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Once again we have come to the end of another very successful academic year 2011/2012, and I am very pleased to present information about our program activities and plans for the coming year. The African Studies program continues to promote the interdisciplinary study of Africa at the University through teaching, research, study abroad, and internship opportunities for students, lecture and film presentations, symposia and an annual conference. Our goal is to provide opportunities to enable students interested in Africa to learn and expand their knowledge about Africa and the many aspects of the African experience.

Throughout the year we organize and host a series of exciting program activities that enable conversations about the significance of Africa in the past, present and the future, and allow students to enhance their knowledge and understanding as they build their scholarly and professional interests, as global citizens. Our faculty and students are actively engaged in carrying out research at Pitt and in Africa as you will read about in some of the student work that we have featured in this issue. You will notice the interdisciplinary nature of our program activities in the work presented in this issue. We are able to accomplish significant progress because of the support we receive from various sources and the collaborations made possible by the different units on campus. Most notable is the support given to us by the University Center for International Studies (UCIS), The Less Commonly Taught Languages Center (LCTL), the devoted and committed group of Africanist faculty from across the disciplines and professions, and from sustained interest by students. I wish to thank everyone for their continued support for the program. Special appreciation goes to our partners and sponsors of the annual conference hosted in the spring 2012 on the theme of “Sustainable Development in Africa.” We also thank the Study Abroad Office for the official launch of the "Pitt in Ghana" program in spring 2012 bringing the number of Pitt in Africa study abroad programs to three (Ghana, and Tanzania). Some of the students participating in these programs have shared their experiences in this issue. I hope you will enjoy reading about our varied and important activities especially those being carried out by students and faculty.

In our efforts to enhance African Studies at Pitt, we have established study abroad and internship opportunities in Africa. We currently have 2 programs located in (Tanzania) East Africa, and one program located in Ghana (West Africa). We are in the process of creating a new program in Zambia (Southern Africa), which will be a great opportunity for graduate students in international education and other development related professions. The Institute for International Studies in Education (IISE) is currently involved in a USAID 5 year partnership project in Zambia on improving reading in primary schools. Interested students could have an internship opportunity to participate in the research component of the Project. Other major partnerships underway include collaborations with GSPIA – Ford Institute for Human Security on establishing internship and study opportunities in Eastern and Southern Africa. You will read about these initiatives in this issue.

Dr. Macrina C. Lelei, Interim Director, ASP
Sarah Kafui Amanfu - Graduate Student Assistant (GSA), pursuing a Master of Education (MED) in Social and Comparative Analysis in Education, School of Education

Andrew Juba - undergraduate work study student, Swanson School of Engineering, majoring in industrial engineering

Devani Whitehead - undergraduate work study student, School of Arts and Sciences, majoring in communication - Rhet & Comm, French, African Studies

I am deeply grateful to these students for their commitment to the program activities and their hard work to ensure that things get done well, and on time. Sarah is responsible for planning program events, outreach activities to schools and maintaining a record of activities for our annual report and newsletter. Devani designs promotional materials, student sign in forms, flyers and, ensures we receive or send out all our mail. Andrew deals with all website related activities. He keeps the program calendar of events and all updates as needed. They are a great team and I want them to know that they are appreciated. I wish them good luck in their programs of study here at Pitt and in their future careers.
The first Pitt semester long study abroad in Ghana (West Africa) was launched in spring 2012. This interdisciplinary program was established by the Africana studies department in collaboration with history, anthropology, political science and music. It is designed to give students the experience of living in Ghana while completing courses in the various disciplines toward graduation at Pitt. Students register for their Pitt courses and then take corresponding courses at the University of Ghana. Formal classroom learning while in Ghana is reinforced by complementary experiential field study. For example, the study of European slavery in Africa is reinforced by a field trip to one of the historic slave dungeons on the cape coast of Ghana. A study of Pan-Africanism is complemented by a visit to the DuBois Memorial Centre. The students are required to take one core course, plus up to four different electives for a total of 15 credits. Students will also have own time to enjoy the country through cultural events and take independent field trips to immerse themselves in the Ghanaian culture.

The faculty director is Dr. Joseph Adjaye, A native of Ghana and Professor Emeritus from Pitts Department of Africana Studies. He is currently a part-time faculty at the University of Accra. Five students participated in the inaugural program in the spring term, February – May, 2012 at the University of Ghana.

Located on the west coast of Africa, Ghana is home to a number of political and social institutions of importance to the study of Africa and its Diaspora. Ghana is also known for its exquisite gold works, and the incomparable collection of slave castles and forts. It is one of the most politically stable countries in Africa and has enjoyed a democratization program in the past two decades that serves as a model in Africa. With a student population of about 28,000—roughly the size of Pitt—the University of Ghana is one of the premier, and comprehensive institutions of higher learning in Africa.
This program provides students the opportunity to study health challenges in East Africa with a focus on rural communities in Tanzania. The faculty director and program instructor is Dr. Linda Winkler. The local partners in Tanzania are the various agencies in the rural northwestern part of the country including the Nyakahanga district hospital; the AIDS control program and other CBOs mainly based in Karagwe district. Students are exposed to a broad variety of topics related to health services, public health and international development. Last summer 2011, 12 students participated in the program. They resided at the Karagwe district hospital as their base but visited many health centers, schools and community based organizations doing development work in the region. Students in the program get to see first-hand life in rural Tanzania, and interact with different people as they learn about the community and the challenges in health services and other areas of economic and social development.

Karagwe district is situated in the Kagera Region of northwestern Tanzania. It is bordered in the West by Rwanda and Burundi, the North by Uganda, and the East by Lake Victoria. Throughout its history, the district has been a prosperous trade route, a site of colonial coffee production, in the center of a beautiful country full of African tradition. Students usually get ample time to visit most parts of the district as part of their field trips and learning experience. They explore urban areas and the rural countryside as they learn about the geography, history, the social and political structures as well as health issues.
This is a five-week summer program that runs in June-July established in 2009. Students spend time learning Swahili language in the classroom and through immersion in the culture of the Swahili people. The program faculty director is Dr. Macrina Lelei and the Swahili language instructor is Dr. Leonora Kivuva. A local coordinator works with the program to plan all country immersion activities and accompany students on field trips and planned activities.

Last summer in 2011, seven students participated in the program which was located in Karagwe District in northwestern Tanzania. The host institution was Karagwe Secondary School (KARASECO), a co-education boarding school owned and run by the Evangelical Lutheran Church of Tanzania (ELCT), Karagwe Diocese. The school is located in a rural area, where like most rural areas in Tanzania the people experience challenges and hardships in accessing transport, communication and water. Students get the opportunity to live in their new environment and learn first-hand about the people and their culture.

The program is designed to provide a unique educational opportunity for students who wish to improve their language skills as well as pursue other areas of their academic and professional interests in East Africa. It is also useful for students in international studies interested in East African development. All students in the program attend formal language classes in the morning, and spend the afternoon practicing their language skills with local native speakers under the guidance of their instructors and local coordinator. They participate in guided field trips and excursions, and have time to pursue individual professional and academic interests.

Students in the program are drawn from various disciplines such as (Anthropology, Africana Studies, communication, history, information technology, nursing, political science, and public service) and from the professions (education, international development, public health, security studies, and social work). The program is designed to cater for both graduate and undergraduate students. Past programs have included students who have gone on to pursue further research and study in Africa.
Pitt Students Sharing their Africa Experiences in Pictures

Many students have described their study abroad in Africa experience as “life-changing”. Whether it is meeting children in the rural villages, visiting health centers, hospitals and schools, or interacting with adults and peers at the university, they say those encounters give them a new perspective on life. They are not only gaining a global perspective, they are also observing first hand and learning to appreciate the cultural norms of people from different societies. They are crossing borders and removing barriers to communication in order to learn from others and appreciate cultural differences and ways of doing things. They are preparing for their role as global citizens and leaders who will make a difference locally and globally.
In this picture, the group is getting ready for the road trip from Entebbe, Uganda to Karagwe in northwestern Tanzania (12-hour bus ride) with stops along the way including a stop on the Equator when crossing hemispheres.

A field trip to Bukoba city, the administrative capital of Karagwe District, some students met the President of Tanzania who was attending Saba Saba celebrations. The Pitt students were allowed to take a picture with him as seen here.

The picture was taken during a visit to Bweranyange Girls Secondary School, a private school owned by the Evangelical Lutheran Church of Tanzania, Karagwe Diocese. Such school visits enable students to interact with school students, practice their language skills, and learn about the education system in the country and some of the key challenges facing education.

The picture was taken during a visit to the Nyakayanga District Hospital to learn about the health system, see the hospital grounds and have a conversation with the doctor in-charge and other people at the hospital. They met with Dr. Patrick (in picture) who took the time despite his busy schedule to talk to the students and answer their questions. He also took them around to visit the wards and interact with patients and the nurses on duty at the hospital.
These pictures were taken during a field trip to Rubondo Island National Park in Lake Victoria, the largest lake in Africa and the largest tropical lake in the world. Lake Victoria, located in Tanzania and Uganda with a small part extending to Kenya has a surface area of 68,800 square kilometers. The Lake is known for its abundance and over 200 species of fish exported by local fishermen. With nine smaller islands under its wing, Rubondo protects precious fish breeding grounds. Tasty tilapia form the staple diet of the yellow-spotted otters that frolic in the island’s rocky coves, while rapacious Nile perch, some weighing more than 100kg, tempt recreational game fishermen seeking world record catches. Rubondo is more than a water wonderland. Deserted sandy beaches nestle against a cloak of virgin forest, where dappled bushbuck move fleet yet silent through a maze of tamarinds, wild palms, and sycamore figs strung with a cage of trailing taproots. Students had the opportunity for a boating tour of the Island and to see the different birds and water animals.

Rubondo Island is a paradise for bird-lovers, with nearly 400 species documented on the island. Students have the opportunity to enjoy a visit to the Island and learn about wildlife and some economic activities of the land.
Every academic year students from different disciplinary fields and the professional schools travel to Africa for activities ranging from internships, individual research, and structured study abroad or service learning programs. They take different paths in their pursuits for enhanced cross-cultural understanding and knowledge of the wider world. Some receive scholarship awards and some make their own arrangements, with a common vision and shared interest in learning about the continent of Africa. In this issue I have featured some of our students on various programs in Africa which I am pleased to share with you.

**Lauren M. Hasek** is pursuing a BPhil in Political Science, with a double major in Neuroscience, a minor in Chemistry, and a program in Swahili. A member of the executive board of Student Leaders in International Medicine (SLIM) at Pitt, she also works as a biology tutor with the Academic Resource Center and is a member of the Outside the Classroom Curriculum (OCC) Honorary Society. She writes for *The Pitt Pulse* and serves as a resident assistant, and has participated in research on high-risk obstetric patients in Pittsburgh. Her participation in the Honors College Brackenridge Research Fellowship program and SLIM led Lauren to investigate HIV education policy effects on preventative infant feeding practices in Lilongwe, Malawi where she spend the summer of 2011. She is currently developing a new study on socialized healthcare policies with the private clinics and the Malawian Ministry of Gender.

**Lauren Hasek** was the recipient of the 2012 Undergraduate Iris Marion Young Award for Political Engagement honors. GSPIA and the Women's Studies Program inaugurated the award in 2008 to honor Young's memory and recognize a member of the Pitt community whose actions have had political impact within the University or beyond. In 2009, GSPIA established the Iris M. Young Lecture in Civic Engagement to mark the event, and Women's Studies added an undergraduate award. A graduate student award was added in 2011.

The experiences I had in Malawi left me with a very skeptical view of aid and the presence of foreign

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**Spotlight on Student Awards and Project Activities in Africa 2011/2012**

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volunteers. Foreign aid has the power to victimize; to create a culture dependent on their position as the impoverished and underserved. While there is undoubtedly a need for some degree of foreign intervention to facilitate the growth of developing countries in our rapidly globalizing world, the extent to which many of these nations have become dependent impedes their eventual success. Aide work makes us smile and warms our hearts, but it inevitably does little but place a Band aide on a gaping wound. Improving the global health disparity begins not with foreign clinics and eager aid workers, but rather with mobilization of the populations themselves, provided with the opportunities and resources necessary to actively improve their own socioeconomic situations. As far as my contribution to social justice and democracy in the developing world, mobilization can begin with me. I have a passion and a desire, and a phenomenal encouragement within the University and at home. The most beneficial thing I believe I can do is learn.

Malawi is a small country located about 9 to 17 degrees south of the Equator and slightly inland from the east coast of Africa. Malawi was formerly a British colony known as Nyasaland. It is bounded on the east and south by Mozambique; on the west by Zambia and on the north by Tanzania. Much of the eastern border of the country is marked by Lake Malawi --an inland sea and the 12th largest lake in the world. The lake lies in the southern end of the Great Rift Valley, northern region of Malawi.

“I hope to leave you today with a slightly unconventional view of the world, particularly the developing world. I hope it will challenge the way you think and perhaps encourage you to do more. What I am striving for is advocacy at its finest; a passion to live outside yourself.” Excerpted from Lauren’s award acceptance speech 2012
POOJA A. PATEL: Undergraduate of Political Science & Molecular Biology, University of Pittsburgh

Pooja A. Patel and Robert Snyder founded the Green Hope Orphanage in Arusha Tanzania in the summer of 2011. Pooja serves on the Board of Directors for The Green Hope Orphanage, Inc. and is also the Vice President of the nonprofit corporation. While volunteering in Arusha, both Pooja and Robert met Herieth Jacobs, a skilled local teacher who dreamed of opening her own school. Together, they were able to make that dream a reality. Herieth Jacobs, currently the headmistress of Green Hope holds a teaching degree, and is fluent in Maasai, Swahili, and English. She is married to Jackson, a motorcyclist and taxi driver who, in his spare time, helps with construction projects at Green Hope Orphanage. The orphanage opened its doors on September 5, 2011. It is located in Olgilai Village, a few kilometers outside Arusha. The orphanage teaches reading and arithmetic to children from poor families in the village. The students learn English and Swahili which is Tanzania’s official languages. In addition to teaching, the school provides meals to its 22 students, who range in age from 2 to 6 years.

Robert S. Snyder: Undergraduate, Economics, Philosophy and Political Science, University of Pittsburgh

Robert Snyder is a sophomore studying Political Science, Economics, and Philosophy. He is a member of the Delta Chi Fraternity at Pitt. Robert is also directing socio-political research in Tanzania. He spent eight weeks in Tanzania in summer 2011, where he and Pooja met Harriet and helped start Green Hope. They are currently in Tanzania continuing research and volunteering at Green Hope May-August 2012.

The idea for Green Hope came about when Jacobs, 29, told Snyder and Patel of her dream to open her own orphanage. The team of three found the perfect location in Olgilai,
where Jacobs lives with her husband and three young children.

A man named Babu (“grandfather”) sold Snyder land with a building on it. Babu spoke only a tribal dialect, and Jacobs’ grandmother interpreted for them. Babu signed the land contract while holding the pen with both hands.

Green Hope’s classes began September 5, after the three fixed up the property. Private donors currently fund the school, though Snyder and Patel’s goal is to eventually have the school become self-sustaining. Within the next few years, they expect that the teachers in Olgilai will be able to manage the donations coming in and the operations of the school.

Green Hope received full nonprofit status under the provisions of Pennsylvania Nonprofit Corporation Law, enabling it to raise funds more effectively.

The Green Hope orphanage is a story of students changing lives through their participation in international education. These students among others are setting the way to good leadership and caring about others. Snyder, and Patel, the respective president and vice-president of the non-profit, are working with their Fundraising and Public Relations Chair, Mary Mallimpalli, also a University of Pittsburgh sophomore, majoring in Political Science and Economics. She is a sister of Kappa Kappa Gamma and is the Community Outreach Chair of the University of Pittsburgh Student Government Board, to raise money and awareness for Green Hope. The three have been accepted to the Clinton Global Initiatives Conference for their project of making Green Hope more sustainable. This summer, Snyder and Patel are in Tanzania to continue building sustainability projects at the Green Hope Orphanage. They will also be conducting separate projects in socio-political research in East Africa. Mallimpalli, Snyder and Patel are committed to making this orphanage a success and will continue work to ensure its growth and sustainability.

“Living among and working to help orphans and street children opens one’s eyes in a way I’m not sure I can put into words.” Robert Snyder

Harriet & Jackson Jacobs
Harriet is the headmistress of Green Hope Orphanage
Stacey M. Stachera was a Recipient of the 2011 Boren Scholarship to study Swahili in Zanzibar. She took an intensive language and culture course at the University of Zanzibar while interning at the Zanzibar Institute of Financial Administration Youth Club.

“This is a photo of me and the family I stayed with during my study abroad in Zanzibar. While I was there, I took classes in Swahili language, grammar, culture, and a media class in Swahili. I stayed with a host family and interned with a local NGO called Zanzibar Institute of Financial Administration Youth Club (ZIFYA), which focused on the empowerment of the youth communities on the island. I also wrote a final research paper in Swahili on the educational policy of the language of instruction in Tanzania. I had a great experience, learned a lot about culture and religion on the island, and I think the sense of understanding I gained from studying abroad definitely complemented the African Studies coursework that I completed here at Pitt”. Prior to my semester abroad in Zanzibar, I had studied in Tanzania during the summer of 2010 under the Pitt in Tanzania Swahili and Culture Immersion program which was a great opportunity and a trigger to my African interest and the application for the Boren Scholarship. I graduated from the University Of Pittsburgh in April 2012 with a Bachelor of Political Science and a Certificate in African Studies. My Pitt degree in Political Science complemented by my internal studies focus on Africa equips me with the skills I need to pursue my career and academic aspirations.

Piniel Berhane was a recipient of the Honors College Award 2011 to conduct research on micro financing and its impact on the economic empowerment of women and rural communities in Ghana while interning at the Volunteer Partnerships for West Africa (VPWA), a nonprofit NGO.
During her time in Ghana, Piniel assisted in writing newsletters for the NGO’s website and aided in updating beneficiaries accounts in the general ledger. She also took part in weekly rotation to beneficiaries’ ventures as well as looking for new potential beneficiaries. Although she gained tremendous insight on the different perspective of success, she was also surprised to see so many women with similar businesses in close proximity making an income. She quickly adapted to the different perspectives, and realized the different operations; most of the women had similar shops but they each had their own special item and customers. Some had fridges; so they had nice cold water, which is very much appreciated in the hot sunny weather of Ghana. Some made local dishes, some sewed in their free time. She quickly learned to leave her American standardization of a business and adopt the Ghanaian version.

In her free time she immersed in the culture and traveled to different parts of Ghana. She had a wonderful time in Ghana and hopes to go back some time in the near future. Piniel graduated in April 2012 from the college of business administration with a major in Finance and certificates in African and Global Studies. She is interested in pursuing a career in the international finance field, specifically focus on the African region. She hopes to go back to Africa and contribute to the development of the continent. She credits UCIS programs for nurturing her interest in international studies.

“The African Studies Program helped me revamp my love for the African continent. After spending so many years in the states, you begin to lose touch, start to forget and begin to conform to the American culture. My experiences abroad and in classes I took here at Pitt, have increased my knowledge and made me aware of the vast cultures and ethnicities on the Continent. During my time in Tanzania and Ghana, I was able to immerse myself in their unique cultures and learn so much from them. One needs to be eager to learn and open-minded; only that way can you gain so much knowledge. I want to thank the African Studies program for their amazing support and for the great opportunities they make available.” Piniel Berhane
“Last year, I applied to go to Tanzania, in East Africa but never thought that I’d be blessed with the opportunity. I had/have a myriad of people that are constantly in my corner, and for that I’m grateful. I’m grateful that I got to travel across seas to the Motherland where I got to reconnect myself to the land of my ancestors. I participated in the Pitt in Tanzania Swahili and Culture Immersion program in summer 2011. Traveling to Africa has been one of the most heartwarming and welcoming experiences of my 21 years. What this picture symbolizes is the bond. I continued to study Swahili for two more semesters before my graduation. I am proceeding to Mombasa Kenya for further Swahili study this summer of 2012 through the University of Yale program in Kenya” Alyssa P. Lyon

“My trip to Tanzania gave me the opportunity to see a different part of Africa being that I am originally from Ghana. It also taught me a lot in life in relation to dealing with such similar yet different cultures. That is something that will help me in my career as a Nurse in the future. I was also able to learn a new language which I love so much although I am not yet fluent in. “Nampenda swahili na natumaini kusema vizuri katika siku zijazo”. (I love Swahili and I hope to speak fluently in the future) It was a rewarding experience which I will never forget. I definitely will visit Tanzania again. Finally, I also made the world’s greatest friends ever Piniel, K.C and Nick.” Abena Botwe Asamoah

Alyssa P. Lyon is a recent graduate of the University Of Pittsburgh. She received a bachelor’s degree in Communication Rhetoric and Africana Studies, and a certificate in African Studies at Pitt.

Abena Botwe Asamoah is a recent graduate of the University of Pittsburgh, School of Nursing. She graduated in April 2012 with a Bachelors of Science in Nursing (BSN), and a certificate in African Studies.
Susan S. Chematia

“I am originally from Kenya. I received my early primary education in Kenya and moved to Pittsburgh in 1998 and continued with my elementary, high school and college education. I recently graduated from the University of Pittsburgh, College of General Studies with a Bachelor of Arts degree in Health Services. My specialization is in Community Health Assessment which provided me with an understanding of the physical, social, and behavioral factors influencing health. My career goal is to work in the public health sector for two years where I can put to use my skills in communication, management, and leadership relating to the health services field. My long term plan is to return to school to pursue a master's in Public health. I eventually hope to obtain a position with an international organization most preferably UNICEF that will take me to Africa to work with orphans and vulnerable children in Kenya. My education at Pitt and particularly my African Studies Experience has been invaluable. It has helped me learn so much about the continent of Africa and the many things I never knew about my home continent. There are many challenges particularly in the health sector but there is a lot of hope in what can be done to improve. I want to be a part of the workforce that will help bring about sustained improvement in the health status of orphans, vulnerable children and girls through active public health education and advocacy.” Susan S. Chematia

Ama Chika Ezeonwuka

“I am a recent graduate of the University of Pittsburgh, College of General Studies with a BA in Legal Studies. I studied in Ghana on the Pitt in Ghana Study Abroad Program Spring
2012. Learning about Africa in all my African Studies courses has taught me to embrace the future. Although I know that there are many challenges facing Africa, I also know that there are many opportunities for improvement. I can now boldly think of the future without being scared of it or reluctant to go further when things are difficult.”

Throughout the years that I have been apart of the African Studies Certificate program, I have learned so much about my roots as an African-American student. Unfortunately, before coming to Pitt, I knew very little about African traditions, or history. Taking courses through the Africana Studies Department, and being taught by well-versed and experienced professors has opened my mind and acceptance of many more cultures. This has allowed me to pass on this knowledge to my peers in the Black Action Society and even friends. The depth of my studies in this program has contributed to my perspective as a student, as a current resident of Pittsburgh, and even as an African-American studying abroad. This program has been extremely fulfilling and provided even more meaning to the pride I have in my culture.

Ashley Daniella Greeman

Kerry Nugent Hancuch

I spent 6 weeks in Cape Town, with PittMAP, last spring. I spent most of my time there visiting various health and social service providers, researching knowledge and attitudes towards contraceptives and condoms, and practicing with the fencing club at University of Cape Town. Here at Pitt, I’ve continued my interest in public health in southern Africa and HIV/AIDS through coursework and writing a paper comparing attitudes to medical vs. the traditional male circumcision between amaXhosa in South Africa and the Bukusu ethnic group in Kenya.
Malika James

“I haven't been to Africa yet but being part of the African studies program has helped me improve my understanding of my culture and African influences on all areas of all subjects in the world. I intend to go to Africa as soon as I can afford to!”

Uchenna Offor

“Being born to Nigerian parents, Africa has always been a major part of my life. This program has helped me learn and connect to the whole continent of Africa on a more academic and social level. The African Studies certificate program gave me an opportunity to connect and learn about other African nations a part from my own, and also allowed me to gain an in-depth view of African cultures, politics, economic structures and people. Through this program I got to meet and interact with many African natives and learn about their personal connection and experiences in their countries, which deepened my understanding of differences among Africans and increased my love for Africa.”

Kara Stone

“I greatly enjoyed my experience in the African Studies program here at the University of Pittsburgh. I initially became involved by registering for the History of Africa before 1800 and my infatuation with the continent began here. I then registered for Swahili and continued with the program for the rest of my years at Pitt. Having the opportunity to study Swahili was a remarkable experience and I thank the program for making this opportunity available for students. Although I did not travel to Africa during my time here at Pitt I do hope to travel there someday and apply all of the knowledge I have acquired here at Pitt. I am very thankful for opportunities provided and the kind people in the Africana Studies department.”
Margaret Tully

In my four years at Pitt, the Africana Studies Department has been one of the most supportive and encouraging department that I’ve encountered. The African Studies certificate program has provided me with interesting classes and wonderful professors who have supported me in my research endeavors and helped me study abroad with Pitt in Tanzania after my program in Cairo was canceled last spring. The Pitt in Tanzania program was such an incredible experience and I am very grateful to have participated in it. My experiences in Tanzania, from joining a choir and learning songs in Swahili to conducting research on traditional dance to navigating my way through the marketplace were all invaluable experiences that taught me a number of important life lessons.

Sarah with Elias Patrick, a student at KARASECO aspiring to be a computer analyst and engineer

Sarah Kafui Amanfu

I travelled to Tanzania, East Africa in summer 2011. I am most grateful for the opportunity it offered to give back to my community and above all serve humanity. I am happy that I was able to provide free chemistry tuition in preparing students towards their national exams. Some shared their projects on their blogs & their future dreams with me. The time spent singing, teaching & learning songs from the girls in the dormitories was a transformational and humbling one. Apart from fluency in French, at least I can speak some basic Swahili! I hope to establish a foundation to sponsor girls in Africa to school.

Sara is a recent graduate of the School of education with a Master’s in Education. She will begin her doctoral studies in education in the fall term 2012.
When I approached Professor Ronald Brand in the Fall of 2010 regarding the possibility of teaching in Africa, Professor Brand suggested that I be open to teaching for a semester at Moi University in Eldoret, Kenya. After learning about Kenya and Moi University from Professors John Weidman and Macrina Lelei, I decided that a semester teaching law in Eldoret would be an interesting and appropriate experience.

Dean Henry Lugulu of Moi University, in the spring of 2011, accepted my application to join the faculty as a visiting lecturer, and Vincent Mutai, a lecturer at Moi University and a Pitt Law LLM graduate, helped me to make plans for the upcoming semester. In early September 2011, I arrived at Moi University in Eldoret, Kenya where I was warmly welcomed by Dean Lugulu, Vincent Mutai, and three other lecturers that had received LLM degrees at Pitt Law: Maurice Oduor, Linda Khaemba, and Anna Konuche. Vincent graciously allowed me to use his office as my own, and I soon began teaching Legal Research, Methods & Writing to the first-year class - a group that consisted of approximately 650 students. The vast number of students was no doubt intimidating, but I quickly found that the majority of students were respectful and alert in class, which was essential to the experience.

Co-lecturing the course with me was a legal scholar by the name of Onesimus Kipchumba (“Kip”) Murkomen, who was (and still is) a candidate for Senate in Kenya and a prominent commentator on many Kenyan political issues. Due to Kip's busy campaign schedule, I took on a significant portion of the teaching responsibilities, which I was happy to do. Also, through the process of witnessing Kip's campaign and engaging in conversations with the lecturers at Moi University, I was able to gain a unique understanding of campaign finance issues in Kenya, a topic of which I recently authored an article that is scheduled for publication in the *Duquesne Law Review* in 2013.

In Kenya, as in many other countries, students begin legal studies immediately after high school. Therefore, instead of immediately focusing on legal writing, it was essential to first instill the students with a proper foundation in the law. We discussed theories of natural and positive law, the doctrine of *stare decisis*, primary vs. secondary sources of law, and finally, proper methods of legal writing. Also, a few of my colleagues requested that I visit their classes and speak on the American legal system. Each class was a fulfilling experience, as many students asked questions and raised different topics immediately following the lectures.

When the teaching came to a conclusion, I wrote a final exam and spent
my last three weeks in Kenya grading the 650 exams, all of which were handwritten. I hope that the students enjoyed the experience; I definitely did. And, I hope that the Pitt-Moi relationship continues to exist and grow, for the benefit of both institutions.

Mr. John Christie-Searles

John’s preliminary research was to do a feasibility study on the topic of Benedictine monasticism in Tanzania. Initially, he was focusing on the whole country but came to realize that the area of focus was the southern portion of Tanzania. In summer 2011, He visited the four oldest Benedictine monasteries (the most in any other country in Africa). John spent an equal amount of time at all the monasteries, residing in the communities or traveling to visit. For the five weeks of his stay, he conducted research in convents, schools, orphanages, parishes, government offices, and other nonprofit and civil society organizations.

“I have been to many African countries with two official languages: Lesotho (Sesotho/English), Botswana (Tswana/English), Zimbabwe (Shona, Ndebele/English), and Kenya (Kiswahili/English). However, Tanzania, a former German colony, purports to having two official languages (Kiswahili/English), is a
fiercely proud Kiswahili speaking country. English was spoken by the monks and nuns at the various monasteries and convents that I visited. It was not as widely spoken in the areas in southern Tanzania which I visited. I had some familiarity with Kiswahili as a Peace Corps volunteer in Democratic Republic of Congo (formerly Zaire); but, I was unaware of the dominance and wide spread usage of Kiswahili. I managed to get by, but I now understand the universality of Kiswahili in the country”.

The Rule of St. Benedict has travelled over the past 15 centuries from Africa to Europe and now back to Africa. Missionary Benedictines from Germany have been the catalysts for the reintroduction of Benedictine monasticism in Tanzania; moreover, there has occurred an evolution within Benedictine monasticism whereby Tanzanian themselves are forming monasteries in Tanzania and Zambia.

“The Benedictine monasteries, our motto is ‘Ora et Labora’ literally meaning ‘pray and work’ (or sala na kazi in Kiswahili). As part of our missionary work for the Catholic Church, we engage ourselves in social development and humanitarian services from the local.”

The Benedictine monasteries play a major role in socio-economic development in Tanzania. For example the Hanga Abbey is the first indigenous Benedictine community of men in Tanzania founded in 1957. It is deeply involved in social services to the local people and to those in very remote areas of the country. They identify with the needs of the people irrespective of religious creed, political inclination or social status.

Education was seen as a very great need, so in 1979 Hanga Vocational Training School was established, offering courses in carpentry, masonry, tailoring and auto repair for both boys and girls. One of the main goals of the school is to empower women, enabling them to move out of poverty. What is produced in the vocational school is sold and that covers its expenses.

As he continues his research, John will explore further the role of the St. Benedictine monasteries in sustainable development not only in Tanzania but in Africa. John is a PhD Student in the Graduate School of Public and International Affairs (GSPIA) at the University of Pittsburgh.
Kathleen C. Euler “KC” is a senior English Writing major, and enrolled in the certificate programs in African Studies and Global Studies. She is also a minor in Film Studies. She spent the spring semester abroad in Morocco, where she used the opportunity to immerse herself in Arabic studies, capture the country on film, and conduct field research. This was KC’s second undergraduate study abroad experience. In summer 2010, she participated in the Pitt in Tanzania Swahili program funded by the Fulbright-Hays Scholarship directed by Dr. Lelei. In Tanzania, she studied Swahili language and immersed in the culture of the Swahili people.

The semester-long Morocco program was hosted by the School for International Training and located in Rabat. While in Morocco, KC investigated how social networking sites were being used by Moroccan youth. She also developed her Arabic language skills in the classroom and in a homestay experience. At Pitt, she studies Kiswahili, Spanish, and Arabic, and won a scholarship through the Summer Language Institute to study Bulgarian. In the fall, she intends to continue her Arabic language studies and use the on-site research to develop an undergraduate thesis.

“I study English Writing, Film Studies, Global Studies, and African Studies. I am using my time in Morocco to do independent research. I am looking into social networking and how this impacts women’s role in society and politics”~ Kathleen Euler
“GHANA’S MARKET WOMEN: HOW THEIR ECONOMIC ENGAGEMENT AFFECTS THEIR POLITICAL INVOLVEMENT”

Loretta Agyemang

Undergraduate, Economics & Political Science, University of Pittsburgh

The importance of female participation in the economic and political spheres in the developing world has become a major focal point of development economics and humanitarian aid in recent years. Academic studies of small businesses in West Africa have articulated the importance of organizations composed of and led by women for the economic well-being of various countries in the region. In Ghana in particular, many studies of female traders in the country’s sprawling open air markets have been conducted. These studies have provided extensive information about the daily lives of traders but have not revealed in great detail about the political involvement of these women. The investigations I will be undertaking this summer stem from the information previous literature on this subject has revealed in that I will be utilizing similar methodology in interviewing the women and, conducting primary observations of the activities of the Makola Market. However, the questions I will be asking will address the political involvement of these female traders and how their activities shape the government’s macroeconomic policies. This research is a case study of female small business owners in Ghana. I hope to find out information about the daily activities of their trade. I hypothesize that because macroeconomic policies of the Ghanaian government directly affect these subjects, they are more likely to be politically active. Understanding the degree of their political activity and how influential they are in affecting economic policy formation is the primary goal of this project. This understanding will help inform policies that directly impact on the economic welfare of women—the significant impact on their families’ quality of life, especially their children.
Caitlin is currently in Karagwe working as a site director with Amizade Global Service-Learning & Volunteer Programs in Tanzania.

"After graduating from GSPIA with a Masters in International Development, I joined the many students worried about the prospect of not obtaining a job while saddled with loads of student debt. Fortunately, I was able to choose among a few job options just a month later, and became the Site Director for Tanzania programs for a Pittsburgh-based non-profit organization called Amizade Global Service-Learning. I am currently serving a one year contract, based primarily in the rural district of Karagwe, Tanzania. I am joined by my husband, Paul Thistle. The position entails facilitating service-learning experiences for American students in Karagwe. We will lead two groups of semester students who have chosen to study abroad here and also two or more short-term experiences during the summer. Students who study abroad with Amizade Karagwe take four classes: Global Service-Learning, a reflective course; Professional Field Placement, a course which guides students through qualitative and ethnographical research; a Swahili language course; and Sustainable Development, which I teach. Each student also volunteers with a local non-profit for 10-20 hours a week.

Amizade facilitates programs in eleven different countries: Tanzania, Ghana, Bolivia, Brazil, India, Jamaica, Mexico, Northern Ireland, Trinidad & Tobago, Poland, the Navajo Nation, and Washington, D.C. Its programs are geared toward community-driven service, cross-cultural understanding, and fostering a sense of global citizenship. This semester we have eight students studying abroad in Karagwe, and they have brought with them an excited spirit, ready to immerse in the culture and nurture relationships with their new neighbors. They are rapidly picking up Swahili and after only two weeks are comfortably greeting people they pass on the road. During their free time, they have ventured out of the guest house compound in which we live to help girls carry water from a small river to their homes and went on a five hour hike through the beautiful valley to a small mountain range we overlook from our guest house. Indeed,
Karagwe is a gorgeous place with very hospitable people. The most common word a guest is likely to hear here is 'karibu,' for 'welcome’ in Swahili.

Our students have begun visiting their volunteer placements and are looking forward to an informative semester of service. One had already begun working as a reporter for a local development-based radio station called FADECO. John will travel into the surrounding community three times a week to gather the stories of disabled people, and will ultimately write a report to increase awareness about their needs. Other service placements will focus on advancing women and children’s rights, supporting small-holder farmers through agriculture programs, and teaching English in a nearby government secondary school.

Paul and I are very happy to be working in Karagwe, Tanzania. We have created strong relationships with a handful of people and truly appreciate the friends we have here. This place challenges our moral frameworks and lifestyles in the United States, which ultimately fosters a more humble and cosmopolitan understanding of the world. The people of Karagwe have welcomed us into their community, and we appreciate this opportunity we have been afforded”.

Nina Elizabeth Weaver & Cory J. Rogers in Tanzania

After African Studies wrapped up its 2010 summer program in Tanzania, two students decided they needed more time in the nation’s main city, Dar es Salaam. Nina Weaver, a recent Pitt graduate, and Cory Rodgers, a fifth-year senior, returned to the “Harbor of Peace” in fall 2011 to immerse themselves for nine months in the rich culture of the Swahili coast. The pair are living in Savei, a suburb located near the University of Dar es Salaam where Nina is taking graduate classes in Development and Education. After completing her Bachelor of Philosophy thesis, Nina applied for a Rotary Ambassadorial Scholarship to study at the Master’s
level at the University of Dar es Salaam in Tanzania. She received the scholarship and was admitted to Dar es Salaam as a Rotary Scholar.

“It’s great to meet Tanzanian students in the same field as me, and to hear about their experiences growing up in a struggling educational system. And – sometimes – we have to deal with similar problems at the university, due to lack of resources or funding.”

In addition to going to school, Nina is also volunteering as a teacher at a local primary school, where understaffing hinders teachers’ ability to provide quality lessons in their over-crowded classrooms.

Cory Rogers graduated in April 2012, with majors in Africana Studies, Biology, History & Philosophy of Science. He conducted research on AIDS during the 2010 study abroad program in Karagwe Tanzania. Realizing the need for food security and income-generating projects among HIV-affected families, he applied for the Samuel Huntington Public Service Award to fund a chicken husbandry project for a women’s HIV support group.

“The area where I’m working – Manzese – turned out to be far more crowded than I’d expected. So we’ve had to change some things around, and we’ve also added new components to the plan, like an urban gardening initiative.” Cory and his contacts are also dealing with water management issues, because water can be very scarce in the Manzese slums during the dry months.”

During their first few months in Dar, Nina and Cory met many young people in Savei who wanted to improve their English language skills. The two began meeting informally with these youth, until they found themselves with a class of about fifteen students and a regular weekly schedule.

“It has been great to have so many people take advantage of these sessions,” explains Nina. “The problem is that we never saw it turning
into such a structured arrangement, so we weren’t thinking long-term.”

This undertaking has combined Nina’s passion for education with Cory’s interests in community organizing. “We won’t be here for more than a few more months,” says Cory, “so we want to leave the group with something useful, like organizational skills or internet know-how. Some of the more advanced students are interested in continuing to meet after we leave, maybe as a club for practicing English. We’ll see where they want to go with this.”

Cory and Nina will also be visiting KARASECO, the rural secondary school where they spent three weeks with the other Pitt students in 2010. They already met one of the schools graduates in December, 2011. “I guess we’re just being nostalgic on this one,” Cory says. “But we’ll be sure to say hi from the other Pitt-in-Tanzania study abroad students.”

“We couldn’t have done this without Mwalimu.” Nina adds, referring to Leonora Kivuva, Pitt’s lone Swahili language teacher. “In just two semesters, she prepared us to speak and understand Swahili conversationally. Without this, we would only be talking to university students and others who have studied English. You can’t understand Dar es Salaam that way.”

We’ve also had the chance to visit Nairobi and Nakuru in Kenya. We travelled with Niecy Dennis, founder of the Workforce Development Global Alliance (WDGA) in Pittsburgh. We visited WDGA School in Nakuru. Niecy invited us to join her to meet contacts and begin work on setting up the Kenya branch of the organization.

We’ll be returning to the US in July, and then we’ll be going to the UK to study. I received a Rhodes scholarship to study Medical Anthropology at the University of Oxford, and Nina has been accepted to the University of London's Institute of Education, where she will study Social Justice with a concentration on issues in refugee education.
Film Screening and Presentation of the documentary “TONY” By Invisible Children

This documentary features the story of Tony who grew up in Northern Uganda, which has been a war zone due to the Lord’s Resistance Army (LRA) led by Joseph Kony, who has been fighting the country’s government for the past 25 years. The screening was by Invisible Children, a media-based nonprofit organization dedicated to ending Africa’s longest-running war. The documentary was screened at the University of Pittsburgh in the David Lawrence Auditorium on Friday, September 23, 2011. In addition there was a presentation of the personal story of a war-affected Ugandan who shared his experience growing up in Uganda during a time of war. The event was part of Invisible Children’s “Frontline Tour” where 16 teams traveling across North America shared their story. The Frontline Tour focused on awareness and advocacy regarding the war and raised funds for Invisible Children’s Early Warning Radio Network. The film documents the life of Tony, and follows the past eight years of his life, which have been marked by violence from rebel groups like the LRA.

“Invisible Children is a social, political, and global movement that uses the transformative power of story to change lives.”

“South Sudan Walk to Independence”
Mr. Joel Dumba Crispo Dumba

Joel Dumba comes from the Republic of South Sudan, a newly born country which gained independence on July, 09 2011 after a civil war which lasted for over 21 years. He is graduate student of Social and Comparative Analysis in Education, Department of Administrative and Policy Studies, School of Education University of Pittsburgh. He has worked with a number of public, bilateral, and multilateral organizations in Policy development endeavors, including UNAIDS, UNDP, UNAIDS, UNDP, UNICEF, UNHCR, UNFPA, The World Bank, Intern-Governmental Authority on Drought and Development (IGAD), Ministry of Education, Ministry of Health, and
Ministry of Gender and Social Development. His major teaching interests and experience are in the areas of HIV and AIDS in the education context, research methods, policy analysis, program evaluation, international development, social work and social administration of multicultural education, research ethics, and organizational leadership and strategy.

Mr. Dumba’s presentation was on South Sudan and the long struggle to Independence. The audience comprised of students and faculty members engaged in a lively discussion on some of the key challenges the young nation must now address related to its domestic policies as well as continued hostilities with the Republic of Sudan.

When it became the world’s newest nation in July 2011, South Sudan inherited three-quarters of the previously unified Sudan’s oil output. Oil is the lifeblood of north and south.

Dr. Oybade is an adjunct Assistant professor at the University Of Pittsburgh School Of Music. He holds a PhD in ethnomusicology and a graduate certificate in Africana studies from the University of Pittsburgh and is a contributing editor of Afrobeat journal. His current research chronicles afrobeat’s transnational networks, and discusses processes of stylistic, ideological and cultural affiliation that have shaped such networks. He has delivered papers at various conferences in the United States, Europe and Nigeria, and contributed to academic and non-academic publications.

In the aftermath of the 1960s, Nigeria gained independence from British colonial rule. A renewed self-determination captured all Nigerians, especially the youth. Traditional West African music began to sound like a remnant of the colonial path and young
Nigerians turned to Euro American pop/rock music. This movement was not without its critics, including the notable Fela Kuti. Instead of emulating Western music, he created his own countercultural genre, Afrobeat. In his lecture delivered on Thursday, October 27th, Dr. Dosunmu chronicles evolving countercultures of Nigerian popular music from the benign cultural revolt of the hepcats during the 1960s to the violence-inducing dissidence of 1970’s afrobeat to what is happening in contemporary music in Nigeria today.

“RAPE AS A WEAPON OF POLITICAL VIOLENCE”
Dr. Annamore Matambanadzo

Dr. Matambanadzo is a native of Zimbabwe living in Pittsburgh. She is a Research Associate, Assistant Professor in the School of Family Medicine, University of Pittsburgh. Before coming to the United States, she was a long time educator in her home country. She is passionate about human rights issues and particularly women’s issues. As a result of the economic and political crisis in Zimbabwe, many women in the country with political affiliations have become victims of sexual assault. In September 2011 at the University of Pittsburgh, Dr. Matambanadzo hosted a conference on “Rape as a weapon of Political Violence”. She continued with the discussion in a lecture hosted by the African Studies Program on Thursday, March 29th 2011. The lecture was preceded by a short documentary on the subject of rape across Zimbabwe, depicting true life stories of women who have been victims of rape in politics. She looks forward to continue this project and form a strong advocacy group in the US in partnership with groups in Africa, to salvage the lives of women victims of rape in Zimbabwe.
“THE BAKOSSI BIBLE TRANSLATION PROJECT”
Mr. James Robertson

James Robertson is a 2011 graduate of the Community College of Allegheny County (CCAC), Pittsburgh, Pennsylvania with an Associate of Science in Music (with honors). He has been involved in music, television and film for nine years. His freelance projects include producing music CD’s—Revival 1-on-1 and double disk album Jesus the Rock (unreleased). His student films—The Difference and Changed, aired on World Wide Interactive Worship (CTVN-40). In 2010, Mr. Robertson received the America Arts and Cross Roads Center, 2010 “Dream Makers” Arts Award, for his work as a freelance videographer, for the Afro-American Music Institute. His “Dream Makers” award project culminated in a Short film he wrote and directed called “Sixty-Five Roses,” a Cystic Fibrosis awareness film. The project earned him a Fellowship at Pittsburgh Filmmakers, the 2011 Willie Stargell Star for Entrepreneurship and the Prestigious Pittsburgh Circle of Courage award for Visual Arts.

Mr. Robertson is currently producing a documentary called Bakossi Project “God Speaks My Language”. He is also a Digital Media intern at the Heinz Endowments, and a Fellow of the 2012 National Game Changers Project for filmmakers. He traveled to Cameroon in the fall of 2011 to participate in the dedication of The Bakossi Bible Translation produced by the The Bakossi Bible Translation Project (BBTP) founded in Kumba Cameroon on January 31, 1992. The vision of the project was to translate the Bible into the Akoose language to help the Bakossi people better comprehend and apply the scriptures. On his return, he presented a lecture where he shared his experience in Cameroon with students at the University of Pittsburgh. He was hosted by the African Studies program on Tuesday February 21, 2011 at the WWPH 4130.
The African Studies program and the Ford Institute for Human Security hosted the second interdisciplinary international conference at the University of Pittsburgh in the spring term. The theme was on “Achieving Sustainable Development in Africa”. The conference was organized in partnership and sponsorship of the Institute for International Studies in Education (IISE), Graduate School of Public Health, and University Center for International Studies (UCIS) and, Global Studies Center through the Global Academic Partnership (GAP) grant. Other key sponsors included the, University Honors College (UHC), and the Ridgeway Center (GSPIA). The Africa partners were the, the Forum for African Women’s Educationalists (FAWE), Nairobi Chapter, Kenya; University of Ghana; and, University of Witwatersrand, South Africa. The focus of the conference was based on the key pillars of sustainable development that aim at poverty reduction such as, environmental protection, economic and social development.

The African Studies Acting Director Dr. Macrina Lelei, gave the opening remarks at the conference. She stressed the significance of the conference theme arguing that since the United Nations Conference on Environment and Development held in Rio de Janeiro in 1992, sustainable development has remained elusive for many African countries. Although poverty reduction is central to development, Poverty remains a major challenge and most countries on the continent have not benefited fully from the opportunities of globalization, further exacerbating the continent's marginalization. Africa's efforts to achieve sustainable development have been hindered by conflicts, insufficient investment, limited market access opportunities and supply side constraints, unsustainable debt burdens, historically declining levels of official development assistance and the impact of HIV/AIDS. This conference is an opportunity for those
of us who care about Africa’s development to discuss the continent’s commitment and that of the international community to address the special challenges and give effect to a new vision based on concrete actions for the achievement of sustainable development in the continent.

Good afternoon and welcome to the second interdisciplinary international conference at the University of Pittsburgh. It is a pleasure to welcome you all to our Achieving Sustainable Development in Africa international conference. Over the next two days you will hear presentations from five states, six countries, and 15 university and organizations from around the world. I am delighted to welcome our keynote, Clive Mutunga, from Population Action International, as well as our speakers from the World Bank, the Ministry of Education and Sports in Uganda, universities in Kenya, Ghana, Uganda, Nigeria, South Africa and the United States of America, as well as faculty and graduate students from the University of Pittsburgh and other institutions.

The challenge for Africa and this international conference seeks to address, is how Africa can develop the capacity to sustain growth after it has been ignited. The term “sustainable development” was used as early as 1972 at the United Nations conference on the Human Environment, but it was until 1987 with a U.N. report on “Our common future” that the term was fully defined and translated into policy options.

Our speakers will present their research on this issue by looking at health, environmental and educational sustainability, gender equity, the millennium development goals, and conflict mitigation and institutional
governance. I would like to thank the Ford Institute for Human Security and the African Studies program for organizing this international conference, as well as associates from UCIS and the Schools of Education, Public Health, and GSPIA for their contributions in developing an excellent agenda. Thank you for your participation in making this second international conference a success. Let’s give a warm welcome to our panelists.

Dr. Lawrence Feick, Director of the University Center for International Studies (UCIS), gave a few remarks of welcome. He stressed the need to understand Africa’s role and position in the future global system, while looking back on the lessons learned from the past struggles to achieve sustainable development. He noted that the steps taken to address the challenges will have profound implications for Africa’s future. There should be concerted effort to focus on how better to integrate Africa more fully so it can play its full and rightful role in global context.

Dr. Feick presented a recognition award to Dr. Joseph Adjaye, the former Director of African Studies, and Emeritus Professor of Africana Studies at the University of Pittsburgh, and Professor of History at the University of Ghana. The award was presented in appreciation for Dr. Adjaye’s many years of dedicated service to the African Studies program. As Director of African Studies before his retirement, he was instrumental in planning this conference and had travelled from Ghana to attend and participate as a panelist in the environmental sustainability panel where he shared his research on preservation of the environment as an essential factor for both sustainable development and poverty reduction.
The Keynote Address
“Population Dynamics, Climate Change and Sustainable Development in Africa”
By Clive Mutunga

Mr. Mutunga stressed that population dynamics including size, growth, composition, and mobility are important for climate change and sustainable development. Yet policies on issues like family planning, reproductive health, education, and women’s empowerment are rarely taken into consideration in climate planning, despite their potential to ensure climate-compatible development in Africa. A large share of the population in Africa lives in areas susceptible to climate variation and extreme weather events. Population growth is occurring most rapidly in Africa on average, increasing the scale of vulnerability to the projected impacts of climate change. Recent UN projections show that Africa’s population will grow from 1 billion to 2.1 billion by 2050, and that this growth is driven exclusively by countries in Sub-Saharan Africa where the population will increase from 0.8 billion to 1.9 billion by 2050 (UNPD 2010). Thirty-one of the 51 countries in Sub-Saharan Africa are projected to at least double their population by 2050.

Mr. Mutunga provided an analysis of the impact of population dynamics on climate vulnerabilities, such as the projected availability of fresh water resources and agricultural productivity in Africa. The analysis highlighted the implications of population dynamics on key development issues in the region including education, health, gender and conflict. Such evidence would help guide priority-setting and investment as many African governments are moving towards the preparation of climate compatible development plans. The results will highlight policy and program implications and guide national and regional responses to climate change and sustainable development planning in Africa.
Mr. Mutunga holds a M.A (Economics) from the University of Nairobi, Kenya, with a specialization in Environmental and Natural Resource Economics from the Centre for Environmental Economics Policy Research and Analysis in Africa (CEEPA) based at the University of Pretoria, South Africa; and a B.A (Economics and Sociology) from the University of Nairobi.

The conference concluded with a closing keynote by Professor Lou Picard who thanked all speakers for their valuable and insightful contributions to the depth and scope of their panel topics. Panel presenters came from across the United States and from institutions in Africa (Ghana, Kenya, South Africa and Uganda). The panelists included Dr. Nilufar Ahmad, Senior Gender Specialist at the World Bank. She shared her work and experience working in the social development department that supports and monitors the implementation of the gender action plan within the sustainable development network. Mr. Patrick Freeman, a program coordinator at the International Foundation for Electoral Systems in Washington D.C. talked about the women-centered programs in rural Ghana designed to promote sustainable development. He remains a keen advocate for promoting gender equity initiatives in Africa. Most of the presenters although critical of the way development is happening in Africa were optimistic and full of hope for positive outcomes of development initiatives.

Spotlight on Outreach to Schools
The African studies program strongly supports and encourages outreach to schools and other community groups. Our goal is to support African studies education at all levels, encourage curiosity and understanding about the continent. We organize to send requested speakers to schools or to community functions to speak about cultural and social topics as well as to showcase African culture.

Harrold Middle School
World Culture’s Day

Harrold Middle School, Hempfield Area School District in Greensburg, Pennsylvania, organizes an annual World Culture’s Day held in the spring term (April-May). The objective is to educate school students about different cultures around the world. Resource persons are invited to represent the five continents and, to teach about their respective cultures through lecture presentations, music, dance, storytelling, games and personal interactions with the students.

During this year’s world cultures day at Harrold Middle school, three African studies program students from the University of Pittsburgh, led by the Acting Director of the African Studies Program, participated as presenters for the Africa region. African countries represented were Ghana, Kenya and Liberia. The event was held on Wednesday, May 23rd 2012. The program started at 8:00 am and ended at 3:00 pm. We spent the day presentations on selected countries.

HMS students were engaged in cultural activities such as learning how to wrap the African outfit, play games, African dances, music and Swahili language. With such activities we aim to expand school students’ perspectives of Africa beyond Western stereotypes and contribute to a better understanding of the countries, history, cultures and peoples of the enormously diverse African continent. Students asked a lot of questions about Africa and were very happy to interact with Pitt students.
Harrold Middle School strives to create a learning community where everyone acts as responsible, contributing citizens. The world cultures day helps to foster attitudes of acceptance in the students that can lead to more inclusive communities. Providing awareness of other cultures to students is a good step toward teaching them to respect people from all backgrounds and nationalities. The World Cultures Day event is hosted at the school annually to help students appreciate and understand cultural diversity.
The Ellis School 8th Grade Capstone Project

Each fall in the Middle School the 8th graders select four countries on which to focus. This year the girls chose Sierra Leone, Benin, Kenya, and Zimbabwe. Over the course of the year, the girls work in teams to learn about each country, to focus on a specific problem, and to create a solution or consider an opportunity around this concern. The program culminates at the end of the year in a capstone project titled “Reflections on Global Issues”- designed to help students prepare for service and leadership and excel in a global community. Speakers were invited from the respective countries to share their knowledge and experiences with the students about their individual home countries.

Kenya

Ms. May Lebo of LRDC, University of Pittsburgh volunteered as one of the speakers for the Ellis School 8th Grade capstone project. She spoke about her home country of Kenya —the history, geography, socio-economic activities, and the education system. She shared with the students, her experience growing up in Kenya and in particular about her hometown of Kitale located in western Kenya situated between Mount Elgon and the Cherangani Hills at an elevation of around 7,000 feet. Kitale is an agricultural and dairy farming town. In addition, May talked about the other major cities in Kenya (Nairobi, Mombasa, Nakuru and Kisumu). She shared her schooling experience in boarding school growing up in Kenya. During school holidays, she went home to Kitale where she helped her family with work in the farm. The students were interested in learning more about the young girls in Kenya and their opportunities for education and leadership roles as was reflected in their questions. May discussed the education of girls in Kenya and the fact that there are many boarding schools in Kenya for girls. She said that although there are still many challenges, the country is undergoing positive transformation in improving the status of girls and women.

May Lebo is a staff member at the University of Pittsburgh, Learning Research and Development Center (LRDC). She received both her MBA in International Business and, a Bachelor of Arts in Broadcasting from Point Park University, and, a Diploma in Television and Radio Production from the Kenya Institute of Mass Communication in Nairobi, Kenya.
MODEL AFRICAN UNION (MAU) FOR HIGH SCHOOL STUDENTS, PITTSBURGH SCHOOLS, ALLEGHENY COUNTY MONDAY, MARCH 26TH 2012

The African Studies program in collaboration with the Students International Relations Society (SIRS), under the leadership of Scott Crawford organized and hosted the first Model African Union (MAU) at the University of Pittsburgh. The MAU is a simulation of the deliberations of the African Union, augmented by pre-conference study at their schools and briefings by their teachers. It provides a unique opportunity for students to study the role, structure and activities of the African Union as well as the economic, social, and political-security issues facing African countries.

Through simulation, students gain a better and clearer understanding of the capabilities and constraints that shape the policies of AU member states in the arena of intra-African diplomacy on issues of mutual concern. In addition to a prepared agenda containing these issues, students grapple with a contemporary crisis to be revealed at the Model.

The inaugural MAU for High School students in Pittsburgh was held on Monday, March 26th 2012 at the University of Pittsburgh. The venue was the WPU, in the Cross Cultural and Leadership Development (CCLD) area. The conference brought together seven high schools with a total of 77 school students accompanied by 10 teachers. The high schools participating in the conference were: Baldwin, Burrel, North Allegheny, North Allegheny Intermediate, Riverview, South Side, and West Allegheny.

The African countries selected for the conference simulation activities were: Algeria, Angola, Benin, Botswana, Cameroon, Chad, Comoros, Cote D'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Mali, Uganda, Tanzania, Mozambique, Nigeria, Rwanda, Somalia and South Africa. The issues assigned to the students included among others:

1) The political crisis in Zimbabwe
2) Education in the African Union states (students to consider education in their assigned countries)
3) The Ethiopia-Somali conflict
4) Piracy in Somalia
5) Status of development in assigned countries in the context of the Millennium Development Goals (MDGs)

Students were expected to deliberate on the key issues and present their findings and resolutions to the house for further debate and approval in the house. Approved resolutions would then be written following the format provided for drafting resolutions.

This type of program engages students and teaches them the importance of collaboration.

All participating students were congratulated and encouraged to continue with this kinds of programs that will help them develop good leadership skills necessary for problem solving, conflict resolution, critical thinking and other skills needed in today’s world.

The University of Pittsburgh SIRS Conference Planning Committee included the following: Scott Crawford, SIRS President and undergraduate student majoring in Chemistry; Ryan Henderson, SIRS Vice President and undergraduate student majoring in English and History; Dillon Narry, President Elect, and undergraduate student majoring in Political Science with a minor in Theater; Abena Botwe-Asamoah, SIR member and undergraduate student in the school of nursing; Piniel Berhane undergraduate in the school of Business; Sarah Amanfu, Graduate Student, School of...
Education); and, Devani Whitehead, Undergraduate student majoring in Communications and Rhetoric. These students under the strong leadership of Scott Crawford did a tremendous job to ensure the success of our inaugural MAU at Pitt. The teachers from the respective schools too did a great job of preparing their students for the simulations. The students came prepared to make the arguments for their respective countries and lobby for votes to support their resolutions. We are looking forward to hosting our second MAU at Pitt next year 2013.

**Examples of MAU topics that were presented at the conference**

**The Ethiopia Somali Conflict:**
In December 2006, Ethiopia intervened to defend the Somalia government. Both AU peacekeeping and Kenyan Forces have been deployed to stabilize the region, and Ethiopian forces have also gotten involved once again. Is this the best approach in dealing with the situation?

**Piracy in Somalia:**
The desperate economic situation in Somalia has led to organized piracy, particularly around the Gulf of Aden. This has bred economic and political instability in the region. How can the AU best address this issue?
MAU 2012 High School Participants engaged in various simulation activities

The Acting Director of the African Studies Program gave the closing keynote. She thanked all participating schools, and particularly the teachers for their hard work in preparing the students and allowing them to participate in the spring 2012 MAU at Pitt. Dr. Lelei congratulated the students and presented them with Certificates of appreciation for their participation. The teachers were presented each with a Kente Stole in appreciation for their role in ensuring the success of the program. Our sincere congratulations to all participating schools and the planning committee and we look forward to yet another successful MAU 2013.

Politicking and lobbying their stance on a resolution in an unmoderated caucus
**Taste of Africa organized and hosted by the African Students’ Organization (ASO) support by the African Studies Program**

The ASO constitutes students from Africa, the diaspora and friends of Africa. Membership is open to all students of different nationalities who are interested in the African continent, the challenges and opportunities and are passionate about helping in propagating the knowledge of Africa on campus and around the globe. Every year, ASO hosts a fair to bring all students, faculty and staff together to celebrate Africa while having a conversation on what is happening in the continent in terms of development.

This year, ASO organized its annual event dubbed “Taste of Africa” on Tuesday, November 1 2011. The event which brought about 100 students together was held at the William Pitt Union Ballroom. The keynote speaker for the event was Dr. Christopher Mugimu, Fulbright Scholar and visiting professor at the Institute of International Students in Education. Dr. Mugimu spoke on issues of Development in Uganda, East Africa with specific reference to issues in education. He challenged the students to think seriously about the challenges facing Africa as they prepare for their careers as future leaders and policymakers. He reiterated that every young person in the room had a responsibility to make a difference in Africa. The students organized the event as a fund raiser to raise money to contribute Pump Aid – an international water and sanitation charity based in Africa and the UK. The charity establishes sustainable supplies of clean water and mechanisms to create safer sanitation, using innovative yet simple technologies that can be locally maintained. Pump Aid works to improve health and support the local agriculture and economies. Rural community members can utilize the clean water source for drinking, washing, and irrigation—which can lead to generating income from their vegetable crops. The students are willing to fundraise for this organization because they believe that clean water is essential to good health.

The event featured cultural foods from all across the continent and traditional music and dance performances by the Shona Sharif African Dance & Drum Ensemble and the African Students Dance group.
INTERNATIONAL PARTNERSHIP
USAID/ZAMBIA READ TO SUCCEED (RTS)

This is a USAID-funded initiative implemented by Creative Associates International, Washington D.C, in collaboration with leading international organizations, namely: Research Triangle Institute (RTI) International, Plan International, School to School International (STS), University of Pittsburgh, Institute for International Studies in Education (IISE), O’Brien and Associates and a number of local resource organizations. The partners make up a strong team of highly-regarded international advisors and well-qualified Zambian staff, who understand the challenges and successes of the educational reform process in Zambia.

RTS partnership project aims to improve school effectiveness in a way that schools provide the environment and services for students to acquire essential academic skills with particular focus on reading.

“Reading is the most critical skill acquired in early education and is the foundation for all future learning. From training teachers to promoting good hygiene, improving education requires a comprehensive approach,” said USAID Mission Director Dr. Susan K. Brems. “Each of these projects works in partnership with the Ministry of Education so that improvements are sustainable and tailored to the educational needs of Zambia’s children. The American people believe in the power of education and the potential of children.”

All partners in the project are tasked with specific responsibilities based on their expertise. The University of Pittsburgh team is composed of three Africanist scholars in the field of education. Dr. John C. Weidman, Professor, Administration and Policy Studies Department, School of Education. He is the Project Principal Investigator/STTA Specialist; Dr. James Jacob, Associate Professor of Education and Co-Principal Investigator/STTA Specialist; Dr. Macrina C. Lelei, Interim Director of African Studies and Adjunct Assistant Professor of Education. She is the STTA Specialist. The team will be engaged in the research component of the project activities working in close collaboration with the University of Zambia, the Ministry of Education and other Colleges of education in the country to provide a foundation toward the long-term objective of strengthening research capacity.
The Pitt team’s responsibilities in the project are to establish: a research agenda and review system with a specific focus on reading; a universities and colleges research network; and, a research internship program in Zambia. We believe that this project will provide a significant opportunity for our students in the school of Education and in International Development to be involved particularly in the research and internship activities. We are in the process of establishing an internship abroad in Zambia program for students at Pitt and in Zambian institutions.

Representatives from all implementing partner organizations attending the 1st workshop 4-8 June 2012, in Lusaka, Zambia.
Dr. Mugimu is a Fulbright scholar at the University of Pittsburgh. He earned his PhD in education from Brigham Young University (BYU), in 2004. His concentration was on research in planning, assessment and evaluation. He is currently a Senior Lecturer, and Head of Department of Foundations and Curriculum Studies, College of Education and External Studies at Makerere University, Uganda. He has more than 16 years of teaching in secondary schools and 12 years at university level teaching. His research interests include: Comparative International Development Education, Higher Education, and Contemporary Curricula Issues i.e. HIV curriculum integration, Assessment and Evaluation of Learning, Teacher Education and Open Education Resources (OERs). He has published in numerous journal articles and book chapters and has supervised many graduate students both at masters and PhD levels. He has collaborated in joint research projects with colleagues in the United Kingdom and the USA. He is the project director of the E-learning and Teacher Education (ELATE) project spearheaded by the School of Education at Makerere University and the Open University, United Kingdom, that supports teachers in Africa and beyond with OERs.

Dr. Mugimu was affiliated with the Institute for International Studies in Education (IISE) (2011-2012 AY). During his time at Pitt, he engaged in research, giving presentations, and actively promoting the agenda of Africa at the University of Pittsburgh. He gave lecture presentations in classrooms on several occasions. He was the keynote speaker for the African Students’ Organization (ASO) Taste of Africa event held on November 1, 2011. His lecture focused on Education and the impact of the HIV/AIDs epidemic in schools.

In Sub-Saharan Africa in spite of the aggressive HIV/AIDS awareness campaigns for more than three decades, the epidemic remains unabated. Schools and teachers are inadequately prepared in terms of resources and pedagogical skills. As such most of the teachers lack the confidence to implement HIV/AIDS curricula in schools due to lack of training. I present some of the preliminary lessons learned from this ongoing research that examines the integration of effective pedagogical strategies in HIV Curricula for teacher education from around the world. This is with the aim of informing and influencing the reposition of HIV/AIDs teacher training policies in Africa.
ASP Certificates awarded
AY 2011-2012

During this academic year we awarded a total of 25 certificates in African Studies at both undergraduate and graduate levels.

Undergraduate Students

Piniel Berhane
School of Business Administration
Major: Finance, French

Abena Botwe-Asamoah
School of Nursing
Major: Nursing

Megan Cary
School of Arts & Sciences
Major: History, Political Science

Susan Chematia
College of General Studies
Major: Health Services

Ama Ezeonwuka
College of General Studies
Major: Administration of Justice

Daniella Greeman
School of Arts & Sciences
Major: Urban Studies, Public & Professional Writing

Kerry Hancuch
School of Arts & Sciences
Major: Chemistry, French

Joel Manley James
School of Arts & Sciences
Major: Psychology, Africana Studies
Minor: Chemistry

Malika James
School of Arts & Sciences
Major: Africana Studies

Jaime Levine
School of Arts & Sciences
Major: History, Sociology

Uchenna Offor
School of Arts & Sciences
Major: Africana Studies, Children's Literature & Psychology

Inatimi Oguara
School of Arts & Sciences
Major: History

Nyarangi Otwori
School of Arts & Sciences
Major: Anthropology & Public Service

Valerie G. Pierpoint
School of Arts & Sciences
Major:

Stacey Stachera
School of Arts & Sciences
Major: Political Science
New students and continuing students at Pitt are always encouraged to enroll in the African studies program. It is a wonderful opportunity to learn and enhance your knowledge and understanding of Africa through taking African studies courses, attending lecture and film series and opportunities to study abroad or do internships or research in Africa.
VOTE OF THANKS

I would like to express our gratitude to the entire ASP affiliated faculty who continue to support and ensure the success of African Studies at Pitt. Without their strong support all these activities we brag about in this issue of our newsletter would not be possible. Very special thanks go to our partners for the sustainable development conference (Ford Institute for Human Security, the Institute for International Studies in Education (IISE), School of Public Health, and Ridgeway Center. We also acknowledge the support and generous sponsorship from the Honors College and the Office of the Provost as well as Global Studies and UCIS.

The Ford Institute for Human Security was a major player in sponsoring the event. The Director, Dr. Louis Picard, was very generous in matching the funding that we received from UCIS and Global Studies, and in providing the institute’s staff to help with the conference. Diane Cohen was invaluable to the organizing of the conference and I take this opportunity to express sincere gratitude for her hard work. Everything went very smoothly because of her organizing skills and the enthusiastic support from student assistants. Thanks to all the students from GSPIA who worked tirelessly—Hallie Powell, Nitsa Bucritz and Krystin Frye.

A special thanks also goes to the African Studies student workers who worked extremely hard to ensure the success of the conference.

And of course I must say thank you to all participants at the conference. The panelists, who prepared and presented insightful and interesting papers and all those who attended the conference, thank you for your participation. We are in the process of compiling the conference proceedings and hope to get a book publication out of them. We will share the news when the publication happens.

Please let us continue to work together in partnership to strengthen the African Studies program and African Scholarship at the University of Pittsburgh and beyond.