Damsté (in press) The Mid-Pleistocene Transition in Southern East Africa: Potential Impact on Early Human Migration. Nature. DOI 10.1038/nature19065



He is also continuing research, along with many collaborators, on the Homin Sites and Paleolakes Drilling Project, which is a multidisciplinary international project attempting to provide a context

FACULTY REPORTS

of climate and environmental change for hominin evolution, development, and migration in East Africa (for more info see <https://hspdp.asu.edu>). They are presenting results of this project at the upcoming Gordon Research Conference on Organic Geochemistry in July.

Ferland, Troy M., Josef P. Werne, Andrew S. Cohen, Tim K. Lowenstein, Daniel M. Deocampo, Robin W. Renaut, R. Bernhart Owen, Gijs De Cort (2016) Preliminary results of a molecular isotope study of sediments from Lake Magadi, Kenya over the past ~million years. Proceedings, Gordon Research Conference on Organic Geochemistry, Holderness, New Hampshire, July, 2016.

Dr. Thuy Bui,

is an Associate Professor of Medicine and Medical Director, Program for Health Care to Underserved Populations at Pitt. Her recent publications include: Sawatsky AP, Parekh N, Muula AS, Mbata I, Bui T. Cultural implications of mentoring in sub-Saharan Africa: a qualitative study. *Medical Education* 2016; 50(6): 657-669.



Pictured Right: The MOSI-DA-TUNYA, or VICTORIA FALLS, near LIVINGSTONE, ZAMBIA. A geographic wonder and UNESCO World Heritage site, it is the world's widest waterfall. Photo taken by Dr. James Jacob.



BUILDING SUSTAINABLE PARTNERSHIPS IN ZAMBIAN HIGHER EDUCATION

27 July 2016
Lusaka, Zambia

Associate Professor James Jacob is a co-principal investigator of a USAID-funded project for \$24.1 million, titled “Read to Succeed – Zambia.” The five-year project will conclude in March 2017 and is implemented by a Creative Associates International-led consortium, which includes the University of Pittsburgh, Research Triangle Institute, Plan International, School-to-School International, and a number of local resource organizations in partnership with the Government of the Republic of Zambia through its Ministry of General Education (MOGE) and Ministry of Higher Education (MOHE).

Other key University of Pittsburgh colleagues who participated on the project, especially at the onset, include Professor John C. Weidman of the School of Education, who served as the co-PI for the University of Pittsburgh during its first two years, and Dr. Macrina Lelei, Director of the African Studies Program, served as a consultant.



RTS Project Group photo of the inaugural Annual Work Planning Workshop in Lusaka, Zambia on 8 June 2012. John C. Weidman, Macrina Lelei, and W. James Jacob are among the participants. Photo courtesy of W. James Jacob.

One of the key components of the RTS Project focused on helping to build the research capacity among Zambian higher education institutions (HEIs). To achieve this goal, RTS engaged MOGE and higher education institutions (HEIs) to conduct research which generates information on gaps in the teaching and learning processes. Under the leadership of Dr. Jacob and University of Pittsburgh, RTS worked with MOGE to establish the Research Coordination Committee (RCC) which was meant to champion the National Research Agenda including the national Education Research Symposium. The RCC was appointed by the Permanent Secretary and later culminated into the development of By-laws for the operation of RCC as well as terms of reference for the Education Research Symposium Organizing Committee. Fur-

ther, the University of Pittsburgh deliberately worked with HEIs to foster closer ties among themselves and government policy makers. Linked to the above was the internship program for student researchers which assisted and mentored students that were conducting studies as part of their university degree requirements.

In summary, the RTS Project had a clear institutional impact related to the above interventions. This impact laid out a national structure for research coordination and experiences shared and to further recommend ways of enhancing research collaboration between the MOGE, MOHE, and Zambian HEIs for future consideration.

The University of Pittsburgh has played a leadership role in the following four areas of RTS Project accomplishments as of August 2016. First, the RCC and the National Research Agenda were established initially to help coordinate research activities between MOGE and Zambian HEIs. While many of the activities initially set out were helpful, there were several obstacles that prevented them from succeeding as originally planned. Leadership strategies, meeting frequencies, prioritization, structural constraints, and lack of initial funding all played important roles in the ultimate outcomes realized with these two initiatives.



University of Pittsburgh data collection team behind primary school students during a site visit in the Eastern Province, 25 June 2014. Photo courtesy of Jared M. Jacob.

Second, there are several challenges highlighted that often prevent Zambia HEIs from being able to successfully collaborate on research activities with MOGE and MOHE (and vice versa). Time is a big issue where senior government officials and planners often are overloaded and given sometimes competing assignments. Adding additional assignments—like trying to encourage collaboration with non-ministry of education staff and personnel (e.g., faculty members conducting research at various HEIs), is often met with little success. This is primarily because rewards structures are not well established to support these types of collaborations. Insufficient human and financial support will make it difficult for MOGE and MOHE to sustain collaborative efforts in

the long-term unless this issue is resolved.

Third, the Higher Education Research Network (HERNet) was established in 2013 and has since developed several activities that are projected to be sustained well beyond the lifespan of the RTS Project. Chief among these activities include the support of the Excellence in Higher Education Journal with a focus on African higher education, visiting scholars exchanges and Pitt in Zambia Study Abroad Program, and the RTS Internship Program. Each of these highlight the strong partnerships and collaboration that have been developed over the past five years between the University of Pittsburgh, University of Zambia (UNZA), Copperbelt University, other Zambian HEIs, and MOGE/MOHE. A final activity that is being planned for November 2016 is the Education Research Symposium (for more information see HERNet.org). We anticipate this will be sustained on annual basis afterwards.

Fourth, in response to whether or not research being conducted at Zambian HEIs is contributing to policy making, Dr. Jacob noted how “the answer from senior higher education administrators and government policy makers varied substantially.” Many of those interviewed by Dr. Jacob in a recent trip to Zambia indicated yes, others no, and some indicated it depends. A primary finding of this University of Pittsburgh-led study highlighted that while there are many connections that exist between MOGE, MOHE, and Zambian HEIs, they are largely at the individual level (as compared to strategic institution-to-institution research initiatives). Much more can be done to improve the use of research findings among actors in the education sector, and especially among policy makers. Many respondents felt the re-establishment of the annual Education Research Symposium will be a key first step in helping to bridge this divide. “If greater research network opportunities existed, greater synergies could be created,” Dr. Jacob concluded.



Members of the Pitt in Zambia study abroad group preparing for their white water rafting trip down the Zambezi River, near Livingstone, Zambia, 28 June 2014. Photo courtesy of W. James Jacob.

When asked “what is the role of colleges of education play in promoting classroom-based action research?” most respondents indicated that in theory they should play a huge role. But the reality is that they unfortunately don’t. Dr. Jacob identified three reasons

for this lack of action research: (1) lack of research skills capacity, (2) lack of support and rewards structures, and (3) the need for ongoing professional development training among teacher trainers and administrators of Zambian HEIs.

Many of the individual relationships and institutional partnerships forged over the past five years between the University of Pittsburgh and the Government of Zambia and Zambian HEIs will likely continue well into the future. During the next year, Dr. Jacob has been asked to provide ongoing technical assistance to the recently established Higher Education Authority, which will play a lead role in developing accreditation standards for Zambian HEIs at the national level. The Higher Education Authority will also help the government establish and implement policy measures that can better institutionalize strategic research initiatives at the local, provincial, and national levels.



First national Education Research Symposium Organizing Committee Meeting held at the Ministry of General Education (MOGE), Lusaka, Zambia on 25 July 2016. Back row, from left to right: W. James Jacob, University of Pittsburgh; Lord Mbambu, University of Pittsburgh, Zambia; and Patt Flett, Zambia Education Sector Support Technical Assistance (ZESSTA). Front row, from left to right: Harrison Daka, University of Zambia (UNZA); Oswell C. Chakulimba, UNZA; Lancelot Mutale, MOGE; Charity Banda, MOGE; Gervase Maipose, Zambian Open University; Eustarckio Kazonga, University of Lusaka; Dennis Banda, UNZA; Audrey Mwanza, ZESSTA; and Stephen Zimba, MOGE. Photo courtesy of W. James Jacob.

“Maurice Oduor is an alumnus of the Pitt Law LLM Class of 2004. Mr. Oduor is the acting Dean of the School of Law at Moi University in Eldoret, Kenya, and has previously served at the School both as a lecturer and as Head of its Department of Legal Aid Clinics and Externships. Moi University is the second oldest public university in Kenya, and enrolls over 20 thousand students. Mr. Oduor received his bachelor of laws degree from Moi University, and is one of several Pitt Law LLM alumni at Moi who have helped to build a strong collaborative relationship between our two schools.” The Center for International Legal Education at Pitt was kind enough to send us a portion of their interview with Maurice, which can be found below.

RT: Tell me a little bit about your current position with Moi University School of Law.

MO: Currently I am the acting Dean of the School of Law at Moi University, and in my position as Dean I am in charge of the day to day running of the school, the administrative aspects as well as the academic functions of the school. Under my leadership we have heads of departments. We have four departments in the school: the Department of Public Law, the Department of Private Law, the Department of Commercial Law, and then the Department of Legal

Aid clinic and externships. I should mention that the Department of Private Law is headed by a Pitt Law LLM alumna, Linda Khaemba (LLM '05), and the Department of Commercial Law is headed by another Pitt Law LLM alumnus, Vincent Mutai (LLM '03).

In a typical day as acting Dean, I deal with the day to day administrative issues of the School, I listen to complaints and to requests for assistance from staff members, I receive visitors to the School, and I act as the connection between the University and the School, representing each to the other.

RT: What parts of your job do you like the most, or the least?

MO: You know, I am an academic – I like to research and to write. This position is an 8 to 5 job, so there is very little time to research and write – I have to be at my desk as Dean all day. And because I am new – I just took this position this year – there is a lot of learning that I am doing on the job. So that is the least desirable part of the job – but on the other hand, it is also a great opportunity, because I contribute to the running of

the school, I have real influence over the direction in which the school goes, and make some of the major decisions that need to be made.

RT: I know from the news that Moi's law school had been going through some struggles in recent years with government accreditors, court cases and the like – has that pretty much settled down now?

MO: Yes, that is settled. What happened was that the regulators had wanted us to comply with certain requirements, and to do this we started new construction. This construction is about to be completed -- this has a library as well as offices and other functions -- and we should be able to occupy it by August of this year. The problem with the regulators was that they did not recognize the progress that we had made, that we had started construction, that we had recruited more lecturers, that we had bought many more books and computers, that we had subscribed to major legal research databases such as Lexis-Nexis. They made a very hasty decision, and after trying to cooperate with the regulators we challenged this decision in the courts, and we won. As a result of this successful challenge, the regulators have been completely reconstituted. Nonetheless, we are still working to up the quality of our research and of our instruction, to do what we can to avoid any future issues.

RT: When you went to get your LLM, did you already expect that you would go on to teach in law school, or did you expect to go into practice but changed your mind as a result of the LLM experience?

MO: I was very clear in my mind that I was going to go into teaching, and I was very clear that I would come back to this school and teach – this was my career trajectory.

RT: What types of careers do your own students at Moi typically go onto after they graduate from your law school?

MO: A bit of everything. A number of them go into teaching – after they graduate, they get a masters and then go into teaching law. But a majority go into private practice; a decent number go into government jobs, for example as magistrates, judges, or public prosecutors; others go into non-governmental organizations or other public institutions.

RT: What part of your LLM experience at Pitt

Law do you think has been the most valuable to you in your career in Kenya?

MO: I think the part of the LLM experience that has been very useful has been the exposure to a different way of learning, this has been very instrumental, the so-called Socratic method. One of the other things it helped me to do was to develop an approach to research, to finding out information. Even though we were taught how to do research, the big problem that we had [at Moi] was that we didn't have access to materials and sources, and when I went to Pitt I had access to all of these sources and I was able to develop my research skills.

Then there was the internship that I did after my Pitt LLM year with the Malakoff law firm – that was very interesting, because I was able to learn about the differences between the manner in which law firms are run in the US and how they are run in Kenya, a totally different approach, and it made me aware of different areas of practice. When I came back to Moi, I practiced law for a time and I tried to incorporate into my work some of the ideas that I acquired in my internship at this law firm.

RT: What was the most significant difference in law firm management between the US and Kenya that you noticed?

MO: In the US, law firms are more likely to be specialized, they deal in specific areas of practice, whereas in Kenya our firms do everything, they are general practitioners. We haven't yet reached that level of point where law firms are focused on specific issues. And then most firms in the US are partnerships, whereas here larger firms are less common.

RT: What was your best experience in the Pitt Law LLM program?

MO: Outside of the classroom, the LLM class trip to Washington DC, attending the Supreme Court session, touring Congress. It was good to have all of program activities outside the classroom, the ability to meet different people from many different cultures, and to share experiences from different areas of the world. This was the highlight for me.

You can see this interview in the CILE Notes Publication for 2016!

PITT STUDENTS IN AFRICA



Here our Pitt in Tanzania group pushes their bus out of the sand after visiting the Isimila Stone Age site near Iringa, Tanzania.

Who studies abroad in Africa? How many students do we send? Where do they go?

over the past two years (Fall, Spring, Summer, and Full Year Academics), the university of Pittsburgh has sent 102 undergraduate students to Africa on study abroad programs.

FALL 2015 – 2 TOTAL

1 Tunisia

1 Morocco

SPRING 2016 – TOTAL 12

Pitt MAP (Morocco) – all 7 students

Other Study Abroad Programs – 5 students

SUMMER 2016 – TOTAL 36

Pitt in South Africa – 16

Pitt in Tanzania 12

Other Study Abroad Programs – 8

Additionally, with regards to graduate students, 8 students went on international medical rotations, 17 students went on international internships, 3 went on independent study abroad programs, and 2 went on independent research opportunities.

STUDENT SCHOLARSHIPS

"Me by a waterfall in Machame"



"A group of CLS participants after a mtheme drum lesson. The mtheme drum is traditionally performed by women of the Gogo tribe in Central Tanzania."

Ashley Saxe
Mellemfolkeligt sam-
virke training centre for
development cooperation

Arusha, Tanzania

My name is Ashley Saxe and I am senior majoring in Rehabilitation Science at Pitt. This summer I was awarded the Critical Language Scholarship and was privileged to study at MS-TCDC in Arusha, Tanzania. The program focuses on Swahili language through 20 hours a week of intensive language courses, which are taught in the target language. In addition to the classroom setting each week we meet with our language partner for four hours to converse in Swahili and participate in cultural activities. Two CLS stu-

dents live in each local homestay which provides another, more relaxed, setting to practice and learn Swahili. We follow a strict Swahili only language policy which has pushed me daily in my Swahili use and knowledge. On weekends we participate in daily activities of our host family and have the opportunity to better understand the culture. We frequently go on cultural excursions as a program as a part of our classes or over the weekends. We have shopped at the local market for food to cook for lunch, visited a local entrepreneur, toured a local business which employs people with disabilities, and have taken trips to Machame village and Ngorongoro Crater. This program has improved not only my knowledge of proper Swahili, but has given me the confidence

to speak the language with East Africans. Our group, 23 students from across the United States, has come together to be a great support system while in-country, and has also pushed me to expand my understanding of Tanzania and East Africa."



"Me and another program participant (Amy) with our Maasai friends." We visited their boma and learned about their culture and history

STUDENT SCHOLARSHIPS

GOJO RESTAURANT ON RAS DESTA
DAMITEW STREET



Aнна-Мария Карнес
Addis Ababa, Ethiopia

“Triumph Through Adversity: The Tenacious Ethiopian Woman and Her Rise to Success”

I received a mini grant from UCIS and the School of Education to work on my dissertation research this summer in Ethiopia. My research is focused on the educational successes of rural Ethiopian females who have completed a master’s degree from a university in Ethiopia. I hope that by learning the stories of women who have been successful we can help other women in Ethiopia be just as successful in their education.

I interviewed 35 women mostly from a rural area in Ethiopia, seven had been orphaned, three were blind, and others had experienced such intense poverty. To hear their stories of triumph in the face of adversity was not only an incredible learning experience for me but I hope I will be able to take nuggets out of what each of them shared and be able to motivate other women to study. Jerusalem, my research assistant, my mom, the transcriber and I did most interviews at the Ghion hotel which had huge gardens and a swimming pool. We sat under a Gazebo near the swimming pool every day to have a private place to interview each participant and were

able to stay dry as the rainy season began.

My favorite interview was of a woman who was so tenacious that nothing would keep her out of school. She became a maid in Addis in the summers and made enough money to pay a room for rent in the town where the high school was. She however did not have enough money to buy food and so her roommates would share with her. She did not have her first pair of shoes until her senior year of high school. But poverty did not stop her. She encouraged all women to go to school whether you have shoes or not just go and persevere.

A heartbreaking story I heard was of a blind woman who was on her own by seventh grade. She developed a skin disease and didn’t know what was happening to her, she was abused while trying to get water every day and almost drowned in the river on multiple occasions. She experienced such trying circumstances living on her own but she would not go back to her rural village. No fear would send her back to her parents; she knew her education was her future. Now she works for a governmental organization, has her master’s degree and is quite accomplished.

I truly look forward to analyzing all 35 interviews this year. Thanks to UCIS and the School of Education for helping to fund this project.

Sincerely,
Anna-Maria Karnes



SERVICE LEARNING



Photo by Sean McCarthy, '17 from Ogiilai, Tanzania (Summer 2014)

Sean McCarthy
GREEN HOPE
OGIILAI, TANZANIA

Green Hope School is a pre-primary, English medium school located in the village of Elboro, just outside of Arusha Tanzania. It was founded by University of Pittsburgh students Robert Snyder and Pooja Patel alongside our Headmistress Harriet Joel in 2011. Since then we've served 50+ students, raised over \$15,000, and organized 5 volunteer trips for 23 volunteers.

Green Hope's mission is:

The Green Hope Orphanage, Inc. provides financial, administrative, and academic support to educational institutions in underserved, low-income communities in rural Tanzania. Our assistance is targeted at institutions run with a local perspective, integrating themselves into the community, and ensuring the needs of those it serves are met.

This past summer Sean went abroad to relocate the school from Ogiilai to Elboro. Some of what I did:

- Negotiate a rental contract with a land owner.
- Build a relationship with the Elboro village government & leaders.
- Work with a lawyer to construct a Tanzanian legal entity (NGO) to operate under in the future.
- Strengthen our Non-profit, Business, and Government contacts in Tanzania.
- Search for long term land and building solutions for Green Hope's future expansion.

Sean mostly runs around helping wherever he can and planning and implementing development / strategic plans, expansion project proposals, curriculum development, volunteer programming). Brittany Dorazio has recently taken over fundraising and has been doing a wonderful job. Brittany is based out of NYC.

Day to day in Tanzania is centered around running the school. Sean, the school staff, and other volunteers give the students porridge in the morning and lunch in the afternoon. They teach math (counting, addition, subtraction) and English (colors, shapes, parts of the body). Harriet is also trying to expand the day care aspect of the school, which is more caring for children ages 0-2. (Our past students have been ages 3-6).

PITT IN SOUTH AFRICA



This 4-week summer program is located in Cape Town and is affiliated with the University of Cape Town, Africa's premier English Language-speaking University. This year 16 students went to Cape Town!

The program has been designed to allow students to engage with South Africa's history, as well as contemporary literature and social entrepreneurship efforts. Students can take 6 to 9 credits and can fulfill 2 foreign culture requirements while also gaining first-hand experience of South Africa's oldest city. It is regarded as one of the country's most beautiful cities, with its backdrop of flat-topped Table Mountain juxtaposed by the sweep of the Atlantic Ocean in the foreground. The courses offered in the program are:

- U.S. FOREIGN POLICY IN AFRICA
- CONTEMPORARY AFRICAN LITERATURE
- SOCIAL ENTREPRENEURSHIP IN SOUTH AFRICA



A picture from our tour of the Cape Peninsula.



PITT IN SOUTH AFRICA

John C. Stoner serves as the on-site faculty director and is also the instructor for the U.S. Foreign Policy in Africa course. Dr. Stoner is an undergraduate advisor and a lecturer in the History Department at the University of Pittsburgh. He received his PhD in History from Columbia University. His research focuses on U.S. political, social, labor history (20th century), U.S. and the world, sub-Saharan African labor, political history, comparative history, and transnational history. This summer, Dr. Stoner taught a course on US Foreign Policy in Africa.

Michael Lovorn is an Assistant Professor of Social Studies Education in the Pitt Department of Instruction and Learning. He earned a PhD in Curriculum and Instruction with an emphasis in Social Studies Education from the University of Tennessee in 2003. His research interests include best practices in history and social studies, historiographical analysis, and humor in the classroom. Michael serves as on-site instructor for the Comparative and Global Perspectives on Education course. Mike taught an Education course which featured (among other things) how history is memorialized and taught through museums, monuments, and etc.

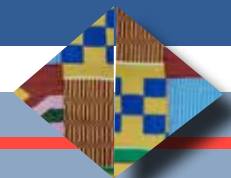
Dr. Steven Nabieu Rogers received his PhD in Urban Planning and Policy from the University of Texas at Arlington after receiving an MA in Social and Public Policy from Duquesne University and a BA in Political Sciences from the University of Sierra Leone. His areas of expertise include market and urbanization in developing countries, social and public policy analysis, changing socio-spatial configurations in developing countries, emerging Markets and Urbanization, regional Economic Integration, governance and political economy in Africa



A chance meeting with a group of students from a township school while touring the Castle of Good Hope of the Dutch East India Company.



PITT IN TANZANIA



This is a six-week, 10-credit summer study program that offers students an intensive learning experience combining in-class instruction with immersion in the daily life and cultures of the Tanzanian people.

Ruba Idris study abroad student summed up her experience in Tanzania with this quote:

"We travel, some of us forever, to seek other places, other lives, other souls." □ Anais Nin

The program takes place in Iringa, a city in the southern part of the country. Our partner institution in Iringa is CIEE - a nonprofit, nongovernmental organization that is a world leader in international education and exchange. CIEE and the Study Abroad Office share the mutual goal of helping students gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world. The courses students took this year were:

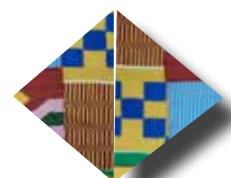
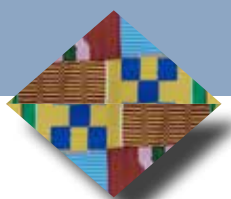
- Swahili Language
- Introduction to East African Culture and Society
- Health Issues in East Africa

Twelve students participated in the Pitt in Tanzania program this year. They were very engaged with the people and culture of Tanzania and studied hard. Several of them have already come by the office to ask when they can go back!

"A once in a lifetime personal evolution experience." -Matilda Izevbogie, Pitt in Tanzania '16



making friendships that last for a lifetime



enjoying a "family" dinner at Neema's



PITT IN TANZANIA

Sarah Beckham serves as the instructor for the Health issues in East Africa course. Dr. Beckham conducts research in Iringa, Tanzania, where she has been living for the past four years with her husband, Justin, and their 13-year-old son, Juma. She first became interested in Tanzania as an undergraduate on a study abroad program, when a stubborn strain of malaria sparked her interest in health. She obtained an MA in African Studies and a Master of Public Health (MPH) from Yale University in 2009, before going to Johns Hopkins School of Public Health, where she did her doctorate in the International Health department, in 2013. Her main research interests are at the intersection of reproductive health and HIV/AIDS, especially among populations at high risk.

Justin Beckham is the CIEE Resident Director. He has lived and worked in Tanzania for 15 years, and has lived in Iringa for four years. Justin's experience studying abroad in Tanzania started his study of Swahili, local Tanzanian histories, and his love for the country. This was followed by more research trips to Tanzania, leading to two master's degrees in history from Yale University and extensive research into the 1964 Zanzibar revolution on Pemba Island. Fluent in Swahili and now conversant in the local Iringa language of Hehe, Justin is passionate about language and cultural preservation as tools in development.



here students "hail to Pitt!" on the shores of the Indian Ocean

Paulo Kateme is the CIEE Resident Coordinator and Swahili Instructor and cultural trainer. He is fluent in Swahili and cultures of East Africa and is very instrumental in helping participants in their acculturation and language learning activities. Paulo has been with CIEE for over 2 years as the multi-level language trainer and cultural expert, leading groups on field trips and excursions and promoting culture exchange programs.

Anna-Maria Karnes served as the on-site faculty director this year and taught the course "East African Culture." She has a master's degree in Applied Linguistics from Texas Tech University and is working on her PhD in Education Policy, which focuses on higher education and women in Ethiopia. Anna-Maria is also the African Studies student advisor.

Tiauna Boyd, who served as the Program Assistant, is Masters of International Development student at GSPIA, and she is majoring in NGO and Civil Society, with plans to earn a certificate in African Studies. Tiauna earned her Masters of Divinity in 2012, and during her journey through Seminary Tiauna was able to travel to Africa and the Middle East. Her trips abroad she was exposed to the ways religious communities responded to peace building, health inequities and human rights violations. Tiauna served as a Peace Corps Health, Water and Sanitation Volunteer in Ghana to gain deeper contextual understanding of the challenges faced among vulnerable rural populations. She hopes to explore models of development that in theory appeals to a sense of a co-dependence of humankind, and in praxis reflects a culturally appropriate response to human rights violations.

"In May and June, I studied abroad in Tanzania. While there, we took courses focusing on public health, culture, and Swahili. I also researched the intersection of traditional and modern medicine in Tanzania and had the opportunity to interview two traditional healers, one of whom is the president of the Federation of Traditional Practitioners in Tanzania. Practicing our Swahili with locals, interviewing them on health-related issues, and forming friendships with our Tanzanian peers was incredibly rewarding; interacting face-to-face with other humans touches our hearts in ways a textbook cannot. I never expected to find friends on this trip who would make saying goodbye so hard."

-Fiona Eichinger, Pitt in Tanzania '16

AREA SCHOOLS EXPERIENCE AFRICA

CULTURAL DAY AT HARROLD MIDDLE SCHOOL

Each year, the African Studies Program participates in Cultures Day at Harrold Middle School, a chance for 6th graders to learn about other cultures through hands on interaction.

This year the African Studies Program, with volunteers from our student body, occupied two classrooms, each of which hosted a different activity. In one room, students and alumni of Pitt's African Drum and Dance ensemble performed and led a West African dance workshop. Students split up into groups for cultural activities and each group tried on African clothes and learned about African cultures (East Africa, South Africa, North Africa) in various ways. For example, the North African cultural activity was learning students' names in Arabic.



learning to dance



Stephen Juma, our FLTA, interacts with students at Harrold Middle School

MODEL AFRICAN UNION FOR HIGH SCHOOL STUDENTS

The Model African Union (MAU) is an annual Spring event where high school students come together for a day of simulation activities. Participants are assigned countries to represent as delegates to the African Union and simulate African Union committees. Preparation for participation in the Model African Union involves substantial research on assigned topics where students are expected to read about the country, learn about the specific issues, and come prepared to effectively debate resolutions on behalf of their country's interests.

On March 15th, 2016 the African Studies Program Team welcomed about 180 high school students and teachers from the Pittsburgh community to debate some of the most pressing issues facing various countries in Africa.

The following high schools participated:

- Baldwin High School
- Brentwood High School
- Community School West
- Hampton High School
- Knoch High School
- North Allegheny Intermediate High School
- North Allegheny Senior High
- Norwin High School
- Quaker Valley
- Riverview High School
- West Allegheny High School
- South Side High School
- Moon Area HS

Students got a taste of African cuisine for lunch and participate in an authentic West African music and dance workshop.

The guest speaker was University of Ghana Senior Professor of Law, Raymond A. Atuguba, who gave an informative keynote about African geography and West African development.



Pitt student and Model African Union moderator, Effie K Sarara, dances to Camara Drum and Dance's music and dance workshop during lunchtime.





STUDENT CLUBS

Swahili Student Association (SSA)

The African Studies program is proud to sponsor the Swahili Student Association (formerly the Swahili Club) for the 2016-2017 academic year!

The Swahili Club is open to all students interested in learning more about East African cultures or polishing their Swahili skills. Meetings take place twice a week, in addition to office hours held by the executive board members. The activities of SSA primarily include teaching and reviewing Swahili in fun and engaging ways. Members are encouraged to continue their study of Swahili through the Less Commonly Taught Languages Center (LCTL).

Other activities of SSA include presentations and discussions about modern Swahili culture and the many countries that speak Swahili. SSA will expose Pitt students to the practices of Swahili culture through conferences, events, places, and interaction, which will allow students to practice their Swahili in an informal way and to share their knowledge with other Pitt students. Lastly, SSA hopes to create partnerships with other organizations to help better Swahili people in Eastern Africa.

MORE ABOUT SWAHILI:

The Swahili language is spoken by millions of East and Central Africans in Kenya, Tanzania, and Uganda, as well as in Burundi, the Central African Republic, the Democratic Republic of Congo, the Comoro Islands, Malawi, Mozambique, Rwanda, and Northern Zambia. Swahili is the official national language of Kenya and Tanzania and is one of the working languages of the African Union. The number of Swahili speakers in Africa increases yearly because of its everyday use in media, commerce, education, and as a regional lingua franca. Swahili cultural heritage is intrinsically connected to African Studies, Africana Studies, and the study of other cultures of African origin in other places in the world. So learning a widely-spoken African language, like Swahili, is essential to being an informed, globalized world citizen. Because of its widespread use and connection with East and Central African cultures, Swahili is essential to African travel, research, and appreciation. Swahili competency and understanding is also crucial to governmental work, international non-governmental organizations, and international businesses. Understanding Swahili will enrich graduate studies in archeology, anthropology, business, history, international law, literature, linguistics, politics, international relations, sociology, and veterinary sciences, among others.



Pitt Model African Union 2016



National Model African Union Conference 02/18/2016

New for this Academic Year, the African Studies Program sponsored an 8-person team to compete in the Annual National Model African Union Conference in Washington, D.C. The Pitt Model African Union Club represented Libya and Eritrea at the 4-day conference, during which students from universities around the nation simulated the proceedings of the African Union. Students prepared for months leading up to the conference, and they were briefed at the embassies of the countries which they represent.



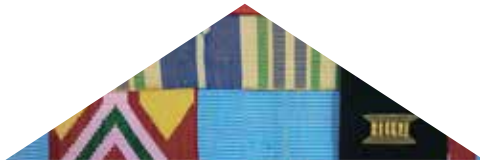
Onyinyechi Chukwunyere, or “Gandhi,” helped to create the first Pitt Model African Union Club. We drew members from various undergraduate programs on campus, and painstakingly began the task of molding them to fit the simulated role of diplomats they were to play at the high profile DC conference. Through weekly meetings, research, rehearsals, lectures, and mock presentations, we succeeded in building a respectable team of eight delegates who represented two countries – Libya and Eritrea at the conference. Our efforts were evidenced the impressive performance they put up throughout the engaging sessions of the four-day conference.



A high point of the conference was the delegation’s visit to the Libyan embassy where the ambassador gave a comprehensive briefing on the domestic and foreign policy thrusts of the government in Tripoli. More so, the delegates returned with vital leadership, policy-making, and diplomacy skills which they subsequently applied while presiding as moderators at the high school Model African Union here in the University.



LET'S TALK AFRICA



Zimbabwe Education: The Road to Recovery

Violet Mutasa

9/17/2015

The African Studies Program brings timely and relevant academic programming to the University community, advancing our mission of fostering an understanding and appreciation of Africa and African peoples on Pitt's Campus. We participated in over 30 events this year. Here are some of the highlights!



Violet shared her personal and professional experience as educator, activist and community leader for education improvement and Entrepreneurship. She is passionate about education and has dedicated her life to showing leadership on social justice issues in and out of the classrooms. She discussed educational challenges in her home country of Zimbabwe and shed light on the positive initiatives putting her country's education sector back on the road to recovery after many years of upheaval. She also shared her experience working with The Nyadire Connection (TNC) - a faith-based, non-profit organization based in Pittsburgh that seeks to support and sustain the Nyadire United Methodist Mission in northeastern rural Zimbabwe. The Nyadire Mission offers a hospital, nursing school, school system (preschool through high school), orphanage, teachers' college, farm, and many other services to the surrounding community.



Policy Blueprints for Africa's Development

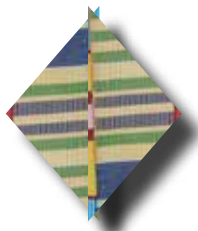
Dr. Sola Talabi, Ph.D. M.Sc. B. Sc, MBA, RMP

9/24/2015



Dr. Sola Talabi is a Risk Management Professor at the Carnegie Mellon Tepper School of Business. In engineering, he has designed and analyzed equipment for nuclear power plants. In management, Dr. Talabi led a nuclear risk management organization and achieve 35% reductions in cost.

The event was a public lecture organized by the PanAf with support from the African Studies Program. The lecture allowed participants to explore different ways technology can be used to bridge Africa's energy gap in the world.



Children, Human Security, and Sustainability: A View from Uganda

Victoria Nalongo Namusisi

9/24/2015



Victoria Nalongo Namusisi is the Founder and Director of Bright Kids Uganda, a children's home founded in 2000. Namusisi worked as a presidential and parliamentary reporter until 1991, when the President of Uganda appointed her Resident District Commissioner. She later became Head of Administration and Logistics for the President of Uganda's Office. In 2008, she was distinguished as the Woman Achiever of the Year, awarded for her community work with vulnerable children and youth. Today, she continues serving as the director of Bright Kids Uganda.

In 2015, Bright Kids Uganda (BKU) was awarded a \$50,000 grant from the Diehl Family Foundation to help BKU become financially self-sustainable and to facilitate the funding of future projects

BKU provides an education and a home for over 90 children who have been affected by poverty, HIV/AIDS, abandonment, and war

Since 2009, BKU has offered internship opportunities where students gain invaluable skills through hands-on experience. Over 20 students from the university of Pittsburgh have interned at BKU.

LET'S TALK AFRICA

Higher Education and Labor Market in Ethiopia:

*A Tracer Study of Graduate Employment in
Engineering from Addis Ababa and Bahir Dar
Universities*

Jerusalem Yibeltal

10/29/2015



Jerusalem Yibeltal is a Visiting Scholar and The World Bank Robert S. McNamara Fellow at the University of Pittsburgh.

Jerusalem Yibeltal comes to us from Addis Ababa University in Ethiopia where she is a PhD candidate in International and Comparative Education. She discussed the current state of the graduate labor market and factors influencing graduate employment, the topics of her dissertation.

Human Rights, Women, and Culture in Uganda

Hanifa Nakiryowa

10/29/2015



Students joined us for a discussion on human rights, women, and culture in Uganda. We welcome Pitt Graduate Student and Ugandan acid attack survivor, Hanifa Nakiryowa, as she shared her experience as an acid attack survivor.

The African Studies Program, along with the African Students Organization and Campus Women's Organization, raised money for the group that Hanifa works with, Acid Violence Survivors in Uganda, through the U.S.-based charity ASA Social Fund for Hidden People.

Panel on Internships in Africa

Bright Kids Uganda, Nyadire Connection, Cameroon Football Development, Majengo Children's Home, Jessie Hanson, IVUMed (International Volunteers in Urology)
11/19/2015

African Studies held a panel that served the purpose of answering potential inquiries that students may have about internships in Africa, as well as presenting some internship opportunities for students in the coming years. This event was attended by both undergraduate and graduate students at Pitt.



Emerging Africa in a Global Economy

Dr. Ndubuisi (Nd) Ekekwe, PhD
12/03/2015

Africa is undergoing an economic redesign led by a new generation of leaders and entrepreneurs who are demonstrating a growing sense of optimism. As reforms accelerate across the continent, most African countries will transition into the emerging market status in coming years. This event explored how Africa is emerging as an important new market and how that creates opportunities for businesses around the world. Because it is not a country, but a region with many national boundaries, we will examine how to navigate the challenging business complexities and realities. We will explain the growth drivers and how to unlock value in the continent.



Ndubuisi Ekekwe graduated with a BEng from the Federal University of Technology Owerri Nigeria as the top student of his class. He earned a PhD in electrical & computer engineering from the Johns Hopkins University, USA and an MBA from University of Calabar, Nigeria. His work experience includes Diamond Bank, Analog Devices and Nigerian National Petroleum Corporation. A TED Fellow, IBM Global Entrepreneur, World Economic Forum "Young Global Leader", and ALN "New Generation Leader for Africa", he received IGI Global 2010 "Book of the Year" award. An inventor, he has held academic positions in Babcock University, and Carnegie Mellon University. In October 2015, he received the United States Agency for International Development (USAID) award for a pioneering agro-solution in Africa.

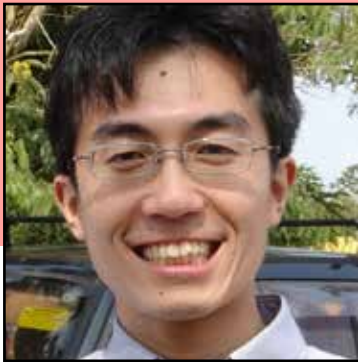
LET'S TALK AFRICA

The Role of Private Schools under Free Primary Education Policy in Rural Uganda

Katsuke Sakaue

02/25/2015

The failures of public providers under the free primary education policy has triggered a mushrooming of private schools in Uganda. In addition to the expensive private schools for elites in urban areas, there has been an increasing role played by private schools in rural areas, which may cater for the needs of children from poor households. By utilizing national representative panel datasets, this presentation provides fresh empirical evidence on the determinants of school choice between public school and private school in rural Uganda. The possibility of utilizing resources from the private sector without deteriorating access and maintaining the overall framework of the free primary education policy was discussed in the presentation.



Mr. Sakaue is a Ph.D. Candidate at the Graduate School of International Cooperation Studies (GSICS), Kobe University, Japan. He is also a Research Fellow of the Japan Society for the Promotion of Science (JSPS). He was a visiting student scholar at the Institute for International Studies in Education (IISE), University of Pittsburgh, in 2013.

Fighting Global Poverty: Action, Not Words!

Luke Hingson

02/26/2016

Students came to listen to an engaging presentation by Luke Hingson, President of Brother's Brother Foundation, which was named the 50th largest U.S. based charity by Forbes.com. Brother's Brother Foundation is a gift-in-kind charity that focuses on medical and educational needs around the world. BBF has served 146 countries worldwide with over 100,000 tons of medicines, medical equipment, textbooks, educational supplies and emergency disaster aid since its founding in 1958. Luke shared his vast experience directing development operations in over 101 countries since 1981.



This event was planned in partnership with the International Development Studies Association (IDSA) and with the Graduate and Professional Student Union (PANAF).

Contemporary African Music Event

Dr. Gavin Steingo
South African EDM

Dr. Charles Lwanga
Ugandan Youth Music Trends

Edward Baneks
African Heavy Metal


Dr. Reginold Royston
Azonto Video-Culture

Lincoln Ward
Liberian Hipco Music

03/31/2016

On March 31st, 71 students, faculty, and visitors crammed into 4130 Posvar to hear about South African EDM, Ugandan Youth Music Trends, African Heavy Metal, Azonto Video-Culture, and Liberian Hipco music. Those present were able to watch music videos from popular artists such as Spoek Mathambo, Sarkodie, and Wrust. During the event, some bought African products from Amani ya Juu, while others enjoyed dinner. In fact, Conflict Kitchen (CK) provided Congolese food--chicken, rice, and a peanut and tomato sauce with quite a kick to it! Look for Congolese cuisine from our friends at CK next year!






"REMEMBERING NOKUTELA"
A FILM SCREENING & DISCUSSION WITH PROFESSOR CHERIF KEITA

TUESDAY, APRIL 12
4:30 WWPH
TIME: 1:00 - 2:30 PM

"All too often, the (hi)story of women is reduced to a footnote in the epic of brave men. In Africa, that footnote simply disappears when a woman has not been able to conceive or bear a child." The story "rescues Nokutela from the purgatory of history, almost a century after her death at the age of 44."

"REMEMBERING NOKUTELA" IS A DOCUMENTARY FILM ABOUT NOKUTELA DUBE, WIFE OF THE FOUNDING PRESIDENT OF SOUTH AFRICA'S ANC, AND AN EDUCATOR, CONTRIBUTOR TO THE ZULU NEWSPAPER ILANGA LASE NATAL, MUSICIAN, AND COMPOSER OF GREAT TALENT.



Africana Studies | THE AFRICAN STUDIES PROGRAM | UNIVERSITY OF PITTSBURGH

Nokutela Mdimba Dube and the Role of Women in Liberation Movements in Africa

Cherif Keita

04/12/2016

The African Studies Program hosted filmmaker Cherif Keita as he screened and discussed his film "Remembering Nokutela." The director of the film, Dr. Cherif Keita, discussed Nokutela's contributions within a larger discussion of the role of women in liberation movements in Africa and in particular South Africa

The film brings to light the once-forgotten contributions of Nokutela Mdimba Dube in her early-20th-century efforts to empower black South Africans. Nokutela Dube was the first wife of John L. Dube, the founding president of what became the African National Congress. She was also an educator, journalist, and talented musician. Together the couple traveled to the US to produce and present choral music. They were the first black persons to establish a school in South Africa.

Dr. Cherif Keita is a professor of Francophone literature at Carleton College in Minnesota. A native of Mali, he has published book and articles on both social and literary problems in contemporary Africa.



AFRICAN STUDIES CERTIFICATE RECIPIENTS

Congratulations to Our 2015-2016 Certificate Recipients!

A total of 12 graduate students and 16 undergraduate students were awarded a certificate in African Studies this year! We congratulate all of them! They have provided information about their academic and professional interests and intentions for their bright futures!



Graduate Students

Kanyako Ayodele
Darren Buterbaugh
Russell Chadick
Onyinyechi Chukwunyere “Gandhi”
Caitlin Corrigan
Rachael English*
Natalie Fiato
Abraham Kim
Osi-Unini Odaibo
Shivani Rampersad
Michael Rooney
Adrienne Washington

Undergraduate Students

Megan Amos
Aminah Baxter
Kyle Ciccone
Pooja Dindigal*
Leah Fein
Allison Graine
Robert Humphries*
Erika Kotroba
Olivia Molloie
Katherine Mooney
Steven Nagib
Jennie Padlo
Bhavini Patel
Dolly Prabhu
Genevieve Sanders
Seth Scheetz

*No biosketch available

GRADUATE STUDENTS



Ayodele Princess Kanyako

Hi, my name is Ayodele Princess Kanyako. I am from Sierra Leone which is located in West Africa. I am in the Graduate School of Public and International Affairs (GSPIA), in the Master's for International Development Program with a major in NGOs & Civil Society, and a minor in Human Security. I had the opportunity – prior to coming over to the United States – to travel for work and pleasure to several African countries, including Guinea, Liberia, The Gambia, Senegal, and Côte D'Ivoire which enriched my knowledge about different cultures. I learnt about the African Studies Program Certificate during the GSPIA orientation session, and after meeting with the program staff, decided to pursue it. The requirements have contributed to deepen my research and knowledge on other countries in Sub Saharan Africa, including Ethiopia, Nigeria, Somalia, South Africa, and Zimbabwe. One of my research papers was focused on examining the human security situation in Niger over a ten-year period. The findings indicated that gender inequality, politics, and economics were contributing factors for its deterioration. I aspire to be employed by an international development organization based in the continent of Africa, and utilize the knowledge gained from the African Studies program courses to develop individuals, groups, and the communities where they live.



Darren Buterbaugh

My name is Darren Buterbaugh and I'm a Pittsburgh native. I received my B.A. in International Relations and Modern Languages from Duquesne University in 2010, and then spent two years serving as a Peace Corps Volunteer in Rwanda. While serving in Rwanda I implemented programs in the health & community development sector to increase maternal and child health, prevent and mitigate the spread of HIV & AIDS, and increase the overall capacity of the Remera Health Center near the town of Kibungo. As a current Master of Public & International Affairs candidate at the University of Pittsburgh Graduate School of Public & International Affairs (GSPIA), the University Center for International Studies African Studies Certificate program has allowed me to combine my GSPIA focus on Human Security and Public & Non-profit Management with my interest in Africa. The African Studies Certificate program has specifically allowed me to concentrate my GSPIA requirements and professional interests by completing projects such as a human security index paper on Ethiopia, a research presentation on the Congolese civil wars (1996-2003), development of an evaluation for the overseas cultural orientation program for the U.S. Refugee Admissions Program's resettlement support center in Kenya, an organizational analysis of the U.S. Department of State's embassy in Mauritania, and research on the domestic human rights change of the right to seek asylum from persecution in South Africa. After graduation I plan to pursue a career in the public and/or nonprofit sectors related to international human security fields with an African focus.

GRADUATE STUDENTS



Russell Chadick

I am a graduating Masters of Public Policy and Management student at the Graduate School of Public and International Affairs. My academic focus has been largely on the intersection of security, development and energy, all issues particularly relevant to Africa. Specifically, I have completed research on Peace Support Operations Training (PSOT) efforts, the 2014 West African Ebola response, and human security concerns in Nigeria while pursuing my degree.

Between 2008 and 2012, I worked across with multiple African militaries as a Senior Trainer on a Department of State initiative known as the Africa Contingency Training and Assistance Program (ACOTA). This program builds the capabilities, capacities and legitimacy of African partner nations to participate in UN and AU mandated peacekeeping operations across the continent. I have had the opportunity to work in Uganda, Burundi, Burkina Faso, Togo, Ethiopia, and Djibouti, and travel to several others.

Though these experiences I have learned that sustaining peace requires well-coordinated plans and efforts supported by individuals with broad, adaptive skillsets. I have a deep love of Africa, and have spent significant effort trying to link my academic interests and professional background in order to work on these big issues in the future.



Onyinyechi Chukwunyerere "Gandhi"

I am Onyinyechi Chukwunyerere 'Gandhi', a Nigerian-trained lawyer, policy analyst, human rights activist, and public speaker. I have a deep passion for leadership, and believe that Africa's problems can be addressed when the leadership question is resolved.

The certificate program in African Studies has helped me focus on specific research areas to unravel effective development models suited to Africa's peculiar conditions, history, and culture. I have done extensive research on how to stop illicit capital flows out of the continent. I'm currently researching the menace of terrorism and how African states can best respond to the growing challenge. The program has also enhanced my leadership skills, and has reinforced my passion for service, one that has seen me serve in the following capacities: President, Legal Aid Group, Nigeria; President, Movement for Good Governance, Nigeria; President, Pan African Graduate and Professional Student Union (PANAF) Pitt; President, International Development Studies Association (IDSA) Pitt; Member, Senate Committee on Benefits and Welfare, Pitt; and Graduate Fellow of the ASP, and Coordinator of the Pitt Model African Union Program

I graduate next week with a master of public and international affairs degree, majoring in international political economy from Pitt's GSPIA, alongside this cherished certificate in African Studies. My plan is to continue to explore ways of addressing Africa's development challenges through smart policy options, and I hope to become Nigeria's president within a decade and half.

GRADUATE STUDENTS



Caitlin C. Corrigan

I am graduating from the Graduate School of Public and International Affairs's (GSPIA) PhD program, specializing in international development in Sub-Saharan Africa. I am originally from Cleveland, Ohio and I completed my undergraduate degree at Carnegie Mellon University and my Masters' degrees in Hamburg and Dresden, Germany. The African Studies Program has been very helpful as I progressed through my degree at the University of Pittsburgh. Not only did UCIS provide me with a generous grant for my field research in South Africa and Botswana in the summer of 2014, but the African Studies Program provided me with a platform for presenting my research once I returned through the 'Let's Talk Africa' series. My research in South Africa and Botswana focused on mineral mining communities and the corporate social responsibility (CSR) programs of mining firms. From in-depth interviews with mining company, government and non-governmental representatives, as well as being immersed in the culture of both countries, I developed an understanding of the political and social contexts of both countries and how these contexts relate to the CSR programs that companies choose to carry out. My field work (made partially possible by UCIS), as well as my focus on African issues in my graduate course work, will improve my credentials and prospects for marketing myself as I apply for academic and policy research positions in African studies and international development.



Natalie Fiato

I am originally from New Jersey, but have spent the past seven years in Pittsburgh, where I earned my undergraduate degree in political science and Italian studies from the University of Pittsburgh. It was during that time that I took an elective course, entitled Introduction to Africana Studies, and was immediately hooked on Africa. I am currently enrolled in the Graduate School of Public and International Affairs, as well as the Graduate School of Public Health, pursuing a joint Master's degree in International Development and Public Health. My decision to complete the African Studies Certificate made sense to me, as my joint coursework frequently addresses global public health concerns and disparities between various regions of the world; Sub-Saharan Africa in particular became my research focus as my graduate studies developed.

In college, I traveled to Livingstone, Zambia and spend a week there volunteering with a small orphanage. The experience motivated me to study innovative solutions to public health problems in the region; specifically, the issues of family planning and maternal and child health. My finest achievement was completing my public health Master's thesis and passing my defense in April. My thesis, entitled Family Planning in Sub-Saharan Africa: A Review of Interventions in Promotion of Long-Acting Reversible Contraception, was a years' long effort to study various interventions within the region that introduced LARC to women who previously had no access to such services.

I've always been fond of studying the incredible history, culture, and politics of the African continent, and this formal certificate will signal to others that I've taken the time and effort to do so seriously. My current plans include moving to Ohio, to join my boyfriend who will be graduating from the Ohio State University Moritz College of Law. I am applying for various public health positions, with a focus on sexual and reproductive health education and maternal and child health promotion. In the near future, I hope to work for an international NGO that works in these areas abroad—hopefully in Africa!

GRADUATE STUDENTS



Abraham Kim

My name is Abraham Kim and I am graduating from the University of Pittsburgh's Graduate School of Public and International Affairs (GSPIA) with a masters in International Development and a concentration in Non-Governmental Organizations and Civil Society. I am originally from Upland, California (suburbs of LA). I have a Bachelors in Psychology from Boston College. Ever since my Peace Corps service in Zambia, I have had a very strong interest in sub-Saharan/East Africa. The African Studies Certificate complemented my international development curriculum and enhanced my interest in this region. During my time at GSPIA, I was fortunate to have interned at Bright Kids Uganda working in program evaluation during the summer of 2015. I evaluated a microfinance project which provides loans for small business owners in the rural, local communities. I also introduced a new income generating project as part of their agricultural sector at BKU, teaching them how to build rabbit hutches and properly raise rabbits. The aim for this project was not only to increase BKU's revenue stream but also to improve nutrition among the children. I plan to utilize the knowledge and skills I have gained through the African Studies certificate by working for an international development organization that has a regional focus in Africa. Though, if I had a choice, I would want to work in a Swahili-speaking country as I have always had an interest in picking up the language.



Osi - Unini Odaibo

I am a Master of Public and International Affairs' 2016 candidate with a major in International Political Economy (IPE). I studied Economics for my undergraduate degree at the University of Ibadan, Nigeria. I am Nigerian-born and raised. My career ambition is to promote and support policies and best practices as it relates to human capital development and access to information, in sub-Saharan African countries. I believe that an educated and rightly informed society is more likely to demand for strong economic institutions and good governance.

I am currently working on a project proposal for program that will promote access to quality higher education for kids from rural areas in Nigeria. This idea was partly informed by my research and discovery that rural areas are often ignored when it comes to human capital development, and this has implications for the country's economic and political stability. I graduate in a week, and I would like to work with an International organization in the U.S. that promotes education development and/or good governance practices in sub-Saharan Africa.

GRADUATE STUDENTS



Shivani Rampersad

My name is Shivani Rampersad and I will be graduating with a Master of International Development from the Graduate School of Public and International Affairs (GSPIA). I am originally from Queens, New York however I have always dreamed of the opportunity of exploring and working in Africa. As a student studying international development, I developed a regional interest in Africa. Naturally, I pursued my African Studies Certificate to gain a more diverse sense of African history and culture. As one of the most dynamic and developing regions in the world, I became very interested in studying the different aspects of community development in Africa. I am particularly interested in the relationship between environmental conservation, gender equality and sustainable development in Sub-Saharan Africa.

I have done extensive research on environmental conservation and clean energy approaches to development in countries such as Madagascar, Democratic Republic of Congo and Kenya. I am involved in the United Nations Development Program's Gender Equality in Public Administration research working group and have conducted research pertaining to gender policies in East and Middle Africa. Through my interactions with the African studies program, I became introduced to the Pittsburgh-based non-profit organization, Hekima Place and became a member of the organization's student club, Young Hekima. Hekima Place strives to empower young girls orphaned in Kenya by providing a loving home environment, health care and education. My experience with Young Hekima has enabled me to participate in fundraising events, educational workshops and blog writing. This summer I plan to travel to Kenya to volunteer at Hekima Place. In addition, I will have an internship working on an environmental conservation project in Cape Town, South Africa. I will be volunteering at an environmental workshop in Zambia as well. I am enthusiastic about my future work in Africa and believe my African Studies Certificate has enabled me to further enrich my learning experience at the University of Pittsburgh. I believe this certificate will provide me with a competitive and unique outlook when pursuing my future endeavors.



Michael Rooney

Michael Rooney is a proud City of Pittsburgh native, returning after ten years to pursue his Master's in Public and International Affairs (MPIA). Since he is majoring in Human Security, Michael's academic interest area includes post-conflict development within Sub Saharan Africa. Michael has spent time living and working in Kenya and in Ethiopia. He has also worked on Africa-centric development issues from the policy and advocacy perspective in Washington DC. A strong advocate for equitable community development and engagement, Michael is looking forward to continuing his career, whether in Pittsburgh, or abroad.

GRADUATE STUDENTS



Adrienne Washington

My name is Adrienne Washington, and I call Virginia Beach home. I earned my Master of Arts in Linguistics from the University of Pittsburgh, and I will be conferred the PhD in Linguistics along with graduate certificates from the African Studies Program as well as the Center for Latin American & Caribbean Studies in just a couple more weeks.

During my time in graduate school, I studied indigenous African languages like isiXhosa along with both non-Indo-European and Indo-European languages spoken in Africa as a result of conquest, including Arabic and Portuguese. I have also personally experienced the continent of Africa from top to bottom—or, rather, I should say that I have visited Morocco in the north and South Africa on the cape, and I spent about an hour in Senegal for a refueling stop.

African Studies has been of particular importance to my academic objectives and research areas because of my interest in understanding the socio-cultural aspects of language use among Afro-descending communities in the Americas. Specifically, I am interested in how African Diaspora, heritage, culture, or even ancestry are not just casual byproducts of the dispersal of peoples from the African continent during the Trans-Atlantic Slave Trade but, rather, are concepts that people actively negotiate through symbolic means. And since language is a system of signs, as a linguist, I explore how it can function as a vehicle for discursively accomplishing such notions. Thus, in my PhD dissertation, I explored the redevelopment of Yoruba linguistic practices in northeastern Brazil (Salvador da Bahia) following their attrition and decline after the abolition of slavery. I claimed that the cultivation of Yoruba language—namely through the curricular study of Yoruba language and culture but also through the routine use of token Yoruba linguistic practices, such as Yoruba borrowings—is often key to the negotiation of African heritage and related identifications in the region.

Upon graduation, I will continue elaborating this topic in order to further understand how the current status of Yoruba language practices in northeastern Brazil relates to their (perceived) cultural value. I plan to use my academic training and experiences as part of this certificate program to continue this work as an interdisciplinary linguistics researcher.

UNDERGRADUATE STUDENTS



Megan Amos

Hello! My name is Megan Amos. I grew up in a small town called Sunbury, Ohio. I am graduating with a Bachelor's degree in Biological Science, a minor in Chemistry and an African Studies Certificate. I plan to attend Physician Assistant graduate school and become a Physician Assistant. The African Studies program was a great fit for me because I am deeply interested in expanding my knowledge about the world. I knew little to nothing about African countries and felt drawn to the vastness of the cultures and languages within the continent. This program allowed me to learn so much about many different cultures and ways of life, it allowed me to become familiar with the beautiful language of Swahili and it gave me the opportunity to have first hand experience in a country very different from my own. I loved my abroad experience in Tanzania and I encourage anyone and everyone to get out and travel! It is the best way to learn! I learned about Tanzania's health care, political, economic and social systems. But what stood out most to me about my experience in Tanzania was the friendliness of the people. Each individual I encountered was genuinely interested in learning about me and was extremely welcoming. I have tried to engrain some of their social ways into my day-to-day life, to try to be more accepting and friendly to everyone and to become more involved in my community. This program also taught me a lot about development and how important it is to have community involvement in development efforts. I will use this knowledge in my efforts to one day become a traveling Physician Assistant who aims to improve health care systems around the world.



Aminah Baxter

My name is Aminah Baxter and I am from West Orange, New Jersey. While here at the University of Pittsburgh I majored in mathematics, earned a minor in Chinese, as well as a certificate in African Studies. My involvement in the African Studies department is not something I had foreseen when arriving at Pitt. It wasn't until my study abroad trip to Tanzania that I gained my true interest in the department and content area. My involvement has really helped me achieve the goal of receiving a well-rounded education upon graduation by introducing me to a lot of topics I was only vaguely familiar with. While studying abroad in Tanzania I was able to take a course on Swahili, Tanzanian Culture, and Public Health. My interests in learning languages was not only satisfied with the Swahili course I took, but I also began gaining interest in public health focused in Africa and in the diaspora. I plan to use my certificate to further my knowledge of the continent of Africa as a whole as well combine my interests in education with the public health sector. After graduation I will be moving back to my home state of New Jersey where I will start my position as a 9th grade math teacher at North Star Academy College Preparatory High School.

UNDERGRADUATE STUDENTS



Kyle Ciccone

My name is Kyle Ciccone, and I am a Political Science Major with a Creative Writing Minor, and both an African Studies Certificate and Western European Studies Certificate.

I have always been interested in the study of African culture and the intricacies of the African diaspora. I wanted to study something that would allow me to understand these subjects and, of course, this certificate played a huge role in that regard. I feel that I now have a nuanced understanding of African life and am prepared to use that knowledge to the best of my ability in my career.

I have been a tutor for Pitt's Keep it Real group for a few years now. I have been tutoring the same family -- refugees from Somalia -- since I began and have learned an unbelievable amount from them. Their culture, language, and lifestyle is so very different from mine, however I have developed an incredible bond with that family that I will never forget. I've gained so much from them, most notably, though, is my awareness that no matter how different you are from someone, you must respect their differences with a high degree of interest -- interest in their history, their religion, culture, etc. -- and through that interest comes a better understanding of the world we live in.

I am going to the Peace Corps in Malawi to teach English as a second language. I plan on using the knowledge I've gained in my African Studies classes as a lens of openness in my new home. I don't want to simply be amongst Malawians, I want to be with Malawians, and this certificate has given me the education to do so.



Leah Mae Fein

I am graduating from Pitt's School of Social Work, with a minor in Public Service, and certificates in African Studies, Leadership, and Service Learning. During my sophomore year at Pitt, I studied abroad in Stellenbosch, South Africa for 5 months. Throughout my time abroad, I studied sustainable community engagement with a South African social work professor. My experience abroad strengthened my understanding effective engagement, specifically involving how to develop respectful and reciprocal relationships with people of different cultures.

My experience with the African Studies program revealed the importance of being culturally competent when working with a population -- an essential component to being a successful social worker.

UNDERGRADUATE STUDENTS



Allison Graine

Hi, my name is Allison Graine and I am originally from Clifton, Virginia. I will be graduating this April with a Bachelors of Science in Biological Sciences and a Bachelors of Arts in Africana Studies along with a minor in Chemistry and certificates in Gender, Sexuality, and Women's Studies and in African Studies.

Almost four years ago when I decided to attend the University of Pittsburgh I knew that I wanted to be a part of the African Studies program. Freshman year I took Swahili and the following summer I studied abroad for the first time with the Pitt in Tanzania program. The most memorable part of my time in Tanzania was teaching English to adults every week.

I studied abroad for the second time during the spring semester of my junior year at the University of Cape Town, South Africa. At UCT I was able to take courses in ecology, South African politics, Afrikaans, and South African healthcare. While in Cape Town I also composed my capstone research paper, which concerns the experiences of patients and healthcare professionals in South Africa's private healthcare sector.

The African Studies program and specifically my time abroad heavily influenced my future plans. In the fall I hope to be off to Lesotho to teach English at a primary school through the Peace Corps. I look forward to utilizing the cultural skill set that I developed through the African Studies program for the entirety of my future personal and professional life. This fall I will be pursuing a M.S. in Global Health at Georgetown University!



Erika Kotroba

My name is Erika Kotroba and I am a French and Political Science major earning certificates in African Studies and Global Studies. I chose to work toward the African Studies certificate because I have been interested in the continent of Africa, and specifically francophone Africa (which supplemented my French major) for a long time and wished to take classes that helped me to gain more knowledge of Africa. The African Studies certificate benefitted me by allowing me to learn more in a geographic region that is not the most commonly studied, and helped me gain insight into issues of culture, development, and language.

I studied abroad in the summer of 2014 in a francophone studies program that took place in partially in Morocco and partially in Senegal. I had the opportunity to take courses in politics and literature taught in French and a course in Moroccan Arabic.

During the fall of 2015, I began my time as an intern and student ambassador for the African Studies Program, during which I promoted the certificate program to undergraduate and graduate students by visiting classes, writing the monthly newsletter for the program, planning a panel on internships in Africa, and generally representing the African Studies Program at different events on campus. I hope to work in international education following my graduation from Pitt. While I do not have definitive plans yet, I plan to teach English abroad next year.

UNDERGRADUATE STUDENTS



Olivia Molloie

Hi, my name is Olivia Molloie and I will be graduating with a B.A. in Political Science, minors in Economics and Public Service, and certificates in African Studies and Global Studies. I knew right away that I wanted to be immersed in African language and culture while in college so I took Swahili my freshmen year and studied abroad in Tanzania the following summer with Dr. Lelei. I then decided to pursue the African Studies Certificate after an unforgettable time in Tanzania. Taking interdisciplinary courses for the certificate has allowed me to both study the continent in a more holistic way and develop my specific interests. For example, through African Studies, I was introduced to a student organization called Keep It Real that works with the Somali-Bantu community here in Pittsburgh. This led me to study the human security issues related to conflict resolution, which also contributed to my capstone paper on the civil war in South Sudan. The African Studies Program has contributed so much to my learning and development, and has given me many opportunities to succeed and grow. I thus hope to use all of these experiences and knowledge that I gained through the African Studies Program to go into the international development field.



Katherine Mooney

I graduated with a double major in English Literature and History, with a concentration in world history. After receiving a Summer Undergraduate Research Award, I researched sustainable agricultural policy in the Democratic Republic of Congo (DRC). Afterwards, my focus shifted to Central Africa.

I am currently preparing to apply to African History PhD programs in December, with the hope that I will spend the rest of my life studying Eastern Congolese conceptualization of identity, memory, and history. I specifically study modern and artisanal mining practices in Eastern Congo and aim to pursue careers in either academia or policy analysis.

After graduation, I intend to continue working at the African Studies Program—a place where my research intentions and passions will be stoked and encouraged.

UNDERGRADUATE STUDENTS



Steven Nagib

Hey there! My name is Steve Nagib and I'm a senior from Morrisville, PA! I will be graduating at the end of this April with a degree in Athletic Training from the School of Health and Rehabilitation Sciences, and a Certificate in Africa Studies. I became involved with the African Studies program at Pitt, inevitably after spending six months during the spring of my sophomore year studying in Cape Town, South Africa. While there I was part of a Health and Community Development project that brought medical identification cards to citizens of the Egoli Township.

Studying abroad was not typical of a student in my major, however I couldn't shake my craving for adventure. So, with a little perseverance and a lot of planning, I was able to get the most out of my college experience. And it wasn't all work too! Among bungee jumping, swimming with penguins, and excavating Table Mountain, I also got to tour Sports Medicine Facilities of professional South African rugby teams!

I want to use my experiences from South Africa to continue to broaden my horizons and the horizons of those around me. The health care field is ever changing and I think it's vital to stay current. This includes not only being up-to-date with research but also with the beliefs and backgrounds of different cultures of patients that might come into our clinics.

Next fall I plan to continue my education at the University of Oregon, while working on a two-year masters degree in Athletic Training. I am excited to move out West, and cannot wait to see what obstacles, adversities, and learning experiences the next chapter of my life has in store for



Jennie Padlo

My name is Jennie Padlo, and I grew up in Philadelphia. I studied Molecular Biology with a concentration in Biochemistry. I also have a minor in French, and I also studied Swahili for 3 years here at Pitt.

The African Studies Certificate gave me an outlet to expand on my interests in Africa, and specifically in my interests in global medicine and structural violence. I studied abroad with the Pitt in Tanzania program in 2013, and this helped me gain an understanding of public health and gain the confidence to return to Africa again. I spent four months living and traveling in Kenya and Tanzania in the summer of 2016. During this trip, I volunteered at a Salvation Army School for the Blind in Thika, Kenya, and shadowed at Lugala Lutheran Hospital in Malinyi, Tanzania.

This certificate gave me a framework where I could craft a global perspective that aids me in my future work, hopefully as a doctor, but more importantly as an advocate for change. My current future plans are to take my MCATs and apply for medical school in the upcoming year.

UNDERGRADUATE STUDENTS



Bhavini Patel

My name is Bhavini Patel. I am a senior and will be graduating with a double major in Africana Studies and Sociology, a Bachelor of Philosophy (B.Phil) in International and Area Studies and an African Studies certificate. I became involved with the African Studies program in my freshman year after taking a course in Swahili language.

My interest in the region was fostered by the desire to improve my language skills. Following my sophomore year, I received a Nationality Room Scholarship to study abroad in Tanzania. I lived in Dar es Salaam for 6 weeks, taking courses in East African culture, Swahili and public health at the University of Dar es Salaam. I designed a research project to study access to health care among a woodcarving group from Mwenge District, which influenced the topic of my B.Phil thesis. Inspired by the social, political and economic implications of lack of health care access, I applied for a Community Based Research Fellowship to research the access and utilization of health care among African immigrants and refugees living in Pittsburgh.

With funding from the Foreign Language and Areas Studies Fellowship and the Benjamin A. Gilman International Scholarship, I returned to Tanzania to take courses in religion, politics and Swahili at the State University of Zanzibar in Zanzibar. Living with Swahili host-families and speaking with local activists and politicians heavily influenced my career aspirations. I plan to use my African Studies certificate and the subsequent experiences I had to pursue further studies in international migration issues and policymaking.



Dolly Prabhu

My name is Dolly Prabhu. I am currently a senior and will be receiving dual degrees in Biology and Anthropology at the end of this semester. I am originally from India, but I have spent most of my life living in Pennsylvania. I also obtained a French minor during my time at Pitt, and I was interested in trying to study abroad in a francophone country to improve my language skills. I did some research and eventually decided that I wanted to go to Senegal, which is how I initially became involved with the African Studies program. Although I learned a lot about Senegalese culture, I also learned a great deal about American culture by gaining a different perspective through which I could see the world. I think the most valuable skill I have gained in my undergraduate career is to question everything, especially institutional authority. Through my African Studies courses and several other courses, I have learned a great deal about the United State's complex relationship with the rest of the world and with its own citizens. Most notably, I learned that imperialism is not a thing of the past, but a present-day truth. This realization has motivated me to do what I can to advocate for large-scale institutional change. I am particularly interested in criminal justice reform and the prison system. I will be working at Clean Water Action this summer and the rest of my plans are still undecided!

UNDERGRADUATE STUDENTS



Genevieve Sanders

Hamjambo! My name is Genevieve Sanders and I am graduating from the University of Pittsburgh with a BA in Africana Studies and Anthropology and a BS in Natural Science. I became involved in the African studies program last summer when I began my journey to Tanzania, an experience that changed my world perspective. While studying abroad I learned about cultures of East Africa and public health issues that part of the world is facing. In addition, I sharpened my Swahili language skills by interacting with many locals. It is hard to describe in a few words what I learned but if I had to describe it, I would say I learned about the resilience of African people. I learned about Tanzanian nationalism and many ways they have concurred multifaceted oppression. It is my hope to travel back to Tanzania and explore other areas in East Africa using my certificate as a foundation to launch a career in public health there. For now, I am applying to graduate school programs and taking Swahili classes in preparation



Seth Scheetz

My name is Seth Scheetz. I am from Medina, Ohio. I am a Neuroscience major with minors in Chemistry and Computer Science along with a certificate in African Studies. I studied abroad in Tanzania for one month. In Tanzania, we studied Swahili, public health with a focus on Tanzania, and East African culture. We also volunteered at an orphanage during afternoons and taught English at a woodcarvers market during evenings. On our group's first drive to the hotel, I became interested in the road system. The roads were filled with traffic with motorcycles squeezing between cars and people approaching cars to sell goods. During the trip, we saw people with wheelchairs and crutches struggling on bumpy dirt roads. This led me to research how sub-optimal road conditions impact Millennium Development Goal progress. The paper focuses on economic and health-related goals. The public health components of the trip, which included trips to health care facilities, directly related to my goals as a pre-med student. I have currently been accepted to a couple of medical schools and I am waiting to hear back from others. I believe the lessons I learned from gaining an appreciation for African culture and immersing myself in Tanzania for one month will directly impact my approach to medicine. I will also be looking for an opportunity to return to Tanzania and use the Swahili I learned with a program during medical school.



THE AFRICAN STUDIES PROGRAM MISSION

The African Studies Program (ASP) promotes the interdisciplinary study of Africa at the University of Pittsburgh through teaching, research and outreach. The program provides students with a learning environment that facilitates a comprehensive and critical understanding of Africa, and the development of new ways of thinking about Africa. Through a diverse array of courses and other learning activities students are able to develop a better understanding of the continent's internal dynamics and its evolving place in global perspective. The overarching goal is to train and prepare the next generation of African Studies scholars and experts who will apply their language skills and their knowledge of the respective countries of Africa in their professional careers.

A NOTE OF THANKS

Our appreciation goes out to all ASP affiliated faculty in the Arts & Sciences, as well as the professional schools for their active participation in ASP. They all contribute immensely to making the program successful through their teaching, research and service. Please continue to support our efforts to build the program to greater heights for the benefit of our students and future generations of Africanist scholars, experts and leaders.

We also wish to express our appreciation for our students, both past and present. Without their interest in African Studies we would not have a program. We hope their academic experience within our program has been worthwhile and has had, or will have, a lasting impact in their lives as they pursue their professional, academic and personal lives.

