AFRICAN STUDIES

Annual Newsletter 2012-2013

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I am pleased to present the African Studies Program (ASP) Newsletter for the 2012-2013 academic year. It has been a busy and exciting year as we continue to promote greater understanding and appreciation of Africa through interdisciplinary research, teaching and outreach activities. I acknowledge with gratitude the dedication and support of ASP affiliated faculty members who work extremely hard every year to ensure that we foster an academic environment where students can enhance their knowledge about Africa and the African experience grounded in the humanities, social sciences and the professional schools.

In this issue, we shine a spotlight on ongoing research, partnership initiatives, and consulting activities by some of our faculty, working in collaboration with African institutions and African scholars across the continent and in the US. We also introduce new faculty affiliated to ASP that joined Pitt this academic year. In addition, we share news about our students, and their various research, internships and other learning activities focusing on Africa. Students enrolled in the program are not only exposed to multiple perspectives of understanding the continent in their respective areas of study, but they are also presented with opportunities for study abroad, research and internships in Africa. Some students who travelled to Africa for various activities have returned with a renewed commitment to Africa’s promise and, Africa’s future, and have wanted to continue with their scholarship of the region to attain greater understanding. In this newsletter, we present some of the activities and stories by students and feature students who won prestigious national scholarship awards to study or do research in African institutions. We share their motivation and inspiration to further their study of the important problems and challenges facing the continent. We also host lecture series and workshops that provide a forum for discussing current ideas and events in Africa and some of the pressing challenges. It is important to have conversations on these topics to create awareness of what is happening in Africa among students and members of the university community.

The stories and reports of activities in this issue attest to the dedication of a great team of people working tirelessly to ensure the realization of our goals of promoting African Studies at Pitt. We continue to support students in their quest to expand their knowledge and understanding of Africa. We encourage our affiliated faculty to continue to forge collaborations and partnerships with institutions in Africa for further scholarship and research as well as the exchange of students. We want to prepare our students to be well prepared for the world of work in a global society.

I am honored to present these stories and initiatives to you. I hope you find the information useful and the stories and student experiences inspiring. Thank you for your time, and please continue to support our initiatives for further growth and development of the African Studies Program at Pitt.
Anna-Maria Karnes
Anna-Maria was born in Cameroon but comes to us from Texas. She began her PhD studies in International Comparative Education fall 2012 and is focusing on women and higher education in Ethiopia. Anna-Maria works on grant opportunities as well as program publicity to get more students, faculty and the community members of Pittsburgh interested in Africa.

Matilda Yeboah
Matilda is from Ghana. She is a student at the Graduate School of Business, majoring in Accounting at the University of Pittsburgh. She has expertise in media and technical support and has been instrumental in designing our new website. She graduated in April of 2013 and is now working for Delloite LLP in Pittsburgh.

Chelsea Davis
Chelsea has a love for Africa and has been to Ghana twice. She is an undergraduate student in Social Work and Africana Studies. She helps with the everyday operations of the program, plans activities on campus as well as visiting classrooms to talk about African Studies.

Eric Swetts
Eric Swetts is our new Administrative Assistant starting September 15. He assists in the daily operations or the African Studies program. He graduated from Pitt in April 2012 with a Major in Urban Studies and a minor in Africana Studies.

Volunteers
Every year we utilize the service of volunteers to help with program activities such as in market places and fairs to help recruit students to the program. They visit schools in Pittsburgh to teach school students about Africa. They help to organize and facilitate the annual Model African Union (MAU) for High School Students from Pittsburgh Area Schools. Our star volunteers this year were Sarah Amanfu, Scott Crawford, Abena Botwe-Asamoah and Danica Cooper. Sarah who is currently a Ph.D student in the School of Education has been invited to churches, and schools to speak about Africa and share with Americans her experience growing up in Ghana and studying at the University of Pittsburgh. Abena, who graduated from the School of Nursing, has been a great helper in all of these activities and has served as our ambassador on campus in promoting African Studies. Thank you for volunteering, we couldn’t do it without you!
New Faculty Members:

**Gavin Steingo**

Assistant Professor of Music

In my work as an ethnomusicologist, I seek to understand musical practices and processes on a global level but from the perspective of the geopolitical South. I am particularly interested in the music of Africa and am currently completing a manuscript on Kwaito, a genre of South Africa electronic music that emerged alongside the deracialization of apartheid policies in the early 1990s. In this book, I examine the relationship between musical praxis and “freedom” (broadly construed) and ask what types of political and aesthetic communities are possible in the twenty-first century.

Born in Johannesburg, South Africa, I first came to the US to pursue studies in classical composition at the New England Conservatory of Music, where I was the recipient of a Francis W. Hatch Endowed Scholarship. I received my PhD in the Anthropology of Music from the University of Pennsylvania in 2010 and then spent two years at Columbia University where I was a Mellon Postdoctoral Fellow in the Department of Music. I maintain active connections to South Africa and am currently an Honorary Research Associate in the School of Social Sciences at Wits University.

**Michelle Reid-Vazquez**

Assistant Professor of Africana Studies

Dr. Michele Reid-Vazquez (B.A., Emory University, M.A., Ph.D. University of Texas at Austin) is an advanced Assistant Professor in the Department of Africana Studies (starting Spring 2013). Her research and teaching focus on the African Diaspora in the Atlantic World History, with an emphasis on late eighteenth to early twentieth-century, particularly the comparative Caribbean (Cuba, Puerto Rico, Haiti, and Trinidad), the African Diaspora in Latin America, race and gender relations, immigration and identity during the age of revolution.
Joining the Department of Geology & Planetary Science this year is Dr. Josef Werne, a “paleobiogeochemist” who studies the biogeochemical signature of climate and environmental change preserved in sediments and sedimentary rocks on all time scales ranging from human to geological, primarily utilizing geochemical analyses. A major focus of Werne’s research has been the use of biomarkers, which are organic molecules preserved in the geosphere that can be tied to a specific source organism or process. Using molecular isotopic paleontology”, it is possible to reconstruct many critical environmental parameters, including temperature, rainfall, and ecosystem change.

Werne’s research spans the globe, including studies in North America (Lake Superior, Valles Caldera in New Mexico, Devonian aged shales of PA, and Lake Chalco in Mexico), Asia (Lake Issyk-Kul in Kyrgyzstan and Lake Peiku Co in Tibetan China), South America (the Patagonian region of Chile and Argentina), and East Africa (Lakes Malawi, Albert, Turkana, Edward, and Victoria).
In East Africa, Werne’s research group has been investigating climate and environmental change on a range of time scales, from the last few hundred years to more than one million years ago. In addition, his group is studying the water column of Lake Malawi, how it has been impacted by human activities such as land use change as well as by climate change, and how that may in turn affect the quality of fisheries.

A new project, just funded by the National Science Foundation and in collaboration with researchers at several other institutions, is focused on reconstructing climate (including biomarker records of temperature and rainfall) from five high-priority areas in Ethiopia and Kenya where highly-resolved, continuous paleoclimate records can be collected through important time intervals in the same basins that contain hominin fossils and artifacts to evaluate hypotheses relating environmental history and hominin evolution. The study areas include the northern Afar, Ethiopia, the Baringo Basin, Kenya, the Turkana Basin, Kenya, the Magadi Basin, Kenya and the Chew Bahir Basin, Ethiopia, all areas of world-renowned hominin and other mammalian fossil and artifact records of critical significance for understanding human evolution.
In West African communities where crime, unemployment, and religious extremism are high and government effectiveness is low, organizations are working to establish democratic order. Are they succeeding? How should these aid groups determine whether they’re effecting meaningful change?

To help answer these questions, a University of Pittsburgh faculty group has joined an evaluation and training project supported by a $2.6 million contract from the United States Agency for International Development (USAID), the U.S. government’s primary humanitarian aid agency. Pitt’s Governance Group in the University’s Ford Institute for Human Security has partnered with The Mitchell Group, a Washington, D.C.-based research firm, to examine the effectiveness of USAID programs in West Africa over the next five years. In addition, the Pitt-Mitchell Group team will help teach program-evaluation skills to West African professionals working in civic and humanitarian organizations.

Principal investigators are Louis A. Picard, professor in the Graduate School of Public and International Affairs, and lead methodologist Steven E. Finkel, chair of Pitt’s Department of Political Science.
Read to Succeed (RTS) Project
USAID/Zambia

RTS is a USAID-funded initiative implemented by Creative Associates, in collaboration with other leading international organizations: Research Triangle Institute (RTI), Plan International, School-to-School International (STS), the University of Pittsburgh (IISE) O’Brien and Associates, and a number of local resource organizations. The RTS Project aims to improve school effectiveness in such a way that schools provide the environment and services for students to acquire essential academic skills with particular focus in reading.

The project takes a “whole school, whole teacher, whole child” approach which views schools as centers of learning, care and support, and addresses five key elements common to school effectiveness models: learning, teaching, management and accountability, parental and community participation, responsiveness to children’s needs.

The University of Pittsburgh Institute for International Studies in Education (IISE) team is comprised of three members: Professors John C. Weidman, W. James Jacob, and Macrina Lelei. Profs. Weidman and Jacob visited Zambia from May 7 to May 25, 2013. Their activities during the visit were to:

- Build capacity of the RTS Research Support Team
- Work with the Zambian Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) to develop a MESVTEE Research Agenda by helping to organize the meeting of the Research Coordination Committee (RCC) held on 15 May 2013
- Advance RTS research studies:
  - Gain approval to launch first research study titled, Integration of HIV and AIDS into Pre-Service and In-Service Teacher Training Programs in Zambia.
  - Formulate second research study titled, “Measuring the Effectiveness of School Leaders in Areas of Teacher Evaluation, Student Learning, and Performance.”
- Establish a website for the Higher Education Research Network (HERNet)
- Begin implementation of the RTS Internship Program
Pitt Law began its cooperation with Moi University in Eldoret (Kenya) before the Moi Faculty of Law had come into existence. Under the auspices of the American Bar Association's African Law Initiative, and at the urging of then Dean Peter Shane, Pitt Law Professor John Burkoff traveled to Kenya in the fall of 1995 to spend two weeks working with faculty members and administrative staff tasked with opening Moi University's law school. Pitt Law's Center for International Legal Education (CILE) was also established in fall 1995 and enrolled the first class of Pitt LL.M. students. Plans were made for the top student from the first graduating class of Moi University Faculty of Law to be awarded a full scholarship to Pitt's LL.M. program (funded in part by Alcoa Foundation). The intent behind the agreement was that these students would return to Moi University to be hired as junior members of the teaching faculty, if the School's budget permitted. The first graduating class of the Faculty of Law graduated in the summer of 2000, and the student selected for the Pitt Law program, Victor Mosoti, joined the Pitt Law LL.M. class of 2001 that fall. From the second year of cooperation, Moi students also received housing through the Franklin West Fellowship, and a stipend from CILE.

In the years since Moi's first graduating class of law students, CILE and Pitt Law have welcomed eight Moi graduates to the LL.M. program, with the latest being a member of the current class of 2013. Of the seven that have graduated, four have returned to work as teaching faculty at Moi University School of Law: Vincent Mutai (2003), Maurice Oduor (2004), Linda Khaemba (2005), and Annah Konuche (2008). Two others, Victor Mosoti (2001) and Evelyn Kamau (2002), work in the international legal field, at the World Bank and the UN International Criminal Tribunal for Rwanda, respectively. Sigee Koech (2011), is an Associate at the firm of Hamilton Harrison & Mathews in Nairobi). Robert Miano Maina (2013) will return to Kenya after a summer internship. In the fall of 2011, Patrick Yingling, a 2011 J.D. graduate of the University of Pittsburgh, spent the semester at Moi University School of Law, teaching a course on basic American Legal Research and Writing.

In January 2013, Pitt Law Professor and CILE Director, Ronald Brand, visited Eldoret to discuss further cooperation between the two law schools Pitt-Moi. It was agreed that a number of areas offered fruitful opportunity for cooperation. In particular, there exists a very serious need for a new method of providing course content to students at Moi. Individual students do not have the resources to purchase books for each course, and the School of Law library is insufficient to serve specific class needs. Thus, in a class of several hundred students, it is impossible to expect every student to have read course material in advance of a given class session. This means that classes are, for the most part, simply lectures for the purpose of delivering course content.
Another Pitt Law LL.M. graduate and her husband, through a bit of social investing, have recently begun manufacturing operations in Haiti that will employ several hundred Haitians once fully realized. They will be producing “Surtab” tablet computer devices that operate on an android platform. They have offered to sell the tablets to CILE at $80 per unit. The current plan is to purchase enough tablets (probably about 600) to provide one for every student entering first year class at Moi University School of Law this fall. Each tablet will have course materials for the Contracts and Torts courses pre-loaded, so that students will be expected to read in preparation for each class. CILE will work with the Moi Law faculty to prepare the course materials. Two Pitt Law JD students, Shelley Ostrowski and Marlene van Es, have been awarded Nordenberg summer internship fellowships to support their travel to Eldoret this summer. They will spend half of their time helping prepare the course content for loading on the tablets and the other half with a local legal clinic or NGO. In addition, 2013 Pitt Law JD graduate Brian Fraile will be at Moi University School of Law in the fall of 2013 to teach a course in Legal Analysis and Writing (following in Patrick Yingling’s footsteps). Brian is proficient in working with android devices, so will offer extra help in that regard.

We believe this project at Moi University can lead to a dramatic change in teaching methodology at Moi University, facilitating a more active style of teaching. It could result in a model throughout Kenya and the region.

CILE has so far invested quite heavily in helping Moi University School of Law. The eight Moi Law graduates have each received full scholarships (tuition, fees, housing, and living expenses) to attend Pitt Law for the LL.M. program. This alone amounts to approximately $400,000. Professor Brand’s visit in January 2013 was funded out of his Nordenberg Chair. The Nordenberg Chair and CILE are providing support for the Pitt Law students who will be in Eldoret this summer, and will provide support to the graduate who will be there this fall. The android tablets, while much less expensive than anything comparable on the market, will cost us about $50,000 for the fall 2013 entering class at Moi University School of Law. This additional investment presents an opportunity for the Pitt Law community to support a very special project. We believe that (1) the foundation is well-laid to make this project work, (2) the two young Moi teacher/scholars (Pitt LL.M. grads) who will be preparing the materials and teaching the courses in fall 2013 will do the work necessary to make the test run successful, and (3) the project has the potential to change legal education at Moi University, and perhaps throughout a region of Africa very much in need of support for the rule of law generally.
Collaboration between the University of Nairobi Nursing School and University of Pittsburgh School of Nursing

(Left to Right) The University of Nairobi Nursing School of Sciences (Ms. Karen Kariuki) and Dr. Julius Kitutu of the University of Pittsburgh School of Nursing (USA) in the library, August 2013.

From empty bookshelves to a library full of reference materials, journals and text books donated by the University of Pittsburgh School of Nursing faculty and students, to the University of Nairobi School of Nursing Sciences. In addition, when the school replaced the skills lab mannequins and other supplies, the Dean Jacqueline Dunbar-Jacob offered to donate the slightly used ones to the nursing sciences school at the University of Nairobi. This shipment costs were paid for by the Brother's Brother Foundation in Pittsburgh, under the direction of Mr. Liam Carstens and Ms. Emily Sikora. Other shipping costs have been paid for by the School of Nursing courtesy of the Dean.

Boxes of donated books waiting to be unpacked and added to the book shelves at the Nursing School Library, University of Nairobi Kenya.
(Left to Right) Karen and a student in the School Nursing cleaning the mannequins, packaging and delivery to Brother’s Brother Foundation in Pittsburgh

(Left to Right) arrival of shipment (Nairobi- Kenya) Nursing school of Sciences; Mannequins in use - Doctors and Nurses in skills lab; Dr. Julius Kitutu with the Skills Lab Technician (Ms. Susan Wanja) during my August 2013 Visit to the school.

“My sincere thanks to the Dean of the University of Pittsburgh School of Nursing, faculty and Students for the support on this project (book drive) which is making an academic difference on the lectures and students at the University of Nairobi, Nursing School of Sciences. I have continued to collect books from faculty and students in the school for future shipping.”

-Dr. Julius Kitutu, University of Pittsburgh School of Nursing
In 2013 Professor Marcus Rediker, Department of History traveled to Sierra Leone to interview village elders about local memory of the Amistad Rebellion of 1839. He was accompanied by Professors Konrad Tuchscherer and Philip Misevich, both specialists in the history of Sierra Leone at St. John’s University in New York. They were joined by interpreter Taziff Koroma, lecturer in linguistics at Fourah Bay College on Freetown, and by Tony Buba, a prize-winning documentary filmmaker, and his crew.

A highlight of the trip was finding the long-lost ruins of the Lomboko slave trading station, where Amistad Africans and thousands of others were held while awaiting shipment across the Atlantic. This they were able to do thanks to fishermen on the Kerefe River, who canoed them through a crocodile-infested mangrove swamp. Professor Rediker has now written a new epilogue for the paperback edition of his book, *The Amistad Rebellion: An Atlantic Odyssey of Slavery and Freedom* (Viking-Penguin, 2012), based on the trip. Tony Buba’s documentary film about the Sierra Leone experience is in the works and may be finished as soon as January 2014.
ASP Student News

2013 Undergraduate Certificate Recipients

Jenna Baron
School of Arts and Sciences
Anthropology

Kathleen Cecilia Euler
School of Arts and Sciences
International and Area Studies, English

Brittany Anne Charsar
School of Arts and Sciences
Chemistry, Biology, Religious Studies

Marissa Christine Gaab
School of Arts and Sciences
French, Italian, Urban Studies

Tylor Anthony Hart
School of Arts and Sciences
Africana Studies, Music, Math

Julie Marie Hawthorne
School of Arts and Sciences
Anthropology, Political Science

Gregory Anderson Jones
School of Arts and Sciences
Africana Studies, Anthropology, Political Science

Briana Lacey McIntosh
School of Arts and Sciences
Africana Studies

Samantha D Monks
School of Arts and Sciences
Arabic Language and Linguistics, Psychology

Melissa Sara Tabak
School of Arts and Sciences
History, Italian Studies, Africana Studies

Efe M. Oghogho
School of Arts and Sciences
Africana Studies

Tyler J Walters
School of Arts and Sciences
Political Science, Urban Studies
Jenna Barron

I graduated with a major in Anthropology and certificates in African and Global Studies. My interest in African Studies started when I became involved with the African Studies program in my sophomore year after taking the class “Cultures of Africa.”

My interest in the region was not only fostered by the interesting colonial history and vast cultural diversity, it was a response to my frustration with the misconceptions many Westerners have about the continent.

After learning about the genocide in Rwanda and the Lord’s Resistance Army in Uganda, I developed a specific interest in East Africa and began studying Swahili with plans to travel to the region. Following my junior year, I organized a study abroad trip alongside my Swahili professors, Dr. Leonora Kivuva and Dr. Lelei to Kenya (6 weeks) and Tanzania (5 weeks).

My experience in these countries verified my interest and love for East African culture, honed my Swahili skills, and inspired me to apply for a Fulbright scholarship to conduct research in Kenya after graduation. I am currently a finalist for the scholarship, and should hear from the Kenyan Fulbright committee by mid-April. Following my research abroad (fingers crossed!), I will apply for a Master’s program that is relevant to Education Reform and meeting the educational needs of underrepresented youth populations in the U.S., particularly immigrant and refugee youth.

Brittany Charsar

My name is Brittany. I am originally from Hermitage PA. Currently, I am completing my undergraduate degrees at the University of Pittsburgh. During the summer of 2012, I participated in a study abroad program in Tanzania for Public Health. I conducted research on maternal health and experienced a completely different way that healthcare was delivered and received. Although I spent most of my time in Karagwe District of Tanzania, I was able to explore other areas of the country, including the Serengeti National Park.

Through the African Certificate Program, I have gained a greater respect and awareness for the African struggle in America to gain equality, as well as Africa’s global stance for independence. This has motivated me to participate in the fight to end discrimination. I have learned to do what I can to work for justice for all of humanity. In the future I hope to pursue an MD/PhD program at Thomas Jefferson University in Philadelphia, PA.
Kathleen Cecilia Euler

K.C. Euler is an English Writing and International Area Studies major with a film Studies minor and a certificate in African Studies. She became interested in African Studies after stumbling upon Kiswahili during her freshman year. After falling in love with the language, she decided to expand her studies to focus on the African continent. Through the program, she has made lifelong friendships and had the opportunity to study abroad in Tanzania and in Morocco. She is fluent in Swahili and Arabic. She served as a Teaching Assistant for Swahili since 2011 until her graduation.

Marissa Christina Gaab

Marissa spent six months in Rabat, Morocco. She has a lifelong passion for music which has inspired her to pursue a better understanding of hip hop in a global context, particularly amongst African immigrants. During the Africa Accelerate event, she gave a presentation on the Topic: ‘Karibu Ya Bintou’ the 2011 single from Baloji, a Congolese-Belgian rapper. The piece follows the artist’s transformation amidst cultural limbo. With clever originality, the song highlights Baloji’s struggles with racism as an immigrant in Belgium as well as the daunting reality of social exclusion in the Democratic Republic of Congo, his birth country. In the presentation, Marissa dissected the cultural, religious, and political references he makes while analyzing the stunning, vibrant visuals of the wrestling and voodoo world in Congo’s capital city of Kinshasha. The rapper’s politically charged lyrics, sung in French, Swahili and other African languages, have bite — and are a constant reminder that you should never forget your roots, no matter where you come from.
Tyler Anthony Hart

I am graduating with a major in Africana Studies with a focus on Music, and a certificate in African Studies.

After participating in the African Drumming Ensemble on campus and joining the African Studies Program, I helped found the African Music and Dance Club on campus as its President. In the student organization we practice and perform traditional African music and dance in an effort to promote cultural diversity and awareness on campus. In the past, the group has performed at many different events throughout Pittsburgh, ranging from campus events to the welcoming of a Cardinal from Ghana. This year, the club held its first event which brought together more than 15 different multicultural performance and interest groups on campus in an aim to create an atmosphere for global collaboration and cultural sharing among the University community and neighbors.

While I was unable to travel to Africa during my time at the University, the knowledge and encouragement of the African Studies Program staff will guide me as I look towards future visits. After graduation I plan to apply to graduate programs to pursue Ethnomusicology and Anthropology in hopes to eventually research the role that certain types of African music play in contemporary politics.
Julie Hawthorne

I will be graduating this April from the School of Arts and Sciences with a Bachelor’s Degree in Political Science and Anthropology complemented by a Global Studies Certificate in Conflict and Conflict Resolution in Africa and of course, an African Studies Certificate!

I have loved everything about the education I received at the University of Pittsburgh, especially the courses provided through the African Studies Department. By far the most outstanding experience I had during my four years here was my opportunity to study abroad in Kigali, Rwanda. In the spring of 2012 I studied through the School for International Training’s Post-Genocide Restoration and Peace building program. While there I traveled throughout the country, learned to speak Kinyarwanda, took courses on Rwandan history and restoration measures, and I also spent two weeks in Gulu, Uganda. Toward the end of my program I produced an extensive research paper evaluating the rate of return of Rwandan refugees and the government programming in place to accommodate these returning citizens.

I was truly fortunate to have these experiences while studying at the University of Pittsburgh and I am grateful to the African Studies Center for guiding me on my academic path and helping to facilitate these opportunities! I plan to go to graduate school and to have a career in International Development after leaving Pitt.

Gregory Jones

I graduated with majors in Political Science, Anthropology and Africana Studies with a certificate in African Studies. For the 2012-2013 academic year, I studied abroad in Dar es Salaam, Tanzania through the CIEE program. I was a student at the University of Dar es Salaam working to finish both my Africana Studies major and African Studies certificate. Along with taking these classes, I studied Kiswahili throughout the year and also participated in an internship, which granted me the opportunity to work with NGOs focused on human development and education.

Living in Dar provided me with perspective. I saw and experienced how an education system is administered in a developing country. The effects of Nyerere’s legacy and the current social-political environment, and the pull to maintain Swahili culture in a fast growing economic capital. As a student, an intern and a talkative traveler, I was able to interact and form relationships with people from all over the country and from a variety of different socio-economic standings, discussing the new, fast-paced lifestyle while still holding on to what it means to be a Tanzanian. The importance of language and culture is great especially in a post-colonial country, and learning about the varying views on how individuals plan to maintain or not maintain
Briana L. McIntosh is originally from Bamberg, South Carolina but later moved to Edinboro, Pennsylvania where her family is originally from. She attended Warren Wilson College in Asheville, NC studying pre-medicine and playing college basketball. In 2011 she transferred to the University of Pittsburgh, joining the Africana Studies Department and the University Center of International Studies to also pursue global health and African Studies. She will be joining the University of Pittsburgh Graduate School of Public Health in the fall of next year, focusing on behavioral and community health with emphases on health equity and maternal/child health. Although I did not have the chance to travel to Africa, I was able to take many African studies courses that enriched my knowledge of Africa. I also landed a great internship at the Multicultural Community Resource Center in Erie, Pa as a health educator for refugees and asylees from around the world. Primarily working with Somali and Nepali populations, I was fortunate to transform my coursework and researched information into a class room setting for individuals who needed to be informed on the basics of health care. Working alongside with interpreters, we made sure that the information presented was culturally appropriate, correct, and translated properly for optimum transformation into their lives. Providing sessions on men’s health, women’s health, child health, diabetes, mental health, insurance/ how the U.S Health Care system works, and a session on how to keep a clean home; these sessions pinpointed to essential information pertinent to different groups. As I missed being in Africa, working with Africans in the states was just as powerful, knowing that I was helping their transition into a new lifestyle and society be as smooth as possible.
I am graduating with a bachelor's degree in history with a concentration on Africa. I am also completing a minor in Italian studies and receiving the African studies certificate. The African history courses I took for my major fulfilled the certificate, but the certificate encouraged me and gave me the opportunity to explore other subjects within African studies.

I studied abroad in South Africa, which was the most amazing experience I have ever had and over the past summer, I worked with African refugees in Boston. I am also completing an independent study paper this semester on children who perpetrated genocide in Rwanda.

My studies, study abroad experience, and my internship with African refugees led me to decide to pursue a master's degree in public and international relations with a focus on human security. I would like to specialize in U.S.-African relations or focus on African politics if possible. I plan to take a year or two after I graduate to get some work experience while I decide exactly what my degree focus will be. The African Studies program at Pitt has made all of this possible. Without it, I would not have had the opportunity to attend fascinating lectures with incredible speakers throughout my time at Pitt, who have inspired me and sparked new interests. I have also had the opportunity to meet amazing faculty who have encouraged me and given me the tools with which to pursue African Studies further.
Tyler Walters

My name is Tyler Walters. I am a Political Science and Urban Studies Major (School of A&S). I am also obtaining Global Studies and African Studies Certificates. As part of the African Studies Program, I studied abroad in Tanzania through Pitt's Swahili and Cultural Immersion Program.

In the spring of 2011, I traveled to Ghana on Semester at Sea and was fortunate enough to meet up with some people my high school friend knew. We ended up doing a home-stay and spending time in the village of Senase, which was a life-changing experience that has given me a chance to make a difference in the world. I am now involved in a non-profit organization called The Senase Project in which we provide additional support for community development in a rural area of Ghana. The mission is simple—to eradicate poverty through community development with the hope of giving children a school that is a conducive educational environment that will turn give them the opportunity to continue their education and create hope for themselves and for future generations.

I was able to return to Senase in January of 2013 to begin construction of one of our education projects. The Senase Project has grown exponentially from a group of six enthusiastic students to a movement that is changing the lives of children around the world.

To find out more about our story and how you can get involved today, we hope you will visit us at: www.thesenaseproject.org. Together, we can accomplish great things!
2013 Graduate Certificate Recipients

Eugene Angelo Arigye
Ph. D Administration & Policy Studies
School of Education (SOE)

Oreofe Olutimilehin
Masters, NGOs & Civil Society
Graduate School of Public Administration and International Affairs (GSPIA)

Emily A. Pontarelli
Masters, NGOs & Civil Society/ Public and Non Profit Management
Graduate School of Public Administration and International Affairs (GSPIA)

Hallie M. Powell
Master, Human Security, NGOs & Civil Society
Graduate School of Public Administration and International Affairs (GSPIA)
Eugene Angelo Arigye

My major works in African Studies have been in: Development Economics; Education & Social Transformation; Women & Development; HIV and Education; Foreign Corruption and Rural Development. My experience with the African studies Program has been a real phase of exposure that explains why most of the African continent is still behind in terms of Development. The main idea is that Africans themselves will have to develop Africa. As a student in this program, it became clear that this is a notion that is lacking especially among the development partners when one studies the concept of foreign aid. Whereas the West has the goodwill to contribute to African development, the African intellectuals and academia must lead in defining and directing such efforts. This is grounded in the development paradigm that African culture plays a great role in any development initiative. For example, the fight against HIV/AIDS that under estimates dangers of highly respected cultural values like polygamy arranged and forced marriages, widow/widower inheritance, traditional ideologies about the means and methods of circumcision will not go far in the fight against the scourge. With this qualification, my future plan is to continue this discussion of defining the development trajectory that will lead Africa to sustainable development. I am looking forward to joining initiatives and avenues that are engaged in this noble cause as an active advocate of the African cause, researcher and educator.

Oreofe Olutinilehin

I received a BA in Political Science from Wake Forest University. I am originally from Lagos, Nigeria. After my graduation from GSPIA, I hope to work on women’s issues in West Africa. My research focus is on gender issues, particularly how foreign policy and global trends impact project and policy interventions. My research on maternal mortality in Liberia shows that huge rural and urban disparities to access to reproductive health care contribute to the high level of maternal mortality not only in Liberia but in many other countries in Africa. Through my own research and that of my colleagues I have learnt that the best practices implemented in other developing countries can be used to address the problem of maternal deaths in Liberia. My research and coursework at GSPIIS taught me that simple, inexpensive and innovative solutions can improve the lives and livelihoods of women around the world.
Emily A. Pontarelli

Before coming to the University of Pittsburgh, Emily worked for an international nonprofit organization advocating for women’s rights and reproductive health services, which is where her passion for international development and Africa began. While in GSPIA, she took advantage of the offerings of the African Studies Program by enrolling in the Pitt in Tanzania summer program to study Swahili in Dar es Salaam. Additionally, she worked closely with the Somali Bantu community in Pittsburgh as a tutor with Keep it Real (KIR), a Pitt student-run tutoring program, and as a student consultant for the Somali Bantu Community Association of Pittsburgh (SBCAP) with GSPIA Nonprofit Clinic capstone project. As a student consultant she is helping the SBCAP board of directors with governance and strategic planning in order to help guide them towards incorporation as a nonprofit organization. After graduation Emily hopes to continue her work in international development with a focus on women’s rights in East Africa. She is a finalist for the Fulbright Scholarship and if successful she will spend one year in Tanzania doing further research on women’s rights and reproductive health issues in East Africa.

Hallie M. Powell

I am graduating from the Graduate School of Public and International Affairs specializing in Non-governmental Organizations and Civil Society with a minor in Human Security and a Certificate in African Studies. I have studied mainly in East African with a focus on Kenya; however, I have also studied about Botswana and Nigeria. I participated in an internship with Pact in Nairobi, Kenya this past summer. I gave a presentation about "The Kenyan Elections: Is There Hope?" at the Africa Accelerates event in November 2012. In my presentation, I discussed the 2007 presidential elections that took place in Kenya, and the problems following elections. I shared my thoughts about the way the elections should provide insight for the upcoming 2013 elections and predicted whether there will be a different outcome for the people of Kenya. So far I have heard that the March 2013 elections were very peaceful, the 4th president of the Republic of Kenya was sworn in and the people of Kenya are looking forward to a new beginning. So yes, there is hope. I also assisted in the planning and execution of the spring 2012 conference on Achieving Sustainable Development in Africa. In the future, I hope to work for an international nonprofit that does aid work in Africa with a focus on food and water aid. I am hopeful about Africa and I want my work to contribute in bringing about positive change in the lives of others.
ASP Graduation Reception 2013 in Pictures

UCIS Director Larry Feick addressing the gathering
Jenna Baron (Fulbright Scholarship)

Jenna Baron, received her Bachelor’s degree in April 2012 from Pitt with a major in Anthropology and certificates in African and Global Studies. She is the recipient of the 2013 Fulbright Research Scholarship to conduct research in education for the visually impaired in Kenya. In November, she will leave for Nairobi—Kenya where she will spend 9 months on her project to document the connection of improved access to education to increased involvement of persons with visual impairments in Kenyan society. She plans to take graduate courses at Kenyatta University in the Department of Special Needs Education, and conduct fieldwork in three counties – Kisumu, Mombasa, and Thika. Jenna will return to the U.S. in August 2014 and plans to continue her work with educational advocacy organizations for refugee youth.

Megan Carson (David L. Boren Scholarship)

Megan Carson, is a junior majoring in actuarial mathematics. She received the David L. Boren Scholarship for one year of academic study in Nairobi, Kenya. She will be attending the United States International University (USIU) from September until April 2014. She will, first and foremost, be studying Swahili at USIU, but will also be taking regional studies courses.

"I will be pursuing my BPhil thesis project on Kenyan higher education. It is my hope that, as a student at USIU, I will gain valuable insight into the Kenyan education system and current educational challenges. One of the features of the Boren Scholarship is a one year service requirement to work for the US government in an area related to national security. I hope that through this experience, I will cultivate regional insight that can be translated into later graduate studies and my career with the US government at USAID.

She would like to improve science, technology, engineering, and math (STEM) education in East Africa. “U.S. investment in Kenyan STEM education would greatly advance Kenya’s economic conversion to industrialization while insuring a foothold in East Africa’s most up-and-coming economy,”
Viveka Mandava (David L. Boren Scholarship)

Viveka Mandava, a senior pursuing a major in religious studies, a minor in political science, and a certificate in global health, will spend the fall semester studying Swahili in Tanzania at the University of Dar es Salaam. She would like to eventually work in the Bureau for Food Security of the U.S. Agency for International Development. “My father often repeated to me that food is the foundation of health, and I’ve taken that mantra further. Health is the foundation of a functioning society. Therefore, to develop functioning societies across the map, we need to focus on food.” Mandava was born in Switzerland and attended high school in Aurora, Ohio.

David L. Boren Scholarships and Fellowships are sponsored by the National Security Education Program (NSEP), a major federal initiative designed to build a broader and more qualified pool of U.S. citizens with foreign language and international skills. Boren Awards provide U.S. undergraduate and graduate students with resources and encouragement to acquire language skills and experience in countries critical to the future security and stability of our nation. In exchange for funding, Boren award recipients agree to work in the federal government for a period of at least one year. “The National Security Education Program,” according to Dr. Michael A. Nugent, director of NSEP, “represents an essential component of a comprehensive national security strategy to address serious and long-time deficiencies in critical language expertise.”

This year, the Institute of International Education, which administers the awards on behalf of NSEP, received a historically high number of applications for both the undergraduate Boren Scholarship and the graduate Boren Fellowship. This year, 947 undergraduate students applied for the Boren Scholarship and 161 were awarded, while 526 graduate students applied for the Boren Fellowship and 110 were awarded. Boren Scholars and Fellows will live in countries throughout Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East. They will study 34 different languages. The most popular languages include Arabic, Mandarin, Russian, Swahili, and Portuguese. “Never in our history has it been more important for America's future leaders to have a deep understanding of the rest of the world,” says University of Oklahoma President David Boren, who as a U.S. Senator was the principal author of the legislation that created the National Security Education Program and the scholarships and fellowships that bear his name. “As we seek to lead through partnerships, respect for and understanding of other cultures and languages is absolutely essential.”

Since 1994, over 5,000 students have received Boren Awards. Boren Scholars and Fellows represent a vital pool of highly motivated individuals who wish to work in the federal national security arena, and program alumni are contributing to the critical missions of agencies throughout the federal government. An independent not-for-profit founded in 1919, IIE is among the world's largest and most experienced international education and exchange organizations. Undergraduate and graduate students interested in applying for the Boren Awards should contact IIE at boren@iie.org or visit www.borenawards.org.
My internship was in Nairobi, Kenya with Workforce Development Global Alliance (WDGA), an organization that nurtures young people to become peace ambassadors in their communities and help them prepare for the workforce founded by a Pittsburgh native Niecy Dennis.

The opportunity was made possible by the Beulah Glasco Memorial Scholarship, which was created by Dr. Laurence Glasco, in conjunction with support from the African Nationality Room Committee.

My main role was to facilitate the selection, interviewing, and orientation of WDGA’s first full-time staff member in Kenya, known as the Executive Program Officer (EPO). I was also responsible for liaising with the EPO, board members, and youth involved in the program to assist in laying the preliminary groundwork for WDGA’s goal of transitioning the Kenya office to an organizationally independent branch office by December 2014.

From my perspective as a Masters of Public Administration (major: Public and Non-Profit Management)/African Studies certificate, my internship was a great opportunity to participate directly in the process of building an international non-profit, and it also helped me get a glimpse of some of the legal and practical aspects of administrative protocol in Kenya. With the assistance of GSPIA’s Professional Development Fund, I also traveled to Windhoek, Namibia to present a paper at the Consortium on International, Management, Policy, and Development Conference. During my short time there, I was able to meet professionals working in administration and concerned with African issues.

In this picture during a surprise birthday party for me I am with the regional director of Bollore Africa Logistics in Kenya—the specialist in multimodal logistics and major industrial projects.
This spring semester program offers students the opportunity to experience and engage with the west African nation of Ghana while they take courses at the University of Ghana. The varied curriculum in English is perfect for any student interested in learning about Africa. Students take a total of 15 credits in African Studies. The core course, “Introduction to Africa,” is complemented by electives in music, history, political science and more. Courses are taught by both Pitt and Ghanaian faculty. Classroom studies are reinforced through numerous local educational excursions, that provide historical and cultural context for students. This year (January—May), a total of 4 students studied at the University of Ghana. While in Ghana, the students get the opportunity to visit the Cape Coast, one of the most historical cities in the country. It is the capital of the Central Region. It was the center of British Administration and capital of the Gold Coast by 1700 until 1877 when the capital was moved to Accra. Most of the oldest and best schools in Ghana are in Cape Coast. The Cape Coast castle is one of the biggest of the trade and slave castles on the coastline of Ghana. It has one of the country's best-organized museums today. It is a historical museum that offers great opportunity for students to learn the history of Ghana. The Elmina Castle is preserved as a Ghanaian national museum and monument and is designated as a World Heritage Monument under UNESCO.
This program offers students the opportunity to experience firsthand, and engage with the East African nation of Tanzania learning about the country, culture, society and the contemporary challenges of the region.

Students earn 7 credits upon completion of the program which is divided into two components: Swahili for beginners (4 credits); and, Introduction to East Africa: culture, society and health (3 credits). Students are required to keep a learning journal and write a research paper on a topic of their choosing.

A total of 10 students participated in the program under their faculty directors Dr. Macrina C. Lelei, and Dr. Abi Fapohunda. They attended classes every morning Monday through Friday, and in the Afternoon, they participated in immersion activities and visits to places of cultural and historical significance. In addition to in-class instruction, students had the opportunity to use their free time in the evening to volunteer in the local community.

Students volunteered at the Mwenge Woodcurvers Market, where they taught English and in return learned Swahili and cultural information from the carvers. These interactions provide a great opportunity for cultural exchange. The artisans through the English lessons get a chance to better their communication skills with their customers and therefore improve their businesses. The students learn about the society from an interdisciplinary approach, and better their Swahili language skills.
This six-credit program provides an in-depth introduction to community health in East Africa. Students spend four weeks in rural Tanzania where they learn about the society and health related issues. Students are exposed to a broad variety of topics related to health services, public health, the United Nations Millennium Development Goals (MDGs), and international development in Africa.

Prior to departing for Tanzania, students develop research proposals. While in Karagwe, they perform ethnographic research on their topic. They use data collected in-country to complete their research project and subsequent paper. The students are housed at the Nyakahanga Hospital which serves the Karagwe District of northwestern Tanzania with a population of about 500,000 people. Students get an opportunity to spend some time in the hospital to learn about health services in the country. They also visit local community health centers to learn and do research.

This summer, a total of 8 students with their faculty directors and advisors spend 4 weeks in the country. The photo to the right was taken on grounds of Nyakahanga Designated District Hospital, Karagwe District, Tanzania during the Pitt in Karagwe Tanzania Program, summer of 2013. From left to right are: Carol Larson, Associate Director, Pitt Study Abroad, Martha Katunguru, Matron of Hospital, Janice Vance, Ph.D., Pitt School of Health and Rehabilitative Sciences.
This new summer program will allow students to travel to South Africa to learn about its transition from a pariah nation to one of Africa’s most developed countries and thriving democracies. Students will also get to experience the stark physical beauty of the Western Cape and see first hand the challenges of post-apartheid. Students will take courses focused on the history of modern South Africa, literature and the development of the “Rainbow Nation”. Local site visits are included to enhance the academic experience. Students will visit Robben Island, district six museum, company gardens and Cape of Good Hope among others. The program will be located in the University of Cape Town. The program director is Dr. Jone Stoner whose teaching and research interests include: U.S. political, social, labor history (20th century); U.S. and the world; sub-Saharan African labor, political history; comparative history; and transnational history.
New Exchange Program for GSPIANs to Study in South Africa: University of Witwatersrand

The Ford Institute for Human Security has established a student exchange program with the Graduate School of Public and Development Management at the University of Witwatersrand in South Africa. The program, which is scheduled to begin next September, will be an exchange of three students from each university. Master’s students at GSPIA who elect to participate in the exchange will be responsible for completing 3 courses taught at the University of Witwatersrand and a 36 hour per week internship with a local NGO, government or university organization.

Upon completion of the program, student participants from GSPIA will receive a Certificate of Participation and 9 -12 credits toward the GSPIA degree. The exchange program provides University of Pittsburgh students with exposure to humanitarian, human security and development opportunities and important international experience. In addition, PhD students may pursue an advanced certificate or conduct research related to their projects. In exchange, doctoral students from Wits will also be able to spend a semester at GSPIA studying research methodology.

The South Africa-GSPIA connection creates additional partnership and internship opportunities with international organizations working in South Africa, including: Doctors Without Borders, PlanAct Johannesburg and the Institute of Democracy in Africa, and the Institute for Security Studies. Students and faculty/staff at both universities will be able to participate in joint applied Human Security research activities in the fields of program assessment, capacity building, and strategic planning, as well as focused research on Marginalized Peoples in various parts of the world.

Interested students should contact Elizabeth Hruby (eah44@pitt.edu) in GSPIA Student Services or Chris Belasco (belasco@gspia.pitt.edu) at the Ford Institute for Human Security for additional information about this exchange opportunity. An information session will be held in October 2013.
This year we hosted our second MAU for high school students. Over 75 students from Five area high schools participated, stepping into the shoes of African delegates to engage in deliberations about economic, social and political-security issues, as well as other concerns that impact the continent. All 54 countries were represented.

The topics covered were:

- Economic Development: Infrastructure and Colonialism
- Social Issue: Equal Opportunity for Women
- Peace and Security: The Arab Spring Aftermath

Area High Schools that participated were:

- Baldwin
- Burell
- North Allegheny
- Riverview
- North Allegheny
- West Allegheny

Pitt students participated as volunteers in helped to plan and organize the event. They communicated with the teachers in the schools who were also volunteering to take on the task of preparing their students. The teachers were enthusiastic which really speaks to the fact that there is momentum for integrating more global content across academic disciplines even at the High school level.

In preparation for the conference, the high school students were required to research and know about their assigned countries, and prepare a position paper in support of a resolution to be presented.

The Pitt student volunteers under the leadership of Scott Crawford chaired the activities and guided the simulations of the day. Participants were given ample time to negotiate resolutions with other country delegates.
Dr. Harvey White gave the keynote address at the MAU event. He spoke to the students about public service and how important it is to understand the world in global perspective. He provided a brief background of Africa, stressing its diversity, its rich history, and its relationship to the United States and other countries of the world. He urged the young scholars to learn about Africa and understand its place in the world stage.

Harvey White is a professor in the Graduate School of International Affairs at Pitt. He is an accomplished scholar, experienced administrator and distinguished public service professional. He has held a variety of high-level government and university administrative positions. Dr. White has served as a city manager, community development specialist, director of urban and regional planning, coordinator of public administration degrees and as an academic dean. He is often engaged as a management consultant on public sector service delivery issues. He has consulted, lecture and led research projects in Africa, Asia and Caribbean countries. He has expertise in Program evaluation, performance management and Talent management.
I first developed a healthy interest in international relations when I was a student at South Side High School, and was particularly inspired by the High School Model European Union simulation that is held each winter here at the University of Pittsburgh. By participating in this event, I developed the ability to see the world from the perspective of other nations. In addition, it helped me improve my research and communication abilities. I had never even heard about the European Union prior to this event, but after participating in the simulation, I developed a strong interest in the region.

Hence, when I arrived at Pitt, I wanted to offer a similar experience for local high school students. The African Union is an organization that is becoming increasingly important on the African continent and around the world, yet many high school students are unaware of its existence. I believed that developing a simulation in which high school students role-played as the leaders of African nations and discussed African issues from the perspective of Africans would be a tremendous educational opportunity for local students. I, along with Dillon Narry, Ryan Henderson, and Abena Botwe-Asamoah from the now-defunct Student International Relations Society contacted Dr. Macrina Lelei to see if the African Studies program would sponsor the event. Dr. Lelei and her staff greeted the idea with tremendous enthusiasm, and we began to contact Pittsburgh area high school teachers. During the inaugural simulation in April 2012, we had over 70 local students from eight school districts participate. The students discussed and proposed resolutions to issues ranging from education to the spread of democracy. This year we hosted the event yet again and we had similar numbers participate.

I am looking forward to working with the African Studies Program to host this event during the upcoming spring term 2014. My hope is to continue to expand the event so that we have more sponsors and more participating high schools so that more students have access to this event. We hope to see students continue to study Africa from the perspective of Africans.
Well, I am a senior, actually! I first got involved with African music via the University's African Drumming Ensemble my freshman year. I was taking Intro to World Music and we did a workshop with Charles Lwanga, and I liked it a lot so I took the class the following semester—and I’m still in it (for the 6th time now). My sophomore year, I and several of the other students in the class cofounded the African Music and Dance Club, to continue our education in various forms of traditional African performance art. Especially now that the class has since moved on to two different professors, the constancy of the club’s commitment to traditional styles has been really good for maintaining and expanding the variety of experiences available on campus. In the class with Gavin Steingo, we were doing much more modern pieces with electric instruments and current African pop and hip-hop themes. Now we have a new teacher, Yamoussa Camara, who is a master drummer from Guinea, and is teaching us much more intense rhythms at an accelerated pace. The club still offers a selection of dances and other musical pieces from Ghana, Uganda, and other countries in Africa, and is a performance-oriented group. We also do workshops with other clubs on campus, allowing them to see what these traditional African songs are like. That is why I have been as active as I have (time permitting) in outreach with the African Studies program—I want to use the club as a tool to further the accessibility of African music and dance to those here in the US who are not familiar with it. I hope to continue doing that throughout this year as well!
Bringing parts of Africa to Local Schools

African Studies has had a wonderful opportunity for the past three years to visit Harrold Middle school to participate in their World Culture’s Day held every spring term. “What a surprise when I asked a class how many countries students could name in Africa.” The hands went up all around the room as excited students shouted out “Nigeria, Angola, Zambia, Sudan”. Later, I asked students if they had a chance to visit a country where would they go and why. Many of them chose specific African nations and had good reasons to visit them. Harrold’s geography teacher is doing an amazing job at getting students interested in Africa and it was such a delight to see this in the children’s faces during our visit.

A team of seven Pitt students travelled to HMS to showcase Africa. Half of the group taught a Ghanaian dance while Danica beat an African drum and the other half shared presentations on experiences in Africa. Robert Miano shocked the children when he told stories of men having more than one wife. Laura and Elyse shared stories of living in Cameroon and Rwanda, and Matilda added home stories from Ghana.

As the seven different sixth grade classes passed through the hallway, I could hear them shouting to their friends that the African Dancing was the most fun event of the day! Africa is always a hit as students discover her beauty!
The Pitt African Ensemble was founded in 1983 by Ghanaian ethnomusicologist Willie O. Anku as an African drumming ensemble. Presently directed by Gavin Steingo, the ensemble is now known as the Pitt African Music and Dance Ensemble (PAMDE) and specializes in music and dances from Africa. It introduces students to various techniques of drumming, dancing, and other artistic expressions of Africa. Through drumming, voice, dance, and other musical and visual art forms, this ensemble brings to the stage a unique African theatrical experience.

Students participate in many performances each semester. This year they participated in the Model African Union and taught the high school students song and dance.

I have never seen so many high school students who don’t know each other . . . Dancing! If you get a chance to see them in action . . . Don’t miss it! They are incredible! The school children at Harold learned to play the drum and dance.

Pitt's African Music and Dance Ensemble.

“Students from Harrold Middle School say thanks . . .
“Thank you so much for coming into our school and teaching us about Africa’s culture. I LOVED everything about it!”

Hannah

P.S. Cameroon is Cool!

Grant
Partnering with Junior Achievement

African Studies had a unique opportunity this year to partner with Junior Achievement of Western Pennsylvania. Junior Achievement “Empowers young people to own their economic success”. They give financial and economic lessons to K-12 students.

We had the opportunity to visit:

- Wilkinsburg Middle School
- Pittsburgh Montessori
- Edgewood Elementary
- Pittsburgh Roosevelt
- Harrison Middle School

We specifically were able to internationalize their curriculum to bring more of a focus on Africa while teaching them about the international market. We were so impressed with the excitement students experienced when we taught about Africa!

Other Opportunities in the Community

African Studies has also had several opportunities to visit churches and colleges this year. Sarah Amanfu, one of our African Studies Alumni visited a local church and shared dances and stories about Ghana. She also had the opportunity to visit an African Studies class at California University. Over the whole semester she was the only African this class was ever exposed to.

Steppin’ for 2STEPS2WORK 5KRun/Walk

We also participated in a 5 K run for The Workforce Development Global Alliance (WDGA) this is an organization that partners with the Graduate School of Public and International Affairs and serves over 700 youth in Kenya by teaching them leadership and peace building skills. The African Studies program led the crowd in the Kenyan National Anthem. Before the ran began we were given a poster of a child with their story pasted on our back and a pair of sandals around our neck that were going to the student. This was a powerful walk and we were proud to participate to encourage Kenyan youth.
Bringing Africa to young learners in Wilkinsburg
March -07-2013

The African Studies program was invited to Pittsburgh Urban Christian School in Wilkinsburg to teach students about cultures of Africa. Chelsea and Matilda taught the children about the many countries and many cultures. They showed them works of art from Africa and African clotting. The children were curious and asked a lot of questions. They were taught a game by the Pitt students, a song and told two stories from Africa. One story was about “two ways to count to ten” and the other was about “why Anansi has eight thin legs.” The children enjoyed the stories as the Pitt students explained the significance of stories in the African context...

For thousands of years, the accumulated wisdom of a people was passed down orally by storytellers. The stories were often directed at the young and many times included an important lesson. Although storytellers are less common today than they were in the past, storytellers are still able to expand the minds of the young and teach valuable lessons.
Panel Presenters

Kendra Brumfield completed her undergraduate degree in International Studies and Global Diplomacy, with regional specializations in Africa and the Middle East, at Louisiana State University. She became interested in African societies primarily because of the parallels many African countries share with her home state of Louisiana.

Marissa Gaab spent six months in Rabat, Morocco and she has a lifelong passion for music which has inspired her to pursue a better understanding of hip hop in a global context, particularly amongst African immigrants.

Allison Hahn is a PhD Candidate in the University of Pittsburgh Department of Communication and Rhetoric. During the summer of 2012 she completed Oral History Interviews and archival research in Dar es Salaam and Arusha, Tanzania; and Nairobi and Narok, Kenya. This research was supported by a Nationality Rooms Grant and was part of the African Studies Pitt in Tanzania program.

Hallie Powell is a current Master’s of International Development student at Pitt’s Graduate School of Public and International Affairs (GSPIA). Her major is Non-Governmental Or-
ganizations and Civil Society and her minor is Human Security. In addition, she holds a Bachelor of Arts in Economics from Allegheny College. During the summer of 2012, she worked for Pact, Inc. in Kenya for the Kenya Civil Society Strengthening Program (KCSSP) where she visited and evaluated organizations that had received grant money.

**Zoe Samudzi** is a junior at University of Pittsburgh and she originates from Zimbabwe. Zoe hopes to eventually work somewhere in Africa, preferably in her home country, in the areas of human rights and political & economic development.

**Simone Barber Vecchio** completed a Bachelor of Arts at Saint Mary’s College. Now, she is a graduate student at the University of Pittsburgh in the Graduate School of Public and International Affairs. Currently, she is obtaining a Master of International Development with a major in Development Planning and Environmental Sustainability and will be graduating in December 2012.

**Loretta Agyemang** is a third year undergraduate student studying Political Science and Economics. She is fascinated by the developing world and international politics and hopes to make a career from her interests as a policy maker in a field of international relations. What that field is—as of yet, she does not know. Loretta’s curiosity, drive, and optimism will lead her throughout this search.

**Joel Dumba** comes from the Republic of South Sudan, which received independence on July 9, 2011 following the 21-year civil war. He currently works as Research Assistant for the University of Pittsburgh Institute for International Studies in Education (IISE). Dumba obtained his diploma and bachelor’s degree from the Uganda Christian University in Mukono, Uganda, where he majored in Social Work and Social Administration. He has extensive field experience in HIV/AIDS education, counseling, testing, care, treatment support, impact mitigation, and policy development through positions in management and administration.
And there was Dancing. . .

The African Music Dance Ensemble was an outstanding hit at the Africa Accelerate. As the students performed a graduate student who was in the audience came running up and began dancing the exact dance the students were dancing. The dance was from his home village in Uganda!

The African Music and Dance Club is a student run organization formed in September 2011 to perform African music and to promote cultural awareness and diversity by exposing the student body and city community to the musical culture of Africa through the learning and performance of traditional African music and dance. Because these performances are taking place in America and being performed by Americans, the organization makes adaptations to the pieces in an effort to accommodate American culture while preserving the African culture and motifs. The current faculty advisor for the club is Dr. Charles Lwanga.

Performers
Antonio Valenzuela
Charles Lwanga
Tylor Hart
Danica Cooper
Desiree Markantone
Paul Schillinger
Kayla Cheeseman
Kevin Minehan
Kim Carpenter

The dancers performing a Ugandan Dance
African Drumming
In December of 2012 we launched “Let’s Talk Africa”, an informal gathering to discuss current issues in Africa. The first gathering was such a success that we continued to do this event every month. We served Kenyan tea and Mandazis (Kenyan donuts) or on some occasions pizza. Students and professors joined in discussions on the Kenyan elections, experiences in Africa, and even the relationship between Eritrea and Ethiopia. Some of these discussions were planned ahead of time and others developed as students arrived with questions and discussion topics. These monthly events were a great way to build student interest in Africa and we will continue our “Let’s Talk Africa” events this year. We hope

Kenya’s First Presidential Debate

For the first time in history, Kenyans had the opportunity to see their favorite presidential candidate take the podium apart from the campaign to discuss real issues affecting people’s lives. For more than three and a-half hours, the eight candidates discussed how they would fix the problems facing the East African country. They focused on issues such as tribalism, inequalities, pending cases at the International Criminal Court among others.

Students watched the debate streamed live online from Nairobi. They discussed the significance of such a milestone event in an African country and whether it can play a role in averting violence. The experiences of Ghana shows how emerging democracies can benefit from holding debates. Its last two elections were extremely tense – in 2008, the winning margin was only 40,000 votes – yet free of violence. The presidential debates held were useful in promoting an issues-based politicking and electioneering campaign and minimizing the unnecessary whipping up of ethnic sentiments. Just as debates have helped Ghana’s democracy to mature, so they could have a similar effect in Kenya and elsewhere. The introduction of a presidential debate may be a sign that Kenya is moving towards a less destructive form of politics.

Uhuru Kenyatta (son of Jomo Kenyatta the first president of independent Kenya) wins Presidential election:
“Many Kenyans hope that the son of the nation’s independence hero will live up to his pledge to be a leader for all“
Aljazeera April 9, 2013
Patrick Bond is a political economist with longstanding research interest and NGO work in urban communities and with global justice movements in several countries. He teaches political economy and eco-social policy, directs the Centre for Civil Society and is involved in research on economic justice, geopolitics, climate, energy and water. In service to the new South African government, Patrick authored/edited more than a dozen policy papers from 1994-2002, including the Reconstruction and Development Programme and the RDP White Paper, and he taught at the University of the Witwatersrand Graduate School of Public and Development Management from 1997-2004 (population Studies & Development studies, University of Kwazulu-NATAL).

Global Implications of the BRICS Conference Durban 2013
Conference 2013
By Patrick Bond

Prof. Bond delivered a lecture on the global implications of the BRICS Conference in Durban, South Africa. He was very critical about the objectives of BRICS given their previous performances and predicted that it is reasonable to expect another ‘1%’ summit, wreaking socio-economic and ecological havoc, and that it means it is time for the first BRICS counter-summit, to critique top-down ‘sub-imperialist’ bloc formation, and to offer bottom-up alternatives. His underlying argument is that BRICS cannot be a good development strategy especially for the poor countries. He likened it to imperialism all over again and should be rejected.

THE LEGACY OF DENIS BRUTUS
TUESDAY APRIL 2, 2013

By Patrick Bond

Prof. Bond discussed the Legacy of Dennis Brutus —his literary legacy, his contribution to post-apartheid political activism and his contribution to the University of Pittsburgh as professor in the Department of Africana Studies. The late Dennis Brutus was a human rights activist, scholar, educator, and international poet, and longtime voice in Pittsburgh’s social justice community. He died Dec. 26, 2009 at his home in Cape Town, South Africa, at the age of 85.
Prof. Senkoro delivered a presentation about popular culture in East Africa. In his discussion he explored questions of youth identity as it links popular culture and social, political and economic power from a historical perspective. He examined popular cultural aspects such as hip hop and rap music, films, beauty contests, and Facebook, arguing that while popular culture has a role in the political process in terms of mobilization, and resistance; it also, principally, creates an articulation, maintenance and/or destruction of identities that provide alternative ways of interpreting different social forces. He raised issues of nationalism and national culture in the face of the global “village” that the world has moved towards. If, indeed, we are moving from specific to “universal” global culture, can we, at the same time, talk of the pride of having national cultures in the face of multiple heritages?

Prof. Senkoro earned his undergraduate degree in education, a master’s and Ph.D. degrees in Kiswahili all from the University of Dar es Salaam and he has a master’s in comparative literature from the University of Alberta, Canada. He is a professor, consultant and immediate past head of the Centre for Literature and African Oral Traditions in the Institute of Kiswahili Studies. Earlier, Senkoro was head of the Kiswahili Department, associate dean for research and publications, and on the faculty of arts and social sciences at University of Dar es Salaam. He is an executive committee member of the Council for Development of Social Research in Africa. His research interest centers on culture and identity.
A Last Note

Our sincere thanks to all African Studies affiliated faculty in the Arts and Sciences, as well as in the professional schools that make the program what it is today. 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 and African leaders.

Our sincere thanks to all our students, past, present and those who will be joining us for their interest in learning about Africa. We hope your experience with the program is worthwhile and will have an impact in your life as you pursue your professional, academic and personal lives.

Our Commitment

The African Studies Program commits to be a leading program for the interdisciplinary study of Africa at Pitt. Our goal is to promote greater understanding and appreciation of the African continent and the people of Africa through research and teaching, travel opportunities for study, internship or research in an African country, and outreach activities to schools and to surrounding Pittsburgh communities.

Students who enroll in African Studies will receive a graduate or undergraduate certificate respectively upon completion of all the program requirements.

Events Fall 2013

Join us for African Studies Events this year!!

Wed, September 11
Welcome Reception

Wed, September 25
Let’s Talk Africa
Balancing Human Rights and the war on Terror in the Horn of Africa

Thurs, September 26
Information Session -- Win $5,000+ to Internationalize your Education in Eastern Europe and/or Africa!

Wed, October 16
Let’s Talk Africa

Wed, November 6
Let’s Talk Africa

INTERNATIONAL WEEK
November 11-15, 2013

Check our website for details on all events

Contact Us

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Certificate in African Studies