

African Studies Program



ASP Annual Report 2017 –2018



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International Studies





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Message from the Director

It is with great pleasure that I present the 2017-2018 annual report of the African Studies Program (ASP). It was a productive academic year with a strong record of educational activities to enhance our intellectual portfolio, and our community engagement. This has also been the second year of our two year grant from the U.S. Department of Education under the Undergraduate International Studies and Foreign Language (UISFL) Program that allowed us to accomplish many new initiatives including launching the Critical Research on Africa (CRA) Lecture Series and hosting a teach Africa faculty workshop. The UISFL program also provided us with grant funding to support the strengthening and improvement of undergraduate instruction in African Studies and African languages. We added 4 new courses with more than 50% African related content and offered Swahili at advanced level 5 & 6. We introduced a new African Language—Amharic—spoken in Ethiopia and Eritrea by over 25 million people, offering beginner levels 1 & 2. We were also able to offer scholarships to 10 students to study abroad in an African country over the two-year grant cycle.

This report highlights some of the significant achievements of our faculty and students including the scope of their research and other related community engagement activities. As a program, we aim to deepen and expand scholarly and educational opportunities not only for our students but also for faculty and other stakeholders interested in Africa as a world region. In addition to offering African content courses and African languages, we also host numerous forums for knowledge and cultural exchanges such as the *Let's Talk Africa* and the *Critical Research on Africa Lecture Series*. We coordinate opportunities for study abroad, internships and field-based learning in Africa aimed at helping students learn about and experience Africa firsthand. This report includes stories and personal testimonials of students about their interests in Africa.

Although I have been affiliated to African Studies since the initial proposal stages in the 1990s to establish the program at Pitt, and during its establishment in 2001, this is my first year serving as the director of the Program. I am impressed by the remarkable growth and accomplishments of the program over the years and optimistic about the future. My goal has been to build upon a strong foundation and find important new ways to enhance the program's innovative initiatives and its intellectual profile.

I am grateful for the opportunity to work with a great group of affiliated faculty and staff on our new initiatives and ongoing programming. Collectively, they work diligently to ensure that we offer quality programs to our students and our community. I look forward to continuing our work to prepare the next crop of scholars and researchers who have a deep understanding of, and commitment to, African peoples, societies, and environments. I also look forward to continuing to build stronger relationships with institutions in Africa to enhance opportunities for real and mutually beneficial exchange in research and field based experiential learning, anchored in our long-term theme of *sustainable Africa*.

Louis A. Picard

Professor, Graduate School of Public and International Affairs (GSPIA), & Director, African Studies Program, UCIS.



From the Associate Director



This year has been a good year for African Studies of tremendous progress and numerous events and activities for students, faculty and the wider community of Pittsburgh. With our great team of ASP affiliated faculty and staff we have continued to offer an excellent program for our students including field based experiential learning and study opportunities in various African countries. Our goal is to help our students learn and enhance their understanding of a continent that is complex and diverse and often misunderstood. We strive to promote better understanding of Africa within the broader global context in light of the role it plays on the global stage.

We work collaboratively with units and faculty from across the university to sponsor an array of interdisciplinary high impact programs that are aimed to educate and improve knowledge and understanding of

Africa. Through these programs we offer an opportunity for connecting students, faculty and members of the wider community to come together to share their knowledge and experiences about Africa. Additionally, we host visiting scholars from Africa to teach and share their knowledge and practice with our university community and beyond. This year, we hosted one Fulbright Foreign Language Teaching Assistant (FLTA) fellow for Swahili. Additionally, we hosted a Visiting Scholar of Political Science From the University of Nairobi-Kenya. Both scholars assisted in promoting African Studies through teaching, lecture presentations, discussion forums, and outreach.

We care about our students and we are dedicated to nurturing their interest not only in local issues but in global issues from a variety of perspectives. We want them to learn about the world around them and develop an appreciation for difference and multiple viewpoints. We believe that no one area of the world can be understood in isolation and our approach is to study Africa rooted in global context. We are proud of our students who have been part of our program, some of whom have gone on to lead lives of impact. In this report we share stories from our students about their Africa related interests and their plans for after graduation. You will also read about our staff and their experiences with African Studies, and in our faculty reports, you will learn more about some of the current research and community engagement activities aimed at promoting the sustained study of Africa at Pitt and beyond. Please feel welcome to stop by our offices and chat with us about any questions, ideas or suggestions to help us continue to build and strengthen African Studies at Pitt.

Macrina C. Lelei
Associate Director, African Studies Program
& Adjunct Assistant Professor of Education, Pitt.

ASP Staff

Caitlin Corrigan Program Development Manager



Caitlin received her PhD from the Graduate School of Public and International Affairs (GSPIA), with a focus on international development and natural resource/extractive industry governance. She has worked on several research projects at Pitt and independently, conducting program and impact evaluations for the university, NGOs and USAID. She also has field research experience in South Africa and Botswana. She is also the co-founder of a consultancy group specializing in using rigorous research methods to approach policy-relevant issues (www.RG-SI.com).

She is currently teaching in GSPIA and coordinating grant and research proposals as the Program Development Manager in the African Studies Program. She is also engaged with graduate student advising and events planning as well. Her research interests include international development and security policy, human security and good governance, and natural resource management.

Anna-Maria Karnes Student Advisor and Outreach Coordinator



Anna-Maria is a passionate advocate for studying and experiencing Africa firsthand. She advises students and helps them to design their program of study towards completing requirements for the certificate in African Studies. She has vast knowledge and experience of Africa and continues to be a wonderful resource for our students and the K-12 schools. She was born in Cameroon, and has visited several African countries, including Ethiopia, Democratic Republic of Congo, South Africa, Kenya, Tanzania, and Uganda. She is currently a PhD Candidate in the School of Education in the Social and Comparative Analysis in Education program. She focuses her research on Ethiopian Higher Education looking at women's stories of success. This summer she traveled to Uganda as the Program Coordinator for our graduate level experiential

learning and internship course with the aim of expanding the program to undergraduates in the future. She also was co-leader for the Fulbright Hays Group Projects Abroad for K-12 educators and Pre-Service Students to Ethiopia in summer 2017.

ASP Staff



Jessica Hanson
Communications and Events Manager

Jessie joined the African Studies program team in July 2017 as the Graduate Student Assistant responsible for managing communications and our social media platforms. She also interacts with students about ASP courses and career service learning and internships in Africa. Jessi is a PhD Candidate at GSPIA. Her dissertation research examines the effects of education on child sexual assault prevention in Liberia. She lived 9 years abroad including working 5 years in Africa as an education specialist in Liberia, Zambia, and Benin. Jessi trained as a secondary teacher at Colorado State University. She served as a peace corps volunteer in the Dominican Republic. Afterwards, she earned her Masters in International education policy at Harvard University. She worked in international development programing for nonprofits for over 13 years. This summer she served as the program assistant for the Pitt in Tanzania study abroad program. After the program she proceeded to Liberia where she will be conducting research for her dissertation. She plans to be a international policy professor to help train and motivate future development workers and researchers.



Ashley Saxe
Website Content Manager and Program Ambassador

Ashley is a second year Doctor of Physical Therapy student in the School of Health and Rehabilitation Sciences at Pitt. She graduated from Pitt with a B.S. in Rehabilitation Science with certificates in African Studies, Global Studies, and Pathokinesiology in the Fall of 2017. She began involvement with African Studies as a freshman at Pitt and was an undergraduate intern during senior year. She was so excited to come back to the team as a graduate student and expand her role within the program. She is passionate about growing the program by recruiting students and assisting staff with program planning and data analysis for grant writing. She has studied abroad in Tanzania twice, one of those times through a Critical Language Scholarship for Swahili. She also lived and interned in Sierra Leone for three months working with an NGO that provided physical therapy care to children with disabilities. She will be going to Malawi this summer for another clinical experience working in a hospital for six weeks under the supervision of Dr. Thuy Bui of the School of Medicine at Pitt. Her ultimate career goal is to open a treating and teaching clinic in Sub-Saharan Africa that not only treats patients, but also trains new physical therapists.

ASP Staff



Sarah Kafui Amanfu **Graduate Student Fellow for Outreach**

Sarah is a doctoral student in the School of Education's Department of Social and Comparative Analysis in Education. She obtained her master's degree from the same department. For her undergraduate degree, Sarah specialized in Chemistry at the Kwame Nkrumah University of Science and Technology, West-Africa, Ghana. She is bilingual (English and French) with some basic knowledge in Swahili. Apart from living and studying in Ghana and the US, she has also studied abroad in Tanzania. She is passionate about improving access to girls' education, especially in developing countries, as well as educating them on health related issues. Her research interests include: gender equality in education, math and science education, health and wellbeing, governance, and economic development. She has professional experience working as a researcher, project associate, professor, administrative assistant and student adviser in Ghana and the US. She has published in top journals and co-authored a book chapter with research experts on Africa. She served this year as our outreach coordinator for the Model African Union program for High School Students.



Vincent Villella **Graduate Student Intern for Outreach**

Vincent Villella grew up in Punxsutawney and attended the University of Pittsburgh-Johnstown for his undergraduate in Education and Biology. After graduation he joined the Peace Corps in Kenya and taught on a reservation in rural Alaska. He completed his Master's degree at Pitt in the Social and Comparative Analysis of Education. He worked in African Studies helping with outreach programming. He played a key role in organizing the Teaching African workshop for K-12 teachers in Pittsburgh and neighboring schools. He was a participant in the Fulbright-Hays Group Projects Abroad in Ethiopia along with a group of 15 K-12 educators and pre-service students. Vincent expressed that "Africa studies gave me a place to build upon my experiences in Kenya and apply them to my Master's research. In addition, African Studies has given me a space to work on projects I care about involving educating Americans about Africa. One specific project that was especially meaningful was the Fulbright Hayes Indigenous Wisdom in Ethiopia." He is committed to including Africa in his classroom curriculum as an educator at his new position in East Baton Rouge School District in Louisiana in order to disrupt deficit perspectives of Africa

Anna Mehaan **Undergraduate Student Intern**

Anna is from Minnesota. She recently graduated from Pitt with a bachelor's degree in Urban Studies, a minor in French and certificates in African and Global Studies. Her interest in Africa began during high school when she had the opportunity to study abroad in South Africa for a year through the Rotary International Exchange Program. During her time at Pitt, she had another opportunity to study in Africa as an exchange student in Dakar, Senegal through a four-week CIEE program. In Anna's words, "I was fortunate to have the chance to intern at the African Studies Program during my final semester as a student at Pitt." As an intern she helped to promote the certificate in classes and assisted in advertising and organizing events and lectures. She is currently looking for jobs in urban planning and development where she looks forward to utilizing her degree in degree in Urban Studies and her leadership and service skills.



Dan Basil **Foreign Language Teaching Assistant (FLTA) Swahili**

Dan Basil graduated from the University of Nairobi with a bachelor's degree in Education (Literature and English) and is serving as a Fulbright Teaching Assistant (FLTA) for Swahili. His research explores educational practices that Kenya can adopt from American institutions of higher learning to aid in educational development. He has won several regional writing competitions and has contributed articles to Kenya's Standard Newspaper. He has also launched Focused Futures, an organization that links African youths to their chosen future goals. During his tenure as FLTA, Dan not only assisted with Swahili classes but did a lot of outreach to the schools. He visited many schools in our area to share his knowledge about his native country of Kenya, while also learning so much from American students, teachers and community members.



"The Fulbright scholarship empowers me to learn, experience the American values integrated in the American education, leadership, and families. Students and professors are my biggest resource."



African Studies Program Certificates

The African Studies Program offers graduate and undergraduate certificates in African Studies. The program is designed to deepen students' knowledge and to expand their understanding of Africa through a wide range of courses on diverse topics and other educational activities. The topics covered include African cultures, business development, economics, education, environment, history, health, languages, politics, law, religion, and societies. Classroom learning is augmented with out of the classroom educational activities as well as travel abroad opportunities for study, internships, research, or volunteerism. The certificate provides credibility in African Studies without having to minor or major in African Studies and bolsters the breadth of the students major program of study (bachelor's or graduate professional degree). The credential acquired shows a future employer that the student has knowledge and interest in Africa and is well prepared to enter a job market that is becoming increasingly global. This year, 27 students received the certificate in African Studies. In this report, we share their interests in Africa and individual stories working through their academic programs including the certificate program in African Studies as told in their own words.



Congratulations to our class of 2018 on receiving the certificate in African Studies



Congratulations to our 2018 Certificate Recipients!!!



Student Reports — Undergraduate

Funto Babalola

I am from Dallas, TX. I will be graduating with a double degree in Biological Sciences and Pharmaceutical Sciences, and I am currently a pharmacy student. My initial interest in African Studies came from my desire to learn more about global health and the health issues that people face in different countries. To explore this interest, I studied abroad in Iringa, Tanzania in the summer following my sophomore year. While there, I studied health in East Africa, East African culture, and Swahili. This exposure encouraged me to pursue a certificate in African Studies. After returning to Pitt, I continued taking Swahili and enrolled in a class that explored health in the African Diaspora. Outside of my traditional biology and pharmaceutical classes, enrolling for the African Studies certificate allowed me to learn an immense amount about the social and cultural factors that influence health and made valuable connections in the field. Through these courses and studying abroad, I feel better prepared for my future career as a pharmacist who focuses in global healthcare. I hope to use the knowledge gained from my certificate to impact the medication recommendations and subsequent health outcomes of people all over the world. I am looking forward to returning to Tanzania to complete a rotation during my fourth-year of pharmacy



Khaija~Awa Diop

I am from Jersey City, NJ and Senegal, West Africa. I am a Film Studies and Africana Studies double major getting certificates in Global Studies, African Studies and Arabic.

The African Studies Program has been a pleasure, challenge and amazing learning experience to be a student of. As someone interested in making documentaries on people and cultures, it was important to me to find a program that focuses on big picture African Studies. Not only did we study about the many different cultures, languages and peoples, but we engaged with them on a community level here in Pittsburgh as well.

One great experience with the African Studies program was helping out with their Model African Union for high school students my freshman year. It really made me feel proud to be a part of a program that found it important to extend education of the continent and all its diversity beyond just the university. After graduation I will be attending WVU in Morgantown, West Virginia. I will be in the journalism program, and the practical cultural understanding applications I learned from African Studies will help me in every aspect of reporting. The African Studies program has been a home for me in my years at Pitt and I thankfully take the lessons I learned here to use the rest of my life.



Student Reports — Undergraduate



Andrew Eschrich

I am from Gettysburg, PA. I am graduating with a Bachelor of Science in Business Administration (BSBA) with a Human Resources Management Major and a Public Service Minor. I am also completing both the African Studies Certificate and the Nonprofit Management Certificate programs.

I first became involved with African Studies after joining Keep It Real which is a university student club that provides tutoring services to Somali-Bantu refugee youth here in Pittsburgh. Since joining Keep It Real, my interest in African Studies has been ever expanding, and through the African Studies Program, I have been granted many opportunities to explore this interest. In the Summer of 2016, I completed an internship near Entebbe, Uganda with Bright Kids Uganda where I worked with other Pitt students to develop income generating programs for the nonprofit which supports over 100 orphans. In the Summer of 2017, I completed the Pitt in Tanzania study abroad program in Iringa, Tanzania where I learned Swahili and studied public health issues of East Africa. Here at Pitt, I continue to work with African populations through my internship at JFCS working to help resettle new refugee families around the city.

Through all these experiences I have gained many skills, most notably a high level of cultural competence related to African people and the African diaspora. I hope to take these skills and my continued interest in African Studies with me to my new home in Morocco where I will serve in the Peace Corps beginning in the Fall. I hope to later pursue a career in international development working with NGOs and/or the government.



Ruba Idris

I am from Philadelphia, PA. I will be graduating with a B.A in Health Services, certificates in African Studies and Global Studies, and a minor in Economics. I have been involved with the African studies program since my freshman year of college through various programs.

I was first introduced to the program through their events, then became more immersed after I traveled to Tanzania for the Pitt in Tanzania program. I was awarded the Nationality Room Scholarship which funded my 5 week stay in Iringa where I studied Swahili, East African culture, and Public Health. I later returned to Tanzania through the Critical Language Scholarship program in summer 2017 for two months to learn Swahili intensively. I was also privileged enough to receive the Gilman

International scholarship to travel to Ghana that same summer where I worked on a public health project in the suburb of Accra. I developed a stronger connection with African Studies program through my leadership positions as events manager and later president of the African Students Organization. Dr. Lelei is our advisor and we have planned events together throughout the two years of my tenure. I was fortunate enough to work and study on the African continent throughout college, so I wanted to focus more on African populations here in Pittsburgh. I am currently a Community Based Research Fellow where my research focuses on prenatal and postnatal care access within the Somali Bantu population here in Pittsburgh. I plan to attend graduate school to receive a dual Master's in Public health and International Development and work in the continent of Africa.

Student Reports — Undergraduate

Sophia Mastroianni

I am a Pittsburgher, born and bred. I studied at Hawai'i Pacific University for my freshman year as an undergraduate, and transferred to the University of Pittsburgh to complete my Anthropology degree as a second semester sophomore.

I have been interested in African culture since I was a child, often reading personal accounts of Jomo Kenyatta (Kenya) and Nelson Mandela (South Africa). My first study abroad experience led me to the beautiful town of Gulu in northern Uganda. I have also travelled to Rwanda for roughly two weeks. Once returning to Pittsburgh, I focused my language skills on Swahili, and had an opportunity to study the language in Tanzania where I completed a summer study abroad program, Pitt in Tanzania in the rural community of Iringa, Tanzania.

While I was in Uganda, I conducted research on the second phase of the Peace Recovery and Development Plan and it's inclusion of women involvement from conception to implementation. My objectives included evaluating the benefits of gender strategies in the plan's implementation for how to better assess women's achievement for socio-economic empowerment, how to address limitations for women's attainment of said empowerment through the scope of the plan, and how to explore efforts that can help assess and address the challenges of the strategies with the plans implementation.

I hope to use this certificate to focus on volunteer work, either in my home country or abroad. I hope to use my skills I acquired to volunteer with either the Peace corps or Ameri-corps.



Katie McGovern

I am from the South Hills of Pittsburgh. I am studying Communication Science and Disorders, with a minor in French, and certificates in American Sign Language and African Studies.

I have always been interested in African culture and its influence worldwide. This led me to study abroad for a summer in Senegal, where I stayed with a host family and refined my French skills. I LOVED my time abroad and I used this experience to propel me into research on how blackness and Islam influence Afro-French women.

After graduation, I hope to return to Senegal and travel to other African countries (I really want to go to Egypt and Kenya!). In the Fall, I will be returning to Pitt for a Master's in Speech Language Pathology and I hope to practice abroad, primarily in Africa, once I am a clinician.

Student Reports — Undergraduate



Anna Meehan

I am from Minnesota. I am graduating from Pitt this spring with a bachelor's degree in Urban Studies, a minor in French and certificates in African Studies and Global Studies. During my junior year of high school, I spent the year abroad in Port Elizabeth, South Africa through the Rotary International Exchange program. My time there enhanced my interest in the continent leading me to pursue the African Studies certificate at Pitt.

During the summer before my senior year at Pitt, I had the opportunity to study abroad in Dakar, Senegal for four weeks through the CIEE program. In addition to practicing my French, I completed a course "Contemporary Issues in Senegalese Politics." My time living and studying in Senegal provided me greater insight into the culture and politics in Africa that I was introduced to through my certificate coursework.

I was fortunate to have the opportunity to intern at the African Studies Program during my final semester. As an intern for the African Studies Program, I learned more about how research, study, and work at an international level is funded, organized, and managed. I hope to use the skills I have learned in my certificate work and internship to pursue a career in international education, study abroad programs, or other international employment.

Nicole Njuguna

I am from Downingtown, PA however my roots and my family are Kenyan. I studied Biological sciences with a minor in chemistry and received a certificate in African studies. The African studies program allowed me to take the general education requirements I needed to graduate, while also learning more about the continent I know very little about. African studies allowed me to understand and explore Africa and its many countries on a new level.

Having visited Kenya many times, I understood I was different from the natives of Kenya and the natives of America. However through meetings, events, and working as an intern in African studies, I learned that I am not alone in my unique hybrid life of being American and being Kenyan. Most importantly, at any time I can make a difference in someone else's life.

Through being apart of this program, I plan to use my knowledge of the countries and the ideologies I learned to adapt into many cultures other than my own. My future plans include working in clinical research after graduation, but also to focus on giving back to the children of African countries as they are the future.



Student Reports — Undergraduate



Ogechukwu Opaigbeogu

I am a senior studying neuroscience at the University of Pittsburgh. Both of my parents are immigrants from Nigeria, but my family currently resides in P.G. County Maryland.

I wanted to complete the African Studies Certificate because I wanted to learn more about my history and culture. Through this program, I have gotten to learn so much about African-American history as well as African culture. This program has also allowed me to add a humanities perspective to my science background and merge the two disciplines. Medicine and

healthcare is about being understanding, empathetic, and caring. My Africana studies classes have helped me develop these skills, and I am confident that they have made me a better future physician.

I studied abroad summer of 2017 and was able to immerse myself in Tanzanian culture. I was in Tanzania for almost six weeks. During this time, I visited many NGOs as well as hospital facilities. Although I wrote my capstone paper on gender inequality and education, I was able to compare the Tanzanian healthcare system to the system in America. I was also exposed to many programs that I could potentially work with as a doctor. I am grateful for this experience and am looking forward to traveling more in the future. I plan to work and apply to medical schools once I graduate. I hope to practice global medicine as a physician, and I believe that my time abroad has taught me skills that will help me with my future plans.

Josephine Pokua

I am from northern New Jersey. I am proud to have spent my undergraduate career at the University of Pittsburgh. In April 2018, I will graduate with a Bachelor's of Science in Rehabilitation Science, a minor in Studio Arts, and a certificate in African Studies.

The African Studies program expanded my worldview. I enjoyed learning about the traditions, beliefs, and history of African peoples. My family is from Ghana and we are of the Akan ethnic group. Through this certificate program, I was able to compare my American worldview and my Akan worldview.

here at Pitt

This Fall, I will pursue a Masters of Public Health at Boston University's School of Public Health. I endeavor to focus on health practices in a global context. I endeavor to research the efficacy of African healing practices. Now, I feel prepared to use my newfound knowledge in my future studies and career.



Student Reports — Undergraduate

Emilio Rodriguez

Why African Studies? African Studies and Caribbean History intertwine. I recall playing with the slave shackles on my way to school in Market Square. My own history is presented along these parallels. My Grandfather Celestino was born into slavery on the archipelago known as Puerto Rico. We were given the last name of our colonial masters. Today, my research is aimed at rewriting Arawak history, through linguistics, lithics, and archeological study. To combat the many facets of assimilation, I use African studies to identify with, and create purpose in, writing my own historical narrative, while using these studies to enhance my vocational skills and assist the diverse veteran population that I serve. Recently, I've taken a more creative approach to discovering my identity and purpose.



James Rwigyema

I was born in Uganda to parents who were refugees from Rwanda. I have lived in Pittsburgh for more than ten years. At Pitt, I've majored in Economics and a certificate in Africana Studies. The African Studies certificate came to my attention after taking many classes related to Africa and African American History. I'm interested in African American History because, while growing up in Uganda, I never learned much about Slavery, African American experiences, and African American Population in the United States. While I came to the United States fully knowing that there were some Black people, I did not know that there were so many Black people.

United States as My Abroad: My experience abroad is my experience in the United States. I have learned that the history of Africa under various European Imperialist colonies is, in some ways, similar in scope and severity as African American experience under Slavery. I have concluded that the United States police brutality against African Americans is driven by ideology which is rooted in the history of Slavery, and its aftermath. This experience is vivid and palatable, which I discovered while writing class papers. My primary source for connecting my African history and African American history is from reading the Old Black owned Newspapers of the 19th and 20th Centuries like the Pittsburgh Courier and The Defender (Chicago), which I utilized while writing class papers. I compared these writings with African History works of Conrad's book-Heart of Darkness and Lindqvist's book-Exterminate the Brutes. I'm considering a PhD program in Africana Studies/History, and learning Swahili. On May 18th, I will be traveling to spend summer in Uganda, Rwanda, and Tanzania.

Student Reports — Undergraduate

Chukwuemeka Ukanga

I am from the Twin Cities, Minnesota. I will be receiving my B.S. in Civil Engineering and B.A. in the History of Art & Architecture from the University of Pittsburgh this summer. During my studies in the History of Art & Architecture in undergrad, I was able to conduct Undergraduate Research on the Benin Bronzes, a group of famous metallurgy artworks from West Africa, under the direction of Dr. Bender. My African Studies Certificate allowed me to gain a better appreciation of this culture as I studied the role they played in the larger sphere of world art. Additionally, during my junior year of college, I was able to serve as the President of the Model African Union club and led a delegation representing Libya and Eritrea to D.C. to compete in the national African Union Simulation. Finally, I was able to serve as a PRYSE (Pittsburgh Refugee Youth Summer Education) counselor the summer before my junior year.



My experience working with refugee students in middle and elementary school to help learn English and other reading skills the summer before returning to school was another great service opportunity I would not have learned about or participated in had it not been for the African Studies Program. After graduation, I plan to begin working full-time at my company I founded with my friends—GLIMPSE, A New Perspective—helping charities meet their goals and helping donors find causes they are interested in supporting. Additionally, I plan to study engineering & architecture further in grad school with the ultimate future goal of working on sustainable engineering and infrastructure development projects in Western Africa.

Blake Vuocolo

I am a Neuroscience major with a minor in chemistry and certificates in both African Studies and Western European Studies. I began taking Swahili in my sophomore year of college and immediately fell in love with the language and culture of East Africa. Through my time at Pitt, I was able to learn more about the African diaspora through numerous dance and history classes. This summer, I am happy to say that I will be studying abroad in Tanzania before I graduate; this program will allow me to improve my Swahili speaking and learn about public health issues in the region. I recently began to volunteer with FORGE, and I have enjoyed teaching English to a Swahili-speaking refugee family from the Congo. My favorite part about this experience is learning about the little cultural nuances that exist.



I am interested in pursuing a higher education degrees in public health and neuroscience. The African Studies certificate has allowed me to broaden my perspective and has influenced the type of research I hope to pursue as a graduate student

Student reports — Graduate



Mahao Mahao

I am from Lesotho and South Africa. I received my B.A in Political Sciences and International Relations from the University of the Witwatersrand in Johannesburg, South Africa. I came to the University of Pittsburgh as the Carl Malmberg Fellow to pursue a Masters in International Development at the Graduate School of Public and International Affairs (GSPIA) to expand my expertise after establishing the Siyaphila (We are Alive) Youth Literacy Program in South Africa, a free tutoring program that links tertiary students with underprivileged students in three shantytowns.

I am also pursuing a Global Studies and African Studies Certificates, given my passion for development in Africa and desire to become a specialist in African affairs. The ASP certificate has allowed me to focus many papers on Africa: including a Food Security policy paper on Lesotho; the Rwandan Genocide; and analyze the Sierra Leone Lome Peace Accord amongst others as part of a Conflict Resolution class; and even the current genocide in South Sudan for my Genocide Response and Prevention Capstone. As per my GSPIA internship requirements, I made use of the Professional Development Funds to travel to both East Africa and Southern Africa where I interned with Bright Kids Uganda and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ South Africa), respectively. The African Studies Center became a home away from home, a place where I was always welcomed and had the opportunity to pick the minds of staff and other budding African specialists. I have benefitted immensely from the events and lectures and opportunities to both participate in and moderate the Model African Union conferences. All this together with the Certificate will no doubt give me a sound foundation for my future at the United Nations Development Program.

Anjali Martin

I'm from Canton, Michigan. I received my BA in International Affairs from Eastern Michigan University in 2016 (with minors in French Language, International Business, and Music Performance) and I'll be completing my Master's in Public and International Affairs with a Human Security Major at the end of the term. I also worked to receive certificates in African Studies and Global Studies focusing on Sustainable Development. I completed my Master's Thesis: Expectation meets Reality: A Case Study of Conservation Agriculture Intervention program in Nkhoma Mission, Malawi, over 18 months. As part of this project, I traveled to Malawi for six weeks to conduct interviews, focus groups, and informal conversations with local experts. The University Center for International Studies Global Studies, and African Studies program helped to fund and support my research, in addition to providing unique classroom opportunities and helping me incorporate Swahili language study into my master's program.



I had worked in Malawi previously and wanted to combine my chosen courses with both a global and an African focus. The ASP certificate program really worked with me to make certain I would both meet requirements and be able to participate in classes and activities I wanted to learn from. Most of my term papers focused around Malawi and Sub-Saharan Africa, both as a personal interest and because when you're writing a Master's Thesis, using the same data for multiple papers gives you some valuable time back for writing. Going forward, I am confident I will continue to work around issues facing developing nations in Africa. I look forward to continuing my own research and am grateful for the chance to obtain an African Studies certificate.

Student Reports — Graduate

Mamadou Ndiye Jr.

I completed a Master of International Development with a specialization in Nongovernmental Organizations & Civil Society and a certificate in African Studies. I completed my undergraduate degree at Kent State University in May 2016. I graduated magna cum laude, earning a Bachelor of Business Administration with a major in Computer Information Systems and dual minor in International Business & Spanish.



I have always had a passion for global affairs for a multitude of reasons. The first is due to my personal background as a first-generation American. With parents from Senegal and Burkina Faso, I heard first-hand anecdotes about the impact of global poverty. I then encountered these various issues personally during my time at Kent State where I participated in three different study abroad experiences. My first trip was to Cuba where I researched the socioeconomic implications of the dual currency system. I then joined the Ronald E. McNair Scholars program, an undergraduate research program where I investigated how community members within the African-American communities of Ohio organized to solve communal issues.

At GSPIA, I was able to study regional economic development initiatives in Senegal. Upon completion of my studies, I will begin a fellowship with Venture for America. Through this experience, I will work in a high-growth startup and learn the skills to become an entrepreneur. Afterwards, I will use this skillset to work with aspiring entrepreneurs from low-income backgrounds, so they can improve their own livelihood.



Vincent Villella

My name is Vincent Villella. I grew up in Punxsutawney and attended the University of Pittsburgh-Johnstown for my undergrad in Education and Biology. After graduation I joined the Peace Corps in Kenya in a remote location where I taught secondary science. I also taught on a reservation in rural Alaska. After that, I began my Master's at the University of Pittsburgh in the Social and Comparative Analysis of Education Program.

The African studies program gave me a place to build upon my experiences in Kenya and apply them to my Master's research. In addition, African Studies has given me a space to work on projects I care about involving educating Americans about Africa. One specific project that was especially meaningful was the Fulbright Hayes Indigenous Wisdom and Culture project in Ethiopia

where I got to apply my skills to design curriculum for teachers in Ethiopia and America. After graduation I plan to continue to include Africa in my curriculum as an educator.

Student Reports — Graduate



Kehinde Wilful

My name is Kehinde Winful and I will be graduating with an MA in International Development with a Human Security major from The University of Pittsburgh's Graduate School of Public and International Affairs (GSPIA). I became involved in the African Studies certificate program my second semester at GSPIA.

I had previous experience in West Africa, as I studied abroad in Ghana for 4.5 months in the fall of 2014. That experience lead me to pursue the certificate in African studies. The African Studies certificate has allowed me to better explore different social, economic, and political issues surrounding the continent. My research focus has been primarily on West Africa, specifically Nigeria, but I have expanded my interests to

South Africa, Uganda, and the Democratic Republic of the Congo as well.

My policy concerns for the West African region include: water availability, corruption, and the promotion of good governance. Specifically, I am interested in how those issues converge and inform water policy sustainability and management for the region. I hope to continue to expand upon my research in a PhD program and one day inform developmental priorities on water and governance as it relates to water distribution in West Africa.

Tongyu Yi

I was born in Seoul, Korea, but grew up in Rochester, NY. I studied Spanish, Portuguese, Latin American studies and African studies. When I first came to Pitt, I had very different plans from what I ended up doing. I discovered my passion for languages and cultures, as well as social justice.

With the African Studies Certificate, not only did I get a taste of the many different cultures and languages in Africa, but I also took a closer look at disparities that women and children of Africa face. I also used my other areas of study to complement the African studies certificate and vice versa.

Through the program, I went to Washington, DC for a career and networking trip. I was able to learn more about industries relating to my interests, such as international development and international education. In the fall, I will be working towards a Master's in the Art of Teaching Foreign Language at the University of Pittsburgh's School of Education. I plan to use the skills I learn there to work in urban schools. After gaining more firsthand experience with education, I hope to study and work in international development in places like those I learned about through the African Studies program.



Student Reports — Graduate



Alejandro Trelles

Alejandro Trelles is a doctoral candidate in political science at the University of Pittsburgh and has a master's degree in political science from the same university and has a degree in political science from ITAM. His doctoral dissertation is on the causes and consequences of the autonomy of electoral management bodies in Latin America and Africa.

He is a political scientist, political analyst, and expert in electoral matters. He specializes in the comparative study of public institutions, elections, and electoral boundary delimitation in Latin America and the Caribbean. He currently serves as an external consultant to the Organization American States (OAS) where he has participated as an expert in electoral organization and redistricting during the elections of Nicaragua, Haiti, Belize, Suriname, St. Kitts and Nevis, Bahamas, and Jamaica. He has over 10 years of experience as a public official in the Federal Public Administration in Mexico and at the Federal Electoral Institute (IFE). In the latter, he has served as Advisor to the General Council and to IFE's Boundary Delimitation Technical Committee.

His research on boundary delimitation and the use of combinatorial optimization algorithms in redistricting was recognized in 2007 by ITAM as the best research in political science. He is co-principal investigator in the Public Mapping Project Mexico. He has research and consulting experience in Venezuela, Mexico, Ghana, Kenya, and Egypt. Furthermore, Alejandro is co-author of two political analysis books including: *Anatomy of the PRI* and *AMLO: Political and Personal History of the Head of Government of Mexico City*. He has published several articles about elections, political participation, transparency, open data, and mapping tools in academic journals in Mexico and the United States, as well as more than 20 articles on political and electoral issues in different media outlets. His research has been published in *Political Geography*, *Electoral Studies*, *Latin American Politics and Society*, *Journal of Politics in Latin America*, and *Política y Gobierno*.

In 2014, Alejandra received a University Center for International Studies (UCIS) grant to support his fieldwork research in Africa. He travelled to 3 countries— Egypt, Ghana and Kenya where he conducted a comparative study of the political systems, electoral institutions, and voting in the respective countries as part of his dissertation research.



Study Abroad & Internships in Africa Programs

Developing study abroad programs and field-based learning for our students in Africa continues to be an important priority for ASP. Our goals include providing opportunities for cross-cultural skills and gaining deeper global understanding. In partnership with the Study Abroad Office (SAO) and various Departments and Schools on campus, we offer study, field based learning, and internship programs in the following countries:

- Ghana
- Kenya
- Malawi
- South Africa
- Tanzania
- Uganda

Our students also participate in programs abroad in Africa through Pitt-recognized providers. These programs have been vetted by Pitt and approved for students to apply to third party organizations to study with them and receive transfer credits back to Pitt. Students travel to other countries in Africa including the following:

- Botswana
- Ghana
- Madagascar
- Morocco
- Rwanda
- Senegal
- South Africa
- Tanzania
- Uganda



Pitt in Ghana Group of 2018

Pitt in Ghana



Eric Beeko

Faculty Director

Pitt in Ghana is our newest Study abroad panther program launched in summer 2018 with Dr. Eric Beeko (Department of Africana Studies) as faculty director. Pitt in Ghana offers an interdisciplinary program established in collaboration with the Departments of African Studies, Music, and ASP. The abroad experience offers two courses that provide an integrated understanding and appreciation of the social and cultural lives of the West African peoples in multifaceted dimensions. The program begins with one-week orientation at Pitt where students are introduced to West African culture, society, and languages from a broad perspective. The students then travel to Ghana, where they spend five weeks engaging in rigorous intellectual exploration in both formal and

informal settings in selected locations of the country. They participate in lectures, field trips, and community immersive activities, visiting sites of historical significance and experiential learning within a Ghana centered perspective.

Ghana's rich history and cultural heritage provides a fascinating and unique location for study and a great environment for reflective learning. Students will have the opportunity to relate their first-hand experiences and gain a deeper understanding of the local and global contexts. This summer, 6 students and their faculty director spend five weeks of summer study in Ghana, learning about the history, arts, culture, and contemporary social institutions. They also had an opportunity to network and interact with Ghanaian students and local members of the community, and learn from each other through cultural exchanges and immersive activities.

University of Ghana

Pitt in Ghana is housed in the University of Ghana—the oldest and largest of the thirteen Ghanaian public universities. It was founded in 1948, in the British colony of the Gold Coast, as the University College of the Goad Coast, and was originally an affiliate college of the University of London that supervised its academic programs and awarded degrees. It gained full status in 1961 and currently has over 40,000 students.

Students studying at the University of Ghana are mainly Ghanaian, but the university also admits a good number of students from other countries in Africa and from around the world. Pitt students participating in the program are presented with a wonderful opportunity to meet new



people from different cultures, interact, network and learn from each other. Professors from the University of Ghana offer lectures and talks to our students on selected topics (West African cultures & Society, and West African Performing Arts). Students also visit sites of cultural and historical significance.

Pitt in Ghana



Ghana's rich history and cultural heritage provides a fascinating and unique location for study and a great environment for reflective learning. Students have the opportunity to relate their first-hand experiences and gain a deeper understanding of the local cultures and societies within a global context.

The program is designed to achieve the following learning objectives:

1. To provide students with an in-depth knowledge and understanding of the diversity, dynamism, and complexity of the West African performing arts, and the role that these arts, as combined with music, play in social, cultural, political, and economic lives of these societies
2. Recognize the importance of Ghana and its role in the region, in Africa, and the world
3. Gain first-hand experience of the country through communications with the locals, field trips, and immersive activities



Traditional Costumes of Ghana

The traditional costumes of Ghana are not just beautiful. The culture of this country and its ancient heritage influence the folk clothing. That is why the designs, fabrics, and patterns aren't random. They are used by Ghanaians for a long period of time, and therefore, they are the old knowledge and tradition. At the same time, the national outfit of Ghana looks so bright and festive that it brightens the mood of everyone around. Students got to try on the traditional costumes during a visit to the local fabric market



Pitt in Ghana

ADINKRA WEAVING CENTER, NTONSO



In Ghana, there are several traditional symbols that have meanings, and one of the most prominent among these traditional symbols are the Adinkra symbols. Traditionally, the Akan word “Adinkra” simply means “saying good-bye” to one another when parting. Thus, the dread of death is always expressed philosophically and poetically through abstract symbols and messages placed on the Adinkra. We learned about this form of production during our visit to Ntonso, one of the towns in the Ashanti Region. In this tradition, the Adinkra symbols are used as forms of indigenous art,

and primarily used as a usual translation of thoughts and ideas, expressing and symbolizing the values and beliefs of the people.



The Chief's private House in Kumasi-after their official visit to the chief's palace, students were then invited to the chief's private house for further and more interactive forms of fellowship not experienced in the royal palace. At the chief's house they were asked to introduce themselves and to share the reasons why they became interested in travelling to Ghana, what they have learned and achieved through the Pitt in Ghana program. As part of their history lesson, students learned about the old chieftaincy tradition in many parts of west Africa and the Akan people who have developed their own hierarchy which exists alongside the democratic structure of Ghana. The Akan word for the ruler is nana. In colonial times, Europeans translated it as “chief”, but that is not exact...the highest committee is the National House of Chiefs in Kumasi.

Pitt in Ghana



Drumming and Dance Workshop, Legon

Students were introduced to West African traditional drumming and dancing at its finest (Ghana is well known for its music, and the dancing that accompanies it). Then they were introduced to the dancing of the Gota and Kpanlogo dances. They were able to participate in these wonderful arts that have been performed for centuries. They Learned how villages use “talking drums” to communicate within the village and between different villages—a technique that is still in use today. They were taught some traditional songs, history, and dance, performed at various occasions.



Pitt in Ghana



The Central Region & the Slave Trade

Although slavery has existed since the remotest times around the world; it was in Africa alone that millions upon millions of people were forced across the Atlantic Ocean to the Americas, dating from 15th Century to 19th Century, A.D. Students in the program learned about the history of the Slave trade during their visit to Assin Manso and the Elmina Castle. In the central region of Ghana. According to the traditional historians, the Assin Manso was a town used to serve as the last stopover where the captives would be forced to have their “Last Bath,” and be officially sold. The Elmina Castle, on the other hand, was the last spot for the slaves to be finally shipped overseas. The pictures show some of the areas of the dungeons through which the captives had to be led into the ships.



Pitt in South Africa

The Pitt in South Africa program is designed to allow students to engage with South Africa's history and educational system. Participating students will receive 7-credits while in Johannesburg and Cape Town. This program led by Dr. John Stoner, Department of History and Dr. Mike Lovorn, Department of Instruction and Learning in the School of Education. This year, they took a group of 20 undergraduate students to South Africa.



During their five weeks in South Africa, students were treated to a dynamic balance of local, national, regional, and international history, culture, and geography. Students met and interacted with South Africans in numerous formal and informal settings during visits to the Castle of Good Hope, Robben Island, the Cape Peninsula, the District Six Museum, the Bo Kaap Muslim Culture Center and Museum, the University of Cape Town, Constitution Hill, Soweto, the Voortrekker Monument, the Apartheid Museum, and other

excursions. Students also visited five K-12 schools where they engaged in rich discussions with children and adults of all ages and from various backgrounds. Many students also had the life-changing experience of volunteering in after-school programs in Gugulethu; a township just east of Central Cape Town.

Throughout their time in South Africa, students discussed and reflected on these interactions with locals as well as what they learned in class and on excursions. Program directors are confident these immersive experiences and human/environment interactions have deeply enriched the lives of all participants, and have contributed to the further advancement of their individual and collective African consciousness and global citizenship.

To the right, we see Pitt students listen intensely while Noor Ebrahim (a former resident of the district six neighborhood in Cape Town whose family was displaced by apartheid laws) discusses his experiences in the neighborhood and the laws that required their removal. From 1960 to 1983, the apartheid government forcibly removed millions of black South Africans in one of the largest mass removals of people in modern day history. Ebrahim shared his experience with the students and explained the many reasons behind the mass removals, offering them the opportunity to ask questions and learn from his wealth of experience.



Pitt in South Africa



originally named the Cape of Storms by Portuguese explorer Bartholomew Dias in 1488, it was later renamed, by King John II of Portugal, the Cape of Good Hope because of the great optimism engendered by the opening of a sea route to India and the East.



Engineering Design for Social Change: Africa



Engineering Design for Social Change (ENGR 1276) is an experiential learning course designed to provide engineering minded students (from any major) with an introduction to designing solutions to problems that impact humanity. Students see the social consequences of engineering decisions made by companies and other organizations in South Africa and discuss the rationale that led to those decisions during meetings with leaders, engineers, and other representatives from those parties. The course aims to provide students across a range of disciplines the opportunity to work together and develop strategies for tackling both broad, complex problems and specific, service focused challenges based on principles that are rooted in empathic engineering design. Students contextualize what makes specific approaches for problem solving successful locally, regional, nationally, and internationally. The course develops student skills to work remotely with one another to iterate through the ideation and design process of problem solving and to appreciate the social and cultural challenges that lie within.



Thanks to a grant from the National Science Foundation, the University of Pittsburgh Swanson School of Engineering (SSoE) and its Office of Diversity (EOD) have established the Global Engineering Preparedness Scholarship (GEPS) program. In Summer 2017, GEPS successfully launched GEPS

Leadership Experience and Engineering-based Social Entrepreneurship summer course that focused on developing product innovation for social change. 14 GEPS scholars had a chance to participate in this pilot program. The success of last year's pilot GEPS Leadership Experience program allowed the Swanson School of Engineering and the Engineering Office of Diversity to open this study abroad experience to the entire SSoE community of undergraduate students. As a result, during Summer 2018, a group of 23 students, including 5 GEPS scholars, participated in the engineering course and Study Abroad program titled "Engineering Design for Social Change: Africa."

Engineering Design for Social Change: Africa

To prepare the students for the study abroad program, the course opened with a three-day pre-departure session. Each day included activities that allowed the students to develop cultural awareness skills and practice ethnographic approaches to engineering solutions. To provide the students with historical context of the current challenges in South Africa that they will explore during the trip, the course included lectures and presentations by Pitt faculty and students that lived in the country during and after apartheid regime. As Anti-Defamation League certified facilitators, Dr. Alaine Allen and Natalia Goodnow facilitated exercises that increased the students' cultural self-awareness. The activities challenged the group to explore their personal identities and how they affect their engineering thought process. Dr. Abramowitch introduced the principles of ethnographic observation that can help inform the students about the needs of the community and the contextually appropriate solutions. Taking on a role of engineering consultants to South African companies, the students researched the information about the sights they would visit, and practiced SWOT analysis in a societal context.

This year, the study abroad component included two cities: Johannesburg and Cape Town; in each city, the students visited multiple museums and historically significant sights to better understand the historical background and the differences between the two cities. During the first week of the program, the group worked closely with the University of Johannesburg (UJ) and its daughter entity, Resolution Circle. The post-program survey shows the students' overwhelmingly positive response to their experiences with the University of Johannesburg students, faculty, and staff. When asked to name the components of the program that impacted them the most during the two-week program in South Africa, the majority of the students listed interactions with the University of Johannesburg and their visit to Diepsloot Township that is densely populated and lacks sufficient dependable infrastructure. The students' experiences in Johannesburg allowed them to observe the socio-economic disparities facing the larger part of South African population as well as the engineering potential of the country in the form of community oriented projects and education of the new generations of engineers.



After a week in Johannesburg, the program transitioned to Cape Town. The group of Pitt students comprised representatives of all six SSoE departments. Cape Town sights visit were pre-selected to reflect the diversity of the group's interests. The list of the companies included Eskom, IX Engineers, Quorus Biotech, South African Breweries, and Kainos Project Africa. The students learned about the challenges of energy distribution and implications of Day Zero - the day when the city's water supply is depleted.

After two weeks of meetings with various engineering companies and a series of in-depth discussions about

the effectiveness of the observed engineering projects from the perspective of engineering for social change, the students presented their final research and SWOT analysis of the organizations that they visited over the course of the study abroad program. The students left South Africa as a group of newly acquired friends, peers, and colleagues eager to create a social change through the engineering projects. While in South Africa, the Pitt students were required to provide daily observations in the form of a journal, and one of the students' journal entry included the following remarks: "I am very grateful to have been a part of this trip with so many brilliant young engineers, and I can't thank them enough for teaching me so much."

Engineering Design for Social Change: Africa

Course Instructors

Sylvanus N. Wosu, Swanson School of Engineering

Sylvanus N. Wosu, PhD is the Associate Dean for Diversity Affairs and Associate Professor of Mechanical Engineering and Materials Science at the University of Pittsburgh. He earned his PhD in Engineering Physics from the University of Oklahoma in 1988. Dr. Wosu is also the program director for NSF S-STEM GEPS Program and NSF PITT STRIVE program. Dr. Wosu's research expertise is in Dynamic Penetration and Fracture Mechanics of New Generation of Composite Materials, including Bio-Composites and Biosensors. Dr. Wosu established a Dynamic Materials Behavior Lab equipped with a high speed imaging system capable of capturing dynamic events at 2 million frames per second, high-speed data acquisition system, Lab Ram System for characterization of solid, liquid and gases.



Steve Abramowitch Swanson School of Engineering

Steve Abramowitch, PhD is an Associate Professor of Bioengineering, Musculoskeletal Research Center, and Associate Professor of Obstetrics, Gynecology, and Reproductive Sciences. He earned his PhD in Bioengineering from the University of Pittsburgh. His research is aimed at elucidating the processes of injury, disease, and healing of connective tissues through an understanding of tissue mechanics and the complex relationships between composition, structure, and function. He is particularly interested in utilizing this information to establish new clinical treatment strategies and rehabilitation protocols to improve patient care in the fields of Orthopedics and Urogynecology. In 2008, Dr. Abramowitch became an NIH Building Interdisciplinary Research Careers in Women's Health Scholar (BIRCWH), which has allowed him to transition from his training in Orthopedics to



Urogynecological research. Professor Abramowitch is one of only a few bioengineers in the country with this area as his primary research focus. His solid collaboration with Urogynecologist, Dr. Pamela Moalli, has led to a very productive relationship providing tremendous insight into the mechanisms of prolapse and the impact of polypropylene mesh following implantation for prolapse repair. In addition, this unique expertise has allowed him to be the only engineer who is part of clinical research (U01) being performed by the NICHD's Pelvic Floor Disorders Network, whose members come from nine leading medical centers across the United States. These relationships have enabled him to maintain a significant transnational focus within his work.

Pitt in Tanzania



The Pitt in Tanzania - Health, Cultural and Swahili Language Immersion Program is a six-week, ten credit summer program designed to provide students with a unique educational opportunity to learn and immerse in the culture and society of the Swahili speaking people of Tanzania. Students spend one week in Pittsburgh beginning coursework and receiving some orientation prior to departure for Tanzania where they spend 5 weeks..

This summer, 16 students travelled to Tanzania under their faculty program director Filipo Lubua who is also the Swahili instructor at Pitt and a native of Tanzania. On arrival in the host-

country they met up with the CIEE staff team from the host institution in Iringa. All learning and community engagement activities are coordinated by the CIEE director with his team to offer students a rich learning experience of classroom instruction, culture immersive activities, and field trips to sites of cultural, historical, and economic significance. For example, students tour the city of Dar-es-Salaam as they learn about the history and economic activities not only of the city but of the region of Dar es Salaam. They also tour the key historical town of Bagamoyo that was one of the most important trading ports on the East African coast and the penultimate stop of slave and ivory caravans travelling on foot from Lake Tanganyika on their way to Zanzibar. Missionaries active in abolishing the slave trade made Bagamoyo, whose name means 'bury my heart' in Kiswahili, a center for their activities. Once the caravans reached Bagamoyo, the slaves and ivory were shipped by dhow to Zanzibar, where they were then dispatched all over the world. These days, Bagamoyo is a centre of dhow building in the region and along the Tanzanian Coast.

Students then travel to Iringa town, the site of the program located in the Southern Highlands of the country in Iringa Region. While there they attend classes and go on field trips to the Isimila Old Stone Age site and Chief Mkwawa museum to learn about early civilizations in the region, the history of Tanzania, and political resistance to colonial rule (German and British rule). In the picture to the right, students are learning about the stone age site and the tools that were used by ancient inhabitants of the area. The stone age site has long been recognized as a site of international importance for understanding the behavioral complexity and plasticity of our hominin ancestors.



Pitt in Tanzania

While in Iringa, Pitt students and locals get to hike to the top of the Gangilonga Rock. This large rock gives visitors and locals a great view of Iringa. This site, just outside of the town, is a legendary spot where the Hehe Chief at that time met with senior Hehe tribesmen to mediate on how to fight the Germans. Today, the rock provides excellent views of the town and the surrounding countryside. Historically, Iringa was also the site of several battles during the first and second world wars, and commonwealth war graves are located just at the town center.



The town of Iringa sits on a cliff overlooking the Ruaha River Valley, in the Southern Highlands of the country. The town center has German colonial buildings and a popular market place. The Commonwealth War Graves Cemetery memorializes soldiers who died in local battles during the First and Second World Wars. Students enjoy taking walks up the mountain to have a wonderful view experience of the city of Iringa, and surrounding villages. They also have an opportunity to learn about the rich history of the country with its political systems of traditional chiefs from the local historians and other community members. Additionally, they learn about the economic activities in the area and animal farming.



Filipo Lubua

Pitt in Tanzania Program Faculty Director

Filipo was born, raised, and partly educated in Tanzania. He completed his undergraduate degree at the University of Dar es Salaam, Tanzania, where he majored in Linguistics and Geography. After his undergraduate studies in 2009, he worked as a secondary school teacher, before he came to the US as a Fulbright Foreign Language Teaching Assistant (FLTA) at the University of Wisconsin, Madison in 2010. Then he joined Ohio University in August 2012 for a master's degree in Applied Linguistics, before he later started his PhD in Instructional Technology at the same university. He joined Pitt in the Fall of 2016 as a fulltime Swahili instructor. Filipo enjoys teaching. Before coming to Pitt, he taught Swahili at the University of Wisconsin, Madison (2010 - 2011), Ohio University (2012 - 2014), and University of Florida (2014 - 2016). He has attended several workshops and conferences in second language teaching, African language teaching, and computer assisted language learning (CALL). He is currently a board member of the Global Association for the Promotion of Swahili (CHAUKIDU). Apart from teaching Swahili, Filipo also enjoys playing soccer, and writing novels and poems. In 2014, he published a Swahili novel titled 'Kilele Kiitwacho Uhuru', and he currently has a manuscript of an anthology of Swahili poems to be published soon.

Pitt in Tanzania Partner ~ CIEE

The Council on International Education Exchange (CIEE)

Pitt in Tanzania is hosted by the Council on International Educational Exchange (CIEE) a non-profit organization promoting international education and exchange. It was founded in 1947 and is based in United States with field offices in several countries around the world. CIEE in Iringa is our host institution for the Pitt in Tanzania Program. It is responsible for coordinating program activities and teaching swahili and cultures.

CIEE Staff in Tanzania

Justin Beckham is the Resident Director of CIEE. He helps to ensure that all program activities are well planned and implemented. He is excited to share Iringa's wonders, challenges, and opportunities with CIEE students. CIEE is a nonprofit, nongovernmental organization, the country's oldest and largest nonprofit study abroad and intercultural exchange organization. Since 1947, CIEE has helped thousands of people gain the knowledge and skills necessary to live and work in a globally interdependent and culturally diverse world by offering the most comprehensive, relevant, and valuable exchange programs available.



Paulo Kateme is the CIEE Program Coordinator. He has been a veteran Swahili language and cross-cultural facilitator with foreigners in Tanzania for more than 15 years. As a language program coordinator and certified language teacher, he has authored several Swahili training manuals. Paulo loves helping American students to learn the beautiful Swahili language and to adjust to Tanzanian culture. He is the Swahili instructor for the Pitt in Tanzania program and serves as the cultural coach. He plans cultural activities and accompanies students on field trips and community visits.



Sarah Beckham, PhD, is the faculty instructor for the Health Issues in East Africa course. Her research focuses on socio-structural influences on health and implementation science approaches to ensuring evidence-based interventions reach populations most in need. In the past 10 years, her research has been mainly on prevention and treatment of HIV/AIDS, especially among key populations in the epidemic, including sex workers, men who have sex with men, and drug users. Her research is focused on intersections of reproductive health and HIV/AIDS among female sex workers, and how motherhood and pregnancy intertwine with work-based risk behaviors.



Uganda: Field Based Learning Course

The field based learning course is a summer long program designed for students to include instruction, fieldwork, and internships in their study. This summer, the African Studies Program in collaboration with the Graduate School of Public and International Affairs (GSPIA) and the School of Education (SOE), launched the field based learning course in Uganda. The program is led by Professor Louis A. Picard (Director, African Studies & Professor of GSPIA) assisted by two coordinators (Anna-Maria Karnes, ASP advisor and PhD Candidate in the School of Education, & Kelsey Woros, graduate student in GSPIA). The program is a partnership with Bright Kids Uganda and several other community based organizations in Uganda to offer a rich learning environment, research, and internships for our graduate students. Ten students, led by professor Picard along with the coordinators, travelled to Uganda to work on various projects that included:



- Education and capacity development
- Gender violence
- Social entrepreneurship
- Micro loans
- Rural development
- Music and Sports

Students immersed themselves in the Ugandan culture, language, and local customs and learned firsthand about the people and the country. They visited several sites to interact with the locals and learn about the various organizations and the work they do.

In the picture above, we see the team visited and met with all of the children at Bright Kids Uganda and Noah's Ark School for the Disabled. Some of the children in the picture are Maxi's kids sponsored by Maxin Bruhns of Nationality Rooms at Pitt. The Picture below (right) shows the group of students and their faculty director Dr. Picard (left) sharing their experiences in the program which aims to create a reflective environment and to gain a deeper understanding of Africa's development opportunities and challenges.



Uganda: Field Based Learning



Students who participated in the program in Uganda were drawn largely from GSPIA with some students from education. All participants were required to immerse fully in the scheduled activities of the program while also focusing on their individual areas of interest:

- Hidden people
- Special needs programs
- Survivors of conflict and pandemic diseases
- Human security and international development
- Education and capacity development
- Gender violence
- Child homelessness
- Social entrepreneurialism
- Micro-loans and rural development

Students worked with respective staff of the various organizations to design their projects. They participated in evening debriefings to share their ideas and learn from local talents and experiences.



(Left) Lou Picard, program faculty director

(Right) Anna-Maria Karnes, program coordinator



Students on a mission Abroad in Ethiopia

A group of 6 students travelled to Ethiopia with **Out of the Ashes** —a non profit humanitarian organization that works with kids that have been labeled as “dump kids” from Korah, Ethiopia. Korah is a leper colony of over 130,000 people located inside the city limits of Addis Ababa—the capital, largest city in Ethiopia, and seat of the federal government. Korah is directly adjacent to the city trash dump. Due to the extreme poverty in Korah, many families are simply unable to provide for their children. Lacking options, parents send their children (some as young as 6 or 7 years old) away to “work” in the “koshe” (trash dump). The children often have had minimal or no education. Out of the Ashes is committed to making a difference by helping the children in Korah with health, education, and other social services.



The photo on the left is of the students from Pitt who joined students from other institutions on a mission trip to Korah in June/July 2018.

Top row from left to right:

Grace Wang, class of 2020, biology major

Emma Embar, class of 2016, BS in psychology, currently in Pitt school of Social Work

Taylor Campbell, class of 2021, neuroscience major

Bottom row:

Kyle Hamilton, class of 2020, biology major

Christian Tegene, class of 2020, biology major

Seun Ayoade, Pitt School of Medicine class of 2021

The picture on the right shows the entire team on the trip including the faculty leader, medical doctors, and students. They participated in clinic days where they saw and treated over 300 patients in Korah. Before travel, the pitt team collected more than 100 pounds of supplies mostly donated from Pitt students to Korah. The team handed out hundreds of toothbrushes and toothpaste for the children. They also visited orphanages and helped with medical care. In a situation like this one, children are always medically fragile after living in the dump. Volunteers help to provide medical visits and medications among other needs.



Legal Aids Center (LACE), Eldoret Kenya

Brittany de Hoyos
University of Pittsburgh School of Law
Candidate for J.D./M.P.I.A., May 2020

This summer I had the pleasure of working in Eldoret, Kenya as a legal intern for the Legal Aid Centre of Eldoret (LACE). This agency is a NGO located within the AMPATH Hospital providing legal aid. Clients are typically women and children who are victims of sexual and gender based violence as well as general representation for individuals with HIV/AIDS. The clients may be referred to LACE by the Moi Teaching and Referral Hospital (MTRH) after undergoing treatment for their diagnosis or after a report of sexual violence.



My daily duties consisted of sitting through client interviews, drafting legal and non-legal documents, attending court, legal research of relevant issues, participating in presentations around Eldoret, and working on grant proposals to help fund LACE. For the duration of the summer I focused on sexual abuse offenses and issues in intestate succession as well as sexual health and reproductive rights. I was invited to attend a conference for legal professionals dealing with HIV, TB, and other human rights issues. Here, I learned more about how men and women were being mistreated by the legal systems in surrounding countries and the fight that attorneys were taking to obtain these rights and freedoms. It was inspiring to see attorneys not much older than me fighting these human rights issues for complete strangers that needed their help.

The biggest issue that I was not warned about when taking this position was how emotionally taxing it would be. I knew the context of what I was walking into but it could not prepare me for the heart break of hearing parents and children explain how a child was defiled by a teacher or family member and ended up being infected with HIV before they're old enough to have any idea what that is. In too many situations, justice was not served for the injured parties and perpetrators were permitted to offend again. These stories were so raw and aggressive on a near daily basis, it made coming into work hard. I had to read recently resolved cases that moved me to tears to see how a small child handwrote the descriptive abuse that she endured before the age of 7. The language used by children in these situations was similar to that of a disgruntled 30-year-old; foul, shocking, and full of anger.



Kenya is a beautiful country masked by poverty and corruption but the people you will find here are the most appreciative and welcoming human beings. You won't find dishwashers, laundry machines, or lawn mowers around Eldoret because for centuries people handled these tasks with their own two hands and they don't see any reason to change that. Likewise, you won't find the latest apple products and fast food chains because good old fashioned conversation and home cooking wins every time. I learned the beauty of cultural expression and the

value it can add to your own life when you take the opportunity to understand and appreciate this completely different lifestyle. The people of Eldoret were the friendliest and most inviting individuals I have ever come across. I learned so much about the Kenyan people and their history from first hand testimony. I was taught a very powerful lesson through a phrase often repeated by the happiest of individuals, "be happy with what you have, if you want more, work for it."

Kamuzu Central Hospital, Lilongwe, Malawi

Ashley N. Saxe
University of Pittsburgh
Doctor of Physical Therapy, Class of 2020
African Studies Fellow



I am a second year Doctor of Physical Therapy student at Pitt. This summer I have had the wonderful opportunity to participate in a clinical rotation at Kamuzu Central Hospital in Lilongwe, Malawi. I was able to get connected to the Physiotherapy Department at KCH through Dr. Thuy Bui, a Professor, Doctor, and Director of the Global Health and Underserved Population's Track of UPMC's internal medicine.

The Kamuzu Central Hospital is a large tertiary referral hospital in Lilongwe, Malawi, accepting referrals from five local district hospitals in the surrounding areas. The hospital provides ICU, internal medicine, gynecology, pediatrics, general surgery and orthopedic services and is also the only dialysis center in the country. The hospital serves the population across the wider region – around 4 million people in total. It has 59 doctors and 286 nursing staff. The hospital has developed several links with

Western hospitals, which has helped to enhance its profile. Dr. Gerry Douglas of the Department of Biomedical Informatics runs a summer internship program in Malawi. The Summer Internship in Global Health Informatics has been expanded to accommodate 5 students from the US. Students travel to Malawi to study Global Health Informatics in low-resource settings alongside Malawian health and technology professionals. Students have an opportunity to propose, design and develop a product or intervention relevant to solving a particular problem the group has identified. Thuy Bui, MD, Director, Global Health and Underserved Populations Track for the internal medicine residents, has a longitudinal relationship with the region allowing students to do internships and field based learning in the hospital.



During my time here I have observed that physical therapy in Malawi is different in a lot of ways from what it is in the United States. Besides treating patients with different diagnoses (malaria, TB), resources are limited and caregivers play a large role in rehabilitation. I am learning how to provide the best care I, along with the physiotherapists I am learning from, to the patient, as well as teach caregivers

how to continue to help the patient recover at home. As I would like to practice physical therapy in Sub-Saharan Africa in the future, I am gaining invaluable skills, understanding, and experience during my time in Malawi.

ASP Affiliated Faculty Reports

ASP affiliated faculty are drawn from multiple disciplines and the professional schools, representing the full spectrum of the study of Africa at Pitt. They dedicate to teaching about Africa and to the formulation of ASP's academic and intellectual agenda and engage in research and academic conversations about Africa within the wider global context. ASP faculty work diligently to teach and nurture student learning and research interest on Africa related topics and prepare them with the knowledge and skills necessary for their respective professional career paths on the global stage. More than 60 faculty members are affiliated to African Studies by virtue of their experience on Africa, including our African language instructors. In this report, we shine a spotlight on some of their scholarly activities promoting African Studies through their teaching, research, and service. ASP sponsors programs that foster student and faculty engagement with the continent, encouraging interdisciplinary research that lead to improved understanding of Africa.



In this report we spotlight some key achievements of ASP affiliated faculty including service activities, new publications, new programs, and conference attendance and presentations here in the United States, in Africa, and in other parts of the world where conversations are ongoing related to African affairs.

Faculty Reports



Thuy Bui
School of Medicine

Dr. Bui's research is on global health workforce and training and interventions to address social determinants of health. Her clinical focus is on caring for high-need, complex, and disenfranchised individuals including those who are homeless, recent immigrants and refugees, and uninsured. She has been volunteering at Kamuzu Central Hospital in Malawi since 1995. She started organizing clinical experiences for medical students at Kamuzu Central hospital in Malawi in 2001. Beside medical students, informatics, law, public health, and pharmacy students

have benefited from electives or service-learning experiences with the mentorship of Malawian and US faculty. In 2007, the Global Health/Underserved Populations (GHUP) track was developed under UPMC's internal medicine residency training to recruit highly qualified and motivated resident physicians who dedicate their career to work with diverse patient populations in the US or in low-middle-income countries. Twelve GHUP track residents are in the program at any one time. Currently, the GHUP track has partnership with 1) Kamuzu Central Hospital in Malawi, 2) Sao Lucas clinic/Catholic University of Mozambique (UCM), and 3) Korle Bu Teaching Hospital in Ghana. Residents work together with Malawi inpatient teams to provide direct care. They also assist in teaching and mentoring Malawi medical students. In Mozambique, they serve as preceptors for MBBS students at the primary care clinic site affiliated with UCM. Dr. Bui recently developed a course in partnership with the Center for Global health designed for students interested in health in Sub-Saharan Africa. The course will be offered every spring term beginning in spring 2019 "Introduction to Health in Sub-Saharan Africa."



Gerald Douglas
Department of Biomedical Informatics

Dr. Douglas is leading research efforts that will contribute to elimination of health disparities, improve health care quality, encourage the adoption of personal wellness strategies, and provide support for the development and advancement of underserved communities. He implemented several innovative approaches to using technology in health care, including the use of a low-power, robust and inexpensive touch screen workstation for clinicians at the point of care in Malawi, Africa. This system guides low-skilled health care workers with little or no computer experience through the diagnosis and treatment of patients according to national protocols.

Dr. Douglas directs a yearly course, Principles of Global Health Informatics, in Malawi. He and Dr. Bui started an NGO called Baobab Health Partnership in 2001 and later became the Baobab Health Trust in 2008 under Malawian leadership. Douglas currently works on a village registry project and informatics training with funding and support by the Bloomberg Philanthropies and the Bill and Melinda Gates Foundation.

Faculty Reports



Muge Finkel
Graduate School of Public and International Affairs (GSPIA)

Dr. Muge Finkel (GSPIA) traveled to South Africa with research partner Dr. Melanie Hughes of the Department of Sociology as part of their research project under the Gender Inequality Research Lab (GIRL). GIRL was launched in November 2017, in collaboration with the United Nations Development Programme (UNDP), as a new interdisciplinary research forum for scholars and practitioners to collaborate on policy-relevant research on gender inequality.

With funding from the Provost's Integrative Social-Science Research Initiative, GIRL launched their first endeavor, the Global Glass Ceilings (GGC) Project, which will study the extent to which women confront glass ceilings in public administrations around the world. Drs. Hughes and Finkel traveled to Pretoria and Cape Town, South Africa in May 2018 to begin work on their first case study country. In Pretoria, they held national level consultations with policymakers in a meeting hosted by Statistics South Africa. Included in the discussions were representatives from Departments of Women; International Relations and Cooperation; Planning, Monitoring and Evaluation; Commission for Gender Equality; Office of the Premier; and Public Service Commission.

In Cape Town, they were joined by provincial policymakers from Departments of Labor, Public Service, and Administration, along with representatives from Parliament, and NGOs working on gender equality in South Africa. Drs. Hughes and Finkel will next travel to Copenhagen, Denmark, in July 2018 to start their second case study, followed by subsequent case study research in Columbia and Argentina. Over the next two years, the GGC will convene two workshops of its interdisciplinary and international advisory board. (<http://www.girl.pitt.edu/GGCD>)



Faculty Reports



John Stoner
Department of History

Dr. John Stoner was recently promoted to Senior Lecturer in the Department of History (Congratulations!). Some of his key accomplishments this year include his bibliographic book chapter published last year titled:

“The United States and Sub-Saharan Africa since 1961,” in Alan McPherson, editor, The SHAFR Guide Online: An Annotated Bibliography of U.S. Foreign Relations Since 1600 (Boston: Brill, 2017).

Dr Stoner is also the faculty co-director of Pitt in South Africa Program, now in his fourth year. The program was launched in summer of 2015. This summer, Dr. Stoner and the Program Co-Director Dr. Mike Levin took fourteen students for five weeks (almost a week in Johannesburg and a month in Cape Town). The Pitt in South Africa program offers Students an opportunity to study modern South African history and comparative human and civil rights in the US and South Africa and gives them a chance to experience the country firsthand. In the educational

activities, students learn about South Africa’s rich and dramatic history dating from the earliest inhabitants through colonization to the discovery of diamonds & gold; from the formation and evolution of black resistance, through decades of crisis and to the eventual collapse of the apartheid regime to modern South Africa. Dr. Stoner’s research and teaching focus on U.S. History (20th century, labor, U.S Relations), South African History and Transatlantic History.



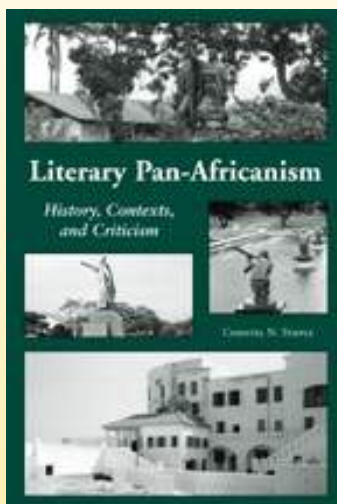
While in South Africa students get to visit many sites of historical significance including the Apartheid Museum in Johannesburg. Here students learn about the history, and try to understand South Africa’s racially prejudiced system of apartheid started in 1948. The museum through its interactive displays Tells the story of the Country’s struggle history—a story of the triumph of the human spirit over a brutal and Oppressive regime

Faculty Reports

Christel Temple Department of Africana Studies

An associate professor of Africana Studies at Pitt since 2010, Christel N. Temple's academic research focuses on Black cultural mythology, African world literature, and the intersections of history and literature. In September 2016, Temple was appointed chair of Pitt's Department of Africana Studies. One of her goals for the department, she says, is "to better acquaint the campus with the dynamic discipline-based work our faculty are doing."

Dr Temple is affiliated to the African Studies Program since her research and teaching focus significantly on the African Diaspora. She was recently named one of the New Pittsburgh Courier's 2017 Women of Excellence, and she is the author of Literary Spaces: Introduction to Comparative Black Literature and Literary Pan-Africanism: History, Contexts, and Criticism.

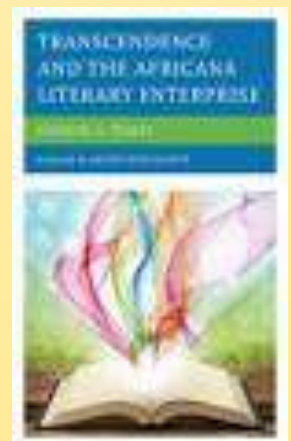


In *All God's Children Need Traveling Shoes*, Maya Angelou writes lyrically and reflectively about her sentimental experience as an African American abroad in post-independence Ghana. Literary Pan-Africanism, a companion study, updates the complex historical relationship between Africans and African Americans in an era where travel, education, immigration, technology, and global exchange have broadened the definition of the African American. In the 1980s when South African scholar Ezekiel Mphahlele observed "Africans have no psychological need to identify with African-Americans" he was referring to the fact that African Americans primarily have borne the burden of being separated from the culture and continent of Africa through the historical experience of enslavement. However, African immigration to the United States over the past twenty years has given African and African American communities the opportunity to re-establish distant kinship and to consider possibilities for cooperation and organization into the future. This has not always been an easy feat because

four hundred years of miscommunication is not easily resolved. The historical and literary record affirms that African Americans have traditionally been attentive to ideologies of "back-to-Africa," "the return," and Pan-Africanism, however, *Literary Pan-Africanism: History, Contexts, and Criticism* reveals that Africans have also wondered and reflected on the losses that resulted from enslavement.

In a critical, well-researched, and illuminating analysis of history and literature, this study highlights the dynamics of the relationship between Africans and African Americans since the original separation of the Middle Passage. The study emerges at a timely phase, as America struggles with its racial heritage, its ethnic future, and multiculturalism, and as people of African descent create new contexts for defining identity in a nation that is challenged to embrace Africans who have arrived, this time, as voluntary migrants.

Christel is also the author of *Transcendence and the Africana Literary Enterprise*



ASP Events & Activities

ASP hosts a variety of events and activities aimed to promote outside of the classroom education and scholarly exchanges about Africa on wide ranging topics. Our goal for these events and activities is to enhance our intellectual agenda, broaden knowledge of African issues and perspectives, and encourage discussion between faculty, students, staff, and the broader community.

We coordinate and sponsor various events and activities usually with support from other units across the university depending on the faculty roles and engagement with the topics selected for discussion.

The events and activities include the following:

- ◇ Critical Research on Africa Series
- ◇ Let's Talk Africa Series
- ◇ Teaching About Africa Workshop
- ◇ ASP Annual Spring Conference
- ◇ Global 68– The Nigerian Civil War

ASP Affiliated Student Groups —

Student groups that focus on Africa related programs also host a series of events and activities aimed at promoting cultural awareness and educating about Africa.



The groups foster an effective networking platform for intellectual discussions, cultural exchanges and student support. These student groups include: the African Students Organization (ASO); Pan-African Graduate & Professional Student Union (PANAF); Swahili Students Association (SSA) among others

Annual events hosted include the following:

- ◇ This is Africa Gala
- ◇ African Kings, Queens & Heritage
- ◇ Wazobia Fashion Show
- ◇ Swahili Day
- ◇ Celebrate Africa Week
- ◇ Annual Charity Soccer Tournament
- ◇ Comedy Night

Critical Research On Africa

The Critical Research on Africa (CRA) Lecture Series provides space for intellectual dialog on Africa related topics for the academic community, not only at Pitt but also in our neighboring and consortium institutions. Faculty and graduate students strongly committed to interdisciplinary research on Africa gather to share and discuss their current research, network, and exchange ideas. Every year the topics chosen for conferencing center on a given theme. This academic year, our theme was “health in Africa.” All papers presented were health related with a few exceptions.

The overarching theme that unites all of our sub-themes for our CRA Series is Sustainable Africa within the broader themes of Sustainable Development Goals (SDGs) part of the UN 2030 Agenda for Sustainable Development. We foster the understanding of Africa’s development from both the historical and contemporary perspectives, and between African localities and the rest of the world. Most of our faculty and graduate student research are premised on a number of considerations and trends with respect to poverty eradication, social transformations, and improving lives. Eradicating poverty and promoting prosperity in Africa hinges on fostering inclusive and sustainable growth in the region. The themes tackled are necessary and relevant for improving lives and transforming societies towards a more sustainable Africa and health is a critical component of achieving sustainable development.

Most of the research papers presented in these series reviewed the progress made in the health sector in Africa over the last 50 years, in terms of health outcomes, and particularly in the utilization of, and access to, healthcare services. The current challenges faced by the health sector are discussed, focusing on the progress made toward the health-related Sustainable Development Goals (SDGs), the need to establish more robust health systems, the problems of equity in access to and use of health services, sustainable health financing, and the quality of healthcare service provision.



CRITICAL RESEARCH ON AFRICA LECTURE SERIES

ENVIRONMENT, HEALTH, AND HEALING IN AFRICA: CHALLENGES AND OPPORTUNITIES

Friday, October 27, 2017

2-4 p.m. | Room 4130 Wesley W. Posvar Hall

Cancer Treatment and Outcomes in Nigeria: Experiences from the Lakeshore Comprehensive Cancer Center in Lagos, Nigeria

Abi Fapohunda, DrPH, Department of Africana Studies, University of Pittsburgh

Friday, January 19, 2018

2-4 p.m. | Room 3800 Wesley W. Posvar Hall

Ebola's Objects: Care, Memory and Immunity in the Fever Museum

Adia Benton, PhD, Department of Anthropology, Northwestern University

Thursday, February 15, 2018

2-4 p.m. | Room 4130 Wesley W. Posvar Hall

Ebola Does Not Fall from the Sky: Structural Violence & International Responsibility

Matiangai Sirleaf, JD, School of Law, University of Pittsburgh

Monday, March 19, 2018

4-6:30 p.m. | Room 3703 Wesley W. Posvar Hall

China-Africa Railway Crossings: Building the TAZARA Railway

Jamie Monson, PhD, Department of History, Michigan State University

Friday, April 13, 2018

2-4 p.m. | Room 4130 Wesley W. Posvar Hall

Healing Communities: The Convergence of Environment, Slavery, and Spirituality in the African-Atlantic World

Ras Michael Brown, PhD, Department of History, Southern Illinois University

Critical Research on Africa



Cancer Treatment and Outcomes: Experiences from the Lakeshore Comprehensive Cancer Center in Lagos, Nigeria

Abi Fapohunda
Department of Africana Studies

Despite the threat that cancer poses to public health in Sub Saharan Africa (SSA), few countries in this region have data on cancer incidence. Until very recently, information on cancer incidence, prevalence, and mortality in Nigeria has been based on estimates from case series, medical records, mortality records, and hospital based cancer registries. Dr. Fapohunda and her research team studied information on cancer treatments, outcomes, and experiences at Lakeshore cancer center in Lagos, a city of 21 million in Nigeria. The Lakeshore Cancer Center is the first operational facility in Nigeria solely dedicated to cancer prevention and treatment. It was launched on January 24, 2015.



Abi discussed her research looking at issues around cancer prevention and treatment and the cost associated with care. She explained that the treatment for cancer is capital intensive and long term and therefore many individuals cannot sustain the cost. She argued for the need for government and the private sector to work in close collaboration to improve care and cut costs.

Abi currently holds a part-time faculty appointment in the Department of Africana Studies. Her research interests include the health status of African immigrants, public health program evaluation, racial and ethnic health disparities, disparities in academic achievement among minorities, and using a holistic approach to solving behavioral health challenges among minorities. She obtained her PhD (Doctor of Public Health-Epidemiology) from the University of Pittsburgh.



Critical Research on Africa

Ebola's Objects: Care, Memory and Immunity in the Fever Museum

Adia Benton
Northwestern University

Adia Benton is Assistant Professor in the Department of Anthropology, Northwestern University. Her research and teaching interests include global health, biomedicine, development, humanitarianism, and professional sports. Broadly, she is interested in patterns of inequality in the distribution of the politics of care in settings “socialized” for security. This means understanding the political, economic, and historical factors shaping how care is provided in complex humanitarian emergencies and in longer-term development projects like those for health.



Dr. Benton discussed her research focusing on museums' depiction of the Ebola response in different ways. She posed the following questions for the audience to reflect upon:

- (1) What can practices to commemorate official epidemic responses tell us about the logics of response itself?
- (2) Specifically, what do they tell us about the visions and logics of care that such practices represent?

Dr. Benton compared two exhibits that describe efforts to respond to the 2014-16 West African Ebola epidemic: the Imperial War Museum's “Fighting Extremes: From Ebola to ISIS” (London) and the Centers for Disease Control and Prevention's “Ebola: People + Public Health + Political Will” (Atlanta). Even as they rely on remarkably similar objects – rubber boots, protective gear, tippy taps, short, looped video interviews with frontline workers – to tell their Ebola stories, they differ with respect to how objects are oriented in space, in relation to other objects, ideas, and experiences, and their strategic positioning within museum (and institutional) agendas, more generally. These differences form the basis of her analysis. For the military museum, Ebola represents an instance of the ‘extreme’ and the extraordinary capacity of the armed forces to provide care under challenging circumstances. The exhibit showcases the tensions of militarized humanitarianism (referred to elsewhere as the ‘empire of hugs’): the military's need to sustain itself through expansion of its work to humanitarian interventions and the counterinsurgency battles that are increasingly employing private military contractors. The CDC exhibit, while highlighting the contribution of its workers and ‘partnerships’ so central in US public health discourse plays to intimate dimensions of ‘population’ – suggesting that acts of care may occur outside the frame of the interpersonal. She ended by discussing a recent trip to the in-progress National Ebola Museum in Njala, Sierra Leone, where questions of local ownership, memory and immunity linger in the archives.



Critical Research on Africa



Ebola Does Not Fall from the Sky: Structural Violence & International Responsibility

Matiangai Sirleaf
School of Law

Matiangai Sirleaf is an Assistant Professor of Law at the University Pittsburgh Law School. Sirleaf writes and teaches courses in the areas of criminal law and international law. Her current research agenda analyzes the disproportionate distribution of highly-infectious diseases and the role of law in facilitating this result.

During her presentation, Matiangai discussed the effect that the Ebola virus has on West African countries. she spoke specifically about how international crises, such as epidemics, are perpetuated by structural violence — systemic, often subtle, ways institutions or social structures harm people.



Sirleaf talked about how a cumulative build up of structural violence led to exploitation and underdevelopment throughout the three countries that were affected most by Ebola in Africa. She cited how imperialist exploitation in the past — particularly the slave trade — weakened these countries. She also said northern African countries took western African resources to improve their own economies arguing that not enough attention is given to the inequalities that enable the spread of infectious diseases around the world, which, she said, is a form a structural violence. Sirleaf wants to incorporate the concept of structural violence into law in order to ensure that epidemics such as the one that happened in West Africa can be prevented from overtaking and destroying communities.

Sirleaf is aiming to expand those limited definitions and stressed the importance of developing a better plan to respond to these types of emergencies.

“I think that it is incumbent upon us to reduce the responsibility and accountability gaps in international law because we are responsible for our individual and collective actions,” Sirleaf said.

Caitlin Budd, a sophomore majoring in natural sciences, said she did not know about the forces causing delayed responses to epidemics, such as Ebola, prior to coming to the lecture.

“The idea that Ebola affecting African countries is a violent act and the fact that we need to do more as a country is something I think is very critical,” Budd said.



Critical Research on Africa

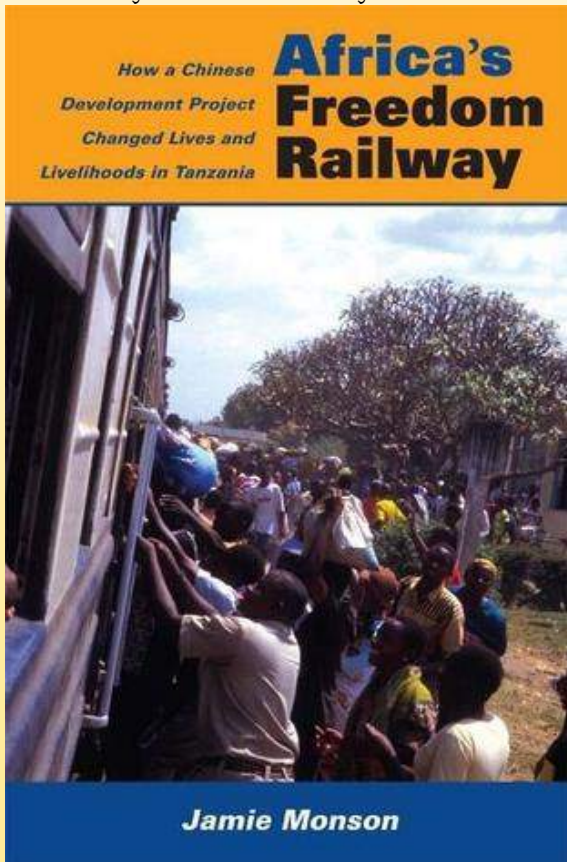


China-Africa Railway Crossings: Building the TAZARA Railway

Jamie Monson,
Department of History, Michigan State University

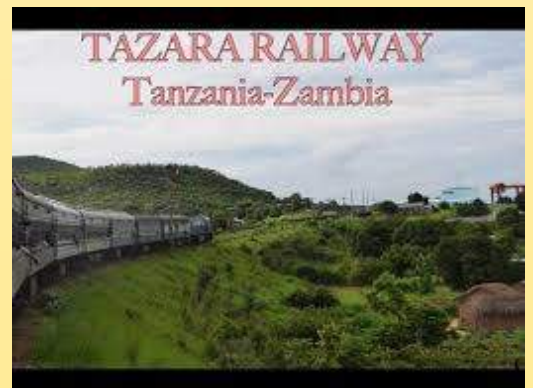
Jamie Monson is the Director of African Studies at Michigan State University where she is also a professor of History. She was a guest speaker at Pitt in march to discuss her most recent research on the TAZARA Railway in East Africa linking the port of Dar es Salaam in East Tanzania with the town of Kapiri Mposhi in Zambia's Central Province. The single-track railway is 1,860 km (1,160 mi) long and is operated by the Tanzania-Zambia Railway Authority (TAZARA). She shared her research studying the building of the railway, the cost of the project, the project financiers, operational challenges, and the economic implications in the region. The project, no doubt, has helped change lives and livelihoods in the region.

Professor Jamie Monson became interested in Africa when she served as an agriculture volunteer for the Peace Corps in rural Kenya in 1980. She then completed her PhD in African History at UCLA, and took her first teaching position at Carleton College in 1991. In 2015, she accepted a position as a Professor of African History in the Department of History and Director of African Studies at Michigan State University. Monson's early research focus was on agricultural and environmental history of southern



Tanzania, and she has also worked on anti-colonial warfare in German East Africa. In the late 1990s, she began a new research project on the history of the TAZARA railway, built with Chinese development aid in Tanzania and Zambia in the 1960s and 1970s. Her book, [Africa's Freedom Railway](#), was published by Indiana University Press in 2011.

Most recently, Monson has been studying the history of China-Africa relations (and learning Chinese), and frequently performs research in China. Her new project is a study of technology transfer in the history of Chinese development assistance to Africa. A second project that she is also engaged in uses records of visits made by African women's delegations to China during the Cultural Revolution to examine gendered aspects of civil diplomacy.



Let's Talk Africa Series

The Let's Talk Africa (LTA) Series provides a forum for conversations about Africa and exchange of ideas. Faculty, students and staff hold roundtable discussions on topics of interest mostly from a practitioner's standpoint in a very relaxed and information setting. We typically host visiting professionals and practitioners in the area of sustainable development and humanitarian work to share their experiences working in development related activities in Africa or about Africa in any location in the world.

LTA is especially ideal for students who have travelled for research, internships, or study abroad in Africa to share their experiences and stories while abroad in an African country. We invite our returning students to participate in a roundtable discussion during international week to showcase their work while in Africa and to share their stories. They become ambassadors for educating about Africa from firsthand experience. They discuss their understanding of African cultures and share the knowledge they have gained through the study abroad experience.

We host the LTA series on a monthly basis and is open to students, faculty, staff, and the general public interested in African affairs.



Let's Talk Africa

Prisie Badu

Protecting Children in a Fragile State: The Case of Liberia

Prisie Badu is the Director of Playing to Live - a 501(c)(3) non-profit organization that works to meet the mental health and psychosocial needs of children and communities in low-resource, high trauma communities globally. The organization partners with local community based organizations to ensure the cultural relevance and sustainability of programming. Mrs. Badu has 25 years' experience in social welfare, psychosocial, and child programming. She works with ministries of government, universities, and nonprofit sectors to help support marginalized and vulnerable children. Prisie presented about the systematic challenges that fragile states like Liberia face when working with children and family programming.



Little has been written specifically on child protection service delivery in fragile states. Prisie specifically focused on their services and helped the audience understand the different fragile situations and emphasized why the fragile states discourse has great relevance for child protection systems strengthening especially in Sub-Saharan Africa. Prisie also discussed opportunities for student internships and shared with our students advice for entering the nonprofit sector in Africa. One of our graduate students is currently in Liberia doing her research and volunteering at the organization.



Let's Talk Africa

**A roundtable discussion with professionals in the field of international development
conversing about internship and volunteer opportunities for students in Africa**



Victoria Namusisi Nalongo
Founder & CEO, Bright Kids Uganda

Victoria is the founder of Bright Kids Uganda- an organization that assists children from various backgrounds ranging from street kids, HIV/AIDS orphans, children who have been living at internally displaced people's camps, and those rescued from the rebels in Northern Uganda. She has provided a home for the children with all the social amenities they need to succeed in life. She ensures them adequate food, health services, and education. She returned to Pittsburgh to participate in the round table discussion. Bright Kids Uganda is committed to ensuring each child has four main rights--The right to live--The right to grow--The right to participate in the personal development of oneself through education--and the right to participate in planning for their future. Many GSPIA students have interned at Bright Kids Uganda and have worked with Victoria on various aspects of the organizations



Hanifa Nakiryowa
Founder & President of the Center for the Rehabilitation of Survivors of Acid and Burns Violence (CERESAV)

Hanifa helped found CERESAV in 2012 to address acid violence in Uganda. In her presentation, she discussed her work focused on addressing gender-related challenges facing women and children in institutionally oppressive societies. After her own experience with Acid Attack Violence first-hand she decided to use her voice to speak out not only for herself but for other survivors of acid attacks. CERESAV raises awareness about acid violence in Uganda and gives survivors a place where they can feel they belong

Justin Forzano
Founder and CEO of the Cameroon Football Development Program (FDP)

Justin is a social entrepreneur developing an innovative framework for youth led soccer leagues in Cameroon that promote health education, civic engagement, gender equity, leadership, and employment. His organization uses sport as a platform for mobilizing, educating, and enhancing the social, physical, and intellectual development of young boys and girls living in underserved areas of Cameroon, Africa.



Jenny Roach
Kenya Executive Director, Hekima Place

Jenny became the director of Hekima Place in Kenya in 2017. Hekima place, founded in 2005 by Pittsburgh native Kate Fletcher, serves the needs of vulnerable Kenyan girls by providing a safe faith-based, loving home that supports excellence in education and empowerment for their futures. It is located in Nairobi, Kenya and serves more than 100 girls. Jenny introduced herself to the students and shared her experiences in her role with the orphanage.

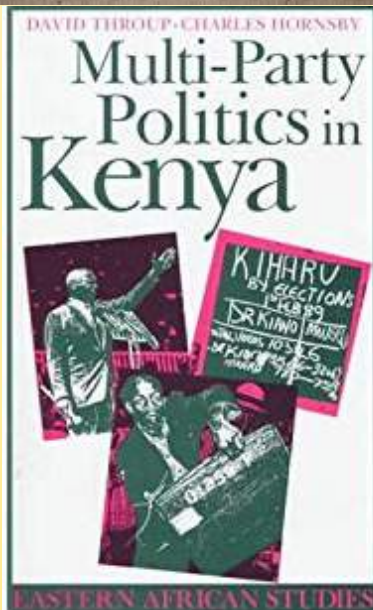


Kenya: Maturing or Democracy in Crisis?

Joshua Kivuwa

ASP Visiting Scholar

Dr. Kivuwa discussed the state of general elections in Kenya with specific reference to the development of the democratic process in the country since 1991 when parliament repealed Section 2(A) of the Kenya constitution which provided a *de jure* one-party system. The country, from then on, committed to a multiparty system in which multiple political parties across the political spectrum run for national election, and all have the capacity to gain control of government offices, separately or in coalition.



With the introduction of the multiparty system, Kenya had been considered the hope of Africa's democracy. Unfortunately, Kenya's democratization process seems to be accompanied by what are clearly anti-democratic features. Violence, manipulation and rigging of elections, political exclusion, intolerance, and blatant attempts to close political spaces for some groups particularly those who have always been on the margins. Despite the over three decades of democratization, the transition does not seem to have yielded significant changes in the institutional composition of the country, even after the promulgation of a new Constitution, which enjoyed widespread popular support. The violence that has characterized Kenya's elections since 2007 and the opposition's boycott of the 2017 general elections, point to a democracy that is in serious trouble deserving serious attention.

Professor Joshua M. Kivuwa is a FULBRIGHT scholar, a political scientist and a tenured professor in the Department of Political Science, University of Nairobi (UoN). He holds the position of Senior Lecturer with a joint appointment as Research Fellow with the Institute for Development Studies (IDS). He is also a policy expert and consulted for several government Ministries and Departments, Kenya's Development Partners, and civil society organizations (CSOs).



Let's Talk Africa



Identity, Culture and Connecting People, Places & Progress: Examples from Kenya and Ethiopia

Derric I. Heck

Ph.D Student, School of Education, Urban Education

Derric I. Heck is a Graduate Researcher and Teaching Associate of the Center for Urban Education housed within the School of Education at the University of Pittsburgh. He is a Diversity Scholar as well as a K. Leroy Irvis Fellow. His research includes a focus on how teachers rationalize and navigate topics of race within the classroom; how the learning environment acts as facilitator of cultural dialogue; and how U.S. teachers engage and utilize the indigenous wisdom and various cultures within Africa as a teaching and learning tool.

Derric discussed his research using case study examples from Kenya and Ethiopia to illustrate how culture and identity impact on the academic success of students. Educators must move beyond classroom knowledge and take into account the rich repertoires of knowledge and skills that their students bring to school. He shared his own personal stories visiting Kenya and Ethiopia, and how he experienced the who notion of identify, culture, and education. He told his story through a rich collection of pictures taken during his trips. He focused particularly on Ethiopia because he was one of the participants of the Fulbright Hays Group Projects Abroad in the summer of 2017 to Ethiopia.



The purpose of the Ethiopia project was to strengthen the teaching of African(a) Studies in US schools and educational organizations. American and Ethiopian educators, working in intercultural teams, investigated and documented the folklife of the region in order to build engaging multi-media curriculum units for their classrooms. By using folklife as a lens, participants were able to take a holistic look at learning

across generations and places, participating in and observing what people believe, know, make, say, and create. Folklife encompasses dance, music, storytelling, ethnobotany, sciences, architecture, language, rituals, graffiti, farming, weaving, cuisine, material culture, and more. Folklife can be taught in formal schools as well as understood through traditional, every day practices in the home and larger community. Folklife thrives on the local, interpersonal level, but it also spills over into popular culture and the global village's exchange of goods and practices. It is the dynamic embodiment of indigenous wisdom and culture.



Let's Talk Africa

Triumph through Adversity: The Tenacious Ethiopian Woman and Her Rise to Educational Success

Anna-Maria Karnes

Ph.D Candidate, School of Education, Administration and Policy Studies



Anna-Maria is a PhD Candidate in the School of Education. Her research focuses on higher education in Ethiopia with particular interest in the success stories of women who have made it against all odds. She spent time in Ethiopia conducting research and teaching at Wolaita Sodo University.

Anna-Maria's presentation took the audience on a journey of stories into the hearts of rural Ethiopian women who strive for an education. According to Anna-Maria "these stories will make you laugh, cry, and be thankful for your own educational journey." She discussed empowering Ethiopian women and girls to seek higher education.

The forum presented a great opportunity for open discussion about the status of the education of girls in developing countries with a specific focus on girls in Ethiopia. Although girls and young women face many

barriers to education, some have found creative ways to survive and manage to complete higher education. She shared stories of success from her case studies in Ethiopia. She believes that girls can get the help they need to overcome the difficulties they face in getting an education. According to Anna-Maria, girls and women in Ethiopia often travel long distances to get water, tend to animals of the home, and get firewood before school—which hampers with the amount of time and energy they put toward education. She also used the opportunity to encourage her audience to support Ethiopian girls education, showing them many ways in which they could do so.



Let's Talk Africa

Hang Them!

Popular Music and the Politics of Participation and Belonging in Homophobic Uganda

Charles Lwanga

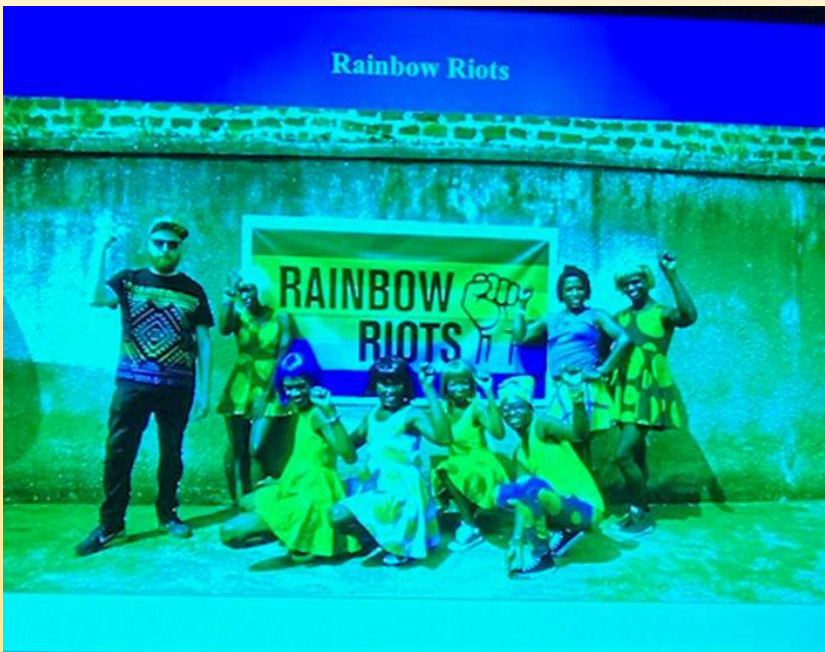
Visiting Assistant Professor of Music, Skidmore College, New York

Dr. Lwanga is a recent graduate of the University of Pittsburgh, School of Music. He holds a PhD in Composition and Theory (2012) and a PhD in Ethnomusicology (2018) from Pitt. He is currently a visiting assistant professor of Music at Skidmore College in New York where he teaches theory and ethnomusicology.



In his presentation, Charles discussed his research and work experiences as a composer, not only in his home country of Uganda but in the United States. He particularly examined how popular music – and the multiple spaces through which it is produced, circulated, and consumed – mediates marginalized publics in Kampala, the capital city of Uganda. By publics, he refers to groups of people who exchange information, debate opinions, and even advocate for social change in a variety of physical as well as virtual spaces.

Since the early 1990s, the nation-state of Uganda has been increasingly hostile to basic human rights of



association, assemblage, and the freedom of expression. These hostilities have promoted rather than prevented the formation of collectives (publics), that have been historically excluded from participation. Using an ethnographic approach, his research project investigates that rise of popular music in mediating the social aspirations of the Kampala street vendors, the traditional kingdom of Buganda, the Forum for Democratic Change (FDC) party, as well as the LGBT community. By engaging emergent social movements that draw on the relatively autonomous spaces of popular music and media in the making of history from multiple lenses, his research project contributes to an understanding of power as well as

representation in modern nation-states of postcolonial Africa. His project also contributes to the growing body of regional studies preoccupied with how popular music participates in the dynamic creation of historical and cultural meanings in specific socio-historical contexts.

African Studies Affiliated Student Activities

African Kings, Queens & Heritage

The annual African King and Queen Pageant is an event that is organized and hosted by the African Students Organization (ASO). It serves as one of the many mediums that ASO uses to educate and display the many cultures within Africa as well as to recognize the African students or students interested in Africa for their academics, talents and hard work. Participants select a country in Africa to showcase and tell the story of that country in terms of its progress in all aspects—social, economic, political, cultural and development



With contributions from the African Studies Program (ASP), and Outside the Classroom Curriculum (OCC) the African Students Organization held their sixth Annual African King & Queen Pageant in the O'Hara Ballroom, and crowned Frances Akwuole as the new queen (center in blue) on the right is Thando Dube, representing South Africa singing Adele's "All I ask" with a piano accompaniment as her talent portion. Proceeds from the \$1 entry fee went to the Duduzile Academy in Gambogi, Kenya — a school founded in 1998.

ASP Faculty Teaching Africa Workshop



Dr. Lioba Moshi

African Studies Institute, Franklin College of Arts & Sciences , University of Georgia

In the Fall, Professor Lioba Moshi of the African Studies Institute, Franklin College of Arts and Sciences, University of Georgia was the chief guest for our inaugural teaching Africa workshop. This event was created to provide a platform for faculty to come together to workshop and share their experiences and best practices on teaching Africa in their classrooms. Most Africanist faculty in the field

acknowledge that African Studies faces many challenges in today's world of academia and teaching about Africa can be challenging at times. There are many reasons for the difficulties but most predominant are the negative perceptions of the continent and the limited funding resources. Such workshops provide an opportunity to share the challenges and best practices and find creative ways to pursue our mission to disseminate knowledge and information about Africa, its people, geography, cultures, languages, economic development, education and the social structures among other relevant aspects. The workshop title was ***“Teaching About Africa: Best Practices and Useful Resources”***. Dr. Moshi gave the opening address titled “Opening the Door and Keeping it Open” where she shared her own experience establishing the African Studies Center at the University of Georgia. The workshop facilitators were Dr. Yolanda Covington Ward and Dr. John Stoner who also gave opening presentations drawn from their own experiences teaching about Africa. For most of the day, participants were preoccupied with discussions in smaller groups, followed by presentations and closing remarks from Dr. Lioba Moshi.



Global 68– The Nigerian Civil War



The Nigerian Civil War and Its Impact on Nation-Building in Africa

Dr. Ed Keller

Distinguished Professor Emeritus, UCLA

Ed J. Keller is Professor and Former Chair of Political Science, Director of UCLA Globalization Research Center-Africa and former Director of the James S. Coleman African Studies Center at the University of California, Los Angeles (UCLA). He specializes in comparative politics with an emphasis on Africa. He was a key speaker during the UCIS-

wide global 68 series of lectures focusing on the events of 1968 that changed the world. During this time period (1967-1970) in Africa, the Biafra War was being fought. Professor Keller who has studied the history of the Nigerian Civil War extensively gave a presentation and led a discussion about the war and its implications on nation building in Africa today.

It has been 50 years since the start of the Biafra war, one of Africa's bloodiest post-independence conflicts. Ed Keller described what the Nigerian conflict was all about and why its legacy matters today. The war might have ended but the idea of Biafra has not ended. The war was an expression of grievances about distribution of the country's wealth. Inequality has continued to cause mistrust among ethnic groups in the country. Some communities are highly marginalized and they are bound to resist marginalization especially in the distribution of wealth and resources. Ed pointed out that income inequality today is the most serious problem the country faces yet it is the least talked about. It is this disparity between rich and poor, more than poverty itself, that generates anti-government sentiment and could fuel civil unrest down the road. Ed particularly used the case example of Boko Haram to argue that there are inherent grievances that must be addressed to avoid further conflicts and focus on nation building.



ASP Annual Spring Conference



Mid-Atlantic and Great Lakes African Studies Conference

Creativity, Innovation, Resilience: Rethinking Challenges and Opportunities in Africa

ASP hosted its inaugural, regional one-day conference on Saturday, March 24, 2018. The Mid-Atlantic and Great Lakes African Studies Conference creates a space for the sharing of ideas and broader intellectual engagement for Africanist faculty, researchers, and graduate students from across the Mid-Atlantic

and Great Lakes regions. Seeing the need for opportunities for scholarly development and networking among educators and researchers in African Studies, outside of the annual meeting of the African Studies Association, we invited Africanists from universities, community colleges, HBCUs, and other academic institutions in the neighboring states of Pennsylvania, West Virginia, Maryland, Ohio, Virginia, Indiana, Michigan, and New York to participate in the conference. The larger goal is to stimulate a regional intellectual community for Africanist scholars and researchers across a wide variety of disciplinary backgrounds and institutions.

The keynote speaker for the conference was Dr. Moses Ochonu, the Cornelius Vanderbilt Professor of History in the Department of History at Vanderbilt University. He is the author of three books (including Colonialism by Proxy: Hausa Imperial Agents and Middle Belt Consciousness in Nigeria, which was a finalist for the 2015 Herskovits prize), numerous articles, and is a frequent public commentator on history and politics in Nigeria and the larger African continent. Funding was provided through a UISFL grant from the U.S. Department of Education, awarded to ASP to support such a conference. Co-sponsors for this conference also include the Departments of Africana Studies and History and the Graduate School of Public and International Affairs.



ASP Annual Spring Conference

Conference Topics for discussion included:

- Reimagining Home: African Immigrants, Refugees, and Entrepreneurs
- The Politics of Nation Building in Africa
- Environment, Landscapes, and Narrative
- Youth, Identity, and Education in Africa and its Diasporas
- Interrogating Religion and the Business Sector in Africa
- Reconsidering Conflict, Violence, and Coercion in Africa
- Access, Institutions, and International Development Paradigms
- Critical Discussions on Independence, Decolonization, and Liberation
- Advancing African Studies in the Region: A Brief Discussion of Future Partnerships or Consortia



Institutions represented at the conference:



- ♦ College of Wooster (Ohio)
- ♦ Concordia University (Quebec, Canada)
- ♦ Duquesne University (PA)
- ♦ Frostburg State University (FSU) (Maryland)
- ♦ Indiana University of Pennsylvania (PA)
- ♦ Lincoln University (PA)
- ♦ Ohio State (Ohio)
- ♦ Ohio University (Ohio)
- ♦ Penn State University (PA)
- ♦ Robert Morris University
- ♦ The Ohio State University (Ohio)
- ♦ University of Akron (Ohio)
- ♦ University of Pittsburgh (PA)
- ♦ University of Pittsburgh—Johnstown (PA)
- ♦ Vanderbilt University (Nashville Tennessee)
- ♦ West Virginia University (West Virginia)
- ♦ Wright State University (Ohio)
- ♦ Yale (Connecticut)



Outreach

Outreach is a very important component of our community engagement mission. We serve mainly K-12 teachers and students through visits to the schools for knowledge sharing and presentations, hosting our Annual Model African Union, and Teach Africa workshops for K-12 pre-service students in Schools of Education.

ASP K-12 Educators Teaching Africa Workshop

This year we hosted a Teaching Africa Workshop for K-12 educators including pre-service students in the School of Education. The workshop was a result of the summer program in Ethiopia that was funded by the U.S. Department of Education under the Fulbright-Hays-Group Projects Abroad coordinated by ASP and the School of Education. A group of 17 participants travelled to Ethiopia under the directorship of Dr. Maureen Porter, School of Education and co-directorship of Anna-Maria Karnes, African Studies. The project focused on curriculum development with the purpose of bringing the teaching of Africa into American classrooms. Upon return to Pittsburgh, the group prepared for the teach Africa workshop by contributing to the creation of lesson plans that would be available for use for anyone wishing to incorporate the teaching of Africa in their curriculum. More than 30 teachers and graduate students in the school of education attended the workshop which was a day long event full of presentations and breakout sessions discussing various components of the lesson plans created by the Fulbright Hays GPA participants and are available online in our website:

<https://www.ucis.pitt.edu/africa/content/ethiopia-lesson-plans-fulbright-hays>





2018 Model African Union for High Schools

This year, we hosted our seventh annual Model African Union (MAU) for High School students. More than 200 students from 16 high schools under the guidance of their teachers and mentors converged at the University of Pittsburgh for a day of academic simulation of the African Union, networking, and cultural exchange. Students assume the role of delegates from different African

countries to debate, hold conversation about selected agenda items, negotiate, propose resolutions and amendments, and vote for practical solutions. All through the day, students grapple with issues facing their assigned countries. The topics this year were:

- ♦ Advancing Peace and Security in Africa
- ♦ Promoting Democracy, Good Governance and Human Rights in Africa



Students prior to the conference do their research on the respective countries assigned to them. They study the issues assigned to them to be discussed at the conference and the respective country positions on the issues. They prepare their talking points for discussion and their position papers that allow them to explain their assigned country position on the issues and provide ideas on how the country should resolve the issues. They learn to be good ambassadors for their

countries in promoting their specific country interests.



Model African Union for High School Students

What topics are discussed at the Model African Union?

Topics of discussion are wide-ranging:

- ♦ Peace and security
- ♦ Women, gender, and development
- ♦ Youth unemployment
- ♦ Rural economy and agriculture
- ♦ Civil Society and governance
- ♦ Good governance and democracy
- ♦ Sustainable development in Africa

What benefits are offered by the Model African Union?

- ♦ Improved debating skills
- ♦ Improved research skills
- ♦ Improved awareness of African issues
- ♦ Improved skills in teamwork and leadership
- ♦ Skills in negotiation and compromise
- ♦ Resolution writing
- ♦ Field trip to the University of Pittsburgh
- ♦ Improved global competence skills
- ♦ Stand out on college applications
- ♦ Network and make new friends
- ♦ Cross-Cultural competence



Model African Union for High School Students

Experience African Cultures: Music, Dance & Food



In addition to academic debates and activities, participants also get to experience African music and dance. This year the music and dance was provided by the Brashear High School African Dance team to the left and the Pitt Yabasso dance group to the right below. High School Students while enjoying the entertainment, also get to taste African foods, interact with Pitt African Students, and talk about their countries. It is a day of learning, networking and cross-cultural exchanges.

Participating high schools:

Avonsworth High School
Baldwin High School
Brashear High School
Brentwood High School
Moon Area High School
North Allegheny Intermediate High
North Allegheny Senior High
Norwin High School
Oakland Catholic High School
Quaker Valley High School
Riverside High School
Shaler Area High School
Upper St Clair High School
West Allegheny High School



Harrold Middle School: Cultures Day

Cultures of Africa



Annually in May, ASP participates in the Harold Middle School Cultures Day where students explore cultures from around the world. Middle school students led by their passionate teachers planned for a series of learning expos that included international and national country representatives who taught the students about a variety of different worldly cultures, including Japan and a variety of African nations.

ASP program staff, student volunteers, and the African drumming and dance group went to Harrold Middle School for the cultures day event. Anna-Maria and Jessi Hanson provided active learning activities introducing the students to Africa using Ethiopia and Liberia as examples.



They presented on the Liberian cultures and its people, which included an interactive video. The students also got to learn how to make Maasai necklaces and about the meaning of color in the maasai culture. Anna-Maria shared the Fulbright Ethiopia curriculum developed by students from Pitt's School of Education. The Pitt African music and dance ensemble introduced the middle school students to various techniques of drumming, dancing, and other artistic expressions of Africa. They workshopped with the students and taught them the dances and drumming while also celebrating the performances and dance cultures of Africa.



K-12 School Visits: Fulbright Foreign Language Teaching Assistant (FLTA)



Dan Basil
ASP 2017/18 FLTA

Dan Basil served as our 2017/18 Fulbright Foreign Language Teaching Assistant (FLTA) for Swahili. The FLTA Program is sponsored by the United States Department of State's Bureau of Educational and Cultural Affairs (ECA). As part of the Fulbright Foreign Student Program, the Fulbright FLTA Program is designed to develop Americans' knowledge of foreign cultures and languages by supporting teaching assistantships in over 30 languages at hundreds of U.S. institutions of higher education. The program offers educators from over 50 countries the

opportunity to develop their professional skills and gain first-hand knowledge of the U.S., its culture, and its people. In the picture above Dan is embracing the children in one elementary school that he visited. In his report, he described it as **"Embracing the World: My FLTA Experience"**.



Dan came to us from Kenya where he serves as a secondary school teacher after graduating from the University of Nairobi with a bachelor's degree in Education (Literature and English). As FLTA, he assisted the Swahili instructor with instruction and language tables as well as working with community members on their Swahili language skills. He hosted weekly Swahili sessions outside of the classroom setting open to members of the community.

Dan did outreach to the schools where he shared his experience and knowledge of Africa with students and learned from



them as well. Dan visited more than 14 schools, reaching 1, 180 students and over 29 teachers. He shared the culture of the people of Kenya, East Africa and Africa. In the picture to the left above, an elementary school student tries on a maasai necklace as Dan explains to the class the tradition and history of the jewelry piece handmade by Maasai women. On the right above, is Dan with a group of high school students one of his visits. He is with Stephen Juma standing in the far right. Juma was first FLTA (2015/16). Juma has since returned from Kenya to pursue a master's degree in the Graduate School of Public and International Affairs (GSPIA). Both FLTAs occasionally teamed up to visit the schools. The important role of these visits is the cultural exchanges flowing in both directions. FLTAs develop their professional skills and gain first-hand knowledge of the U.S, its cultures and its people, and in return students in US schools and universities learn from the FLTAs about their respective countries and cultures.

Alumni Spotlight

Allison Graine, Class of 2016 HIV/AIDS Testing Services Intern Global Health Fellows Program-II/USAID



Allison recently wrote to us to share her experience since graduating from Pitt in August 2016. We asked her if we could share her letter in this annual report and she gave us the consent to do so. We wanted to share it because it is a good example of the impact that we have on our students in doing what we do in the fields of Africa and international studies.:

I hope this email finds you well. We have not spoken in awhile so I thought that I would update you on what I have been up to since graduating. In fall after graduation (August 2016), I started at Georgetown University where I was pursuing my Master of Science in Global Health. In the first semester, my cohort of about 20 and I took courses in epidemiology, biostatistics, health economics, and health policy. In the second semester we were able to choose electives and I was able to take courses with focuses in global demographics, noncommunicable diseases, and international health partnerships.

In the third and final semester we traveled abroad to do research for our theses. I was able to travel to Navrongo, Ghana which is in the Upper East Region, about 7 miles from the Burkina Faso border. There three of my classmates and I lived at the Navrongo Health Research Center from the end of August until just before Thanksgiving. This was the first time I got to experience living in a more rural area of Africa. In Ghana, bajajis are called bajaas or often Mahama convoys, after the President that first brought them to Ghana. I told all of my classmates about my study abroad experience in Tanzania. I told them about the time(s) that my Pitt classmates and I were in a bajaji that got stuck in a pothole on the hill to the hotel we were staying in and how we had to get out and help the driver push it up the hill! We were saved from that experience in Ghana simply because of the lack of hills

My thesis was entitled: The Barriers to Maternal and Infant Care at Community Based Health Planning and Services Compounds in the Kassena-Nankana Municipal in the Upper East Region of Ghana. For this, I was super excited to get into the field and do primary research. I constructed a survey that assessed the barriers new mothers faced in attaining quality maternity infant care. And I was able to train field workers to deploy the survey to over 200 mothers. The other aspect of my research was assessing the barriers that the health workers face in delivering care to pregnant mothers and their infants. I went out to the health centers with my field workers and conducted interviews with midwives and nurses at the facilities. I ran into so many snags but I was able to compose a thesis in the end. I presented my thesis at the end of January and I officially graduated in February but I didn't walk across the stage in a cap and gown until a couple of weeks ago!

After getting back from Ghana, I started as a the Global Health Intern at the United Nations Foundation in Washington, D.C. It was a truly great experience and it showed me that global health is definitely the right fit for me! I was there until I started my brand new position at USAID. I am now in my second week as the HIV Testing Services Intern at USAID as a part of the Global Health Fellows Program of the Public Health Institute. And so far so good at USAID!

I have written all of this not just to show you what I have been up to, but to show you what I have been up to in large part because of my study abroad with you in Tanzania the summer after my freshman year of college. It was during that trip that I not only fell in love with Tanzania, but I also fell in love with public health. I just want to thank you again and again for making that trip so memorable and life changing.

African Studies Program



Our Mission

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

A Note of Thanks

Our appreciation goes out to all ASP affiliated faculty in the Arts & Sciences, as well as the professional schools for their active participation in advancing the mission of ASP. They all contribute immensely to making the program successful through their teaching, research, student mentoring, and service to the community. Please continue to support our efforts to build the program to greater heights for the benefit of our students and future generations of Africanist scholars, experts, and leaders. We also wish to express appreciation for our students, both past and present for their interest in African Studies and for their desire to become change agents in helping to make the world a better place. We hope their academic experience within our program has been worthwhile and has had, or will have, a lasting impact in their lives as they pursue their professional, academic, and personal journeys. And last but not least, a big thank you to our staff who work tirelessly to ensure that we are successful at what we do.



African Studies Program

University Center for International Studies
4138 Wesley W. Posvar Hall
230 S. Bouquet Street
Pittsburgh, PA 15260
Email: AfricanStudies@pitt.edu
Website: <http://www.ucis.pitt.edu/africa>

