



AFRICAN|STUDIES|PROGRAM

UNIVERSITY OF PITTSBURGH



ANNUAL REPORT 2016~17



Message from the Associate Director

Dr. Macrina C. Lelei

It is with great pleasure that I present the 2016-2017 annual report of the African Studies Program (ASP). It was yet another successful year marked by some exciting events and educational activities across campus. We received two grants from the U.S. Department of Education under the Undergraduate International Studies and Foreign Language (UISFL) Program, and the Fulbright Hays Group Projects Abroad Program for FY 2017.

The UISFL program provided ASP with a 2 year grant to support efforts to strengthen and improve undergraduate instruction in African Studies and African languages. The Fulbright Hays Project Abroad Program provided grants to support travel to Ethiopia for Pre-service Pitt students in the school of Education, and teachers from the Pittsburgh Public schools. A group of 15 participants and 2 team leaders traveled to Wolaita Sodo University, where they spend 4 weeks learning and developing curriculum units for use in the schools.

This report highlights some of the significant achievements of faculty and students including the scope of their research and other related work. The African Studies Program aims to deepen and expand scholarly and educational opportunities not only for our students, but also for faculty and other stakeholders interested in African issues. In addition to offering Africa content courses and African languages, we also host numerous forums for knowledge and cultural exchanges and conversations such as the *Let's Talk Africa Series* and the *Critical Research on Africa Lecture Series*. We also offer opportunities for study abroad, internship and service learning in Africa. All activities help students learn and experience Africa firsthand, and you will read about in their personal testimonials.

As we prepare to begin the new academic year, I am excited to welcome the new director of the African Studies Program, Professor Louis A. Picard, whose appointment took effect on July 1, 2017. He follows my tenure serving as acting director since the retirement of the former director, Professor Joseph Adjaye, in September 2011. Dr. Lou Picard's appointment comes at a vital time in our program's development as we are evolving our overall mission and finding new ways to expand our program's intellectual agenda. We are enthusiastic about the leadership that the new director brings to African Studies, given his vast knowledge and experience of Africa. He is a very well-respected scholar and Africanist whose life's work has been entirely devoted to Africa and its development. All of us in African Studies are delighted to welcome Lou onboard as our director and we look forward to working together to continue strengthening African Studies at Pitt and prepare scholars and researchers who have deep understanding of and commitment to African peoples, societies, and environments. Please join me in welcoming Professor Louis A. Picard and wishing him well as he begins his new position as Director of the African Studies program.

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Message from the Director

Dr. Louis A. Picard

I am honored to be appointed the new Director of the African Studies Program of the University Center for International Studies at Pitt. I was one of the original faculty founders who developed the proposal to establish African Studies at Pitt, in 1987. It was a long process for the program to first be approved by the Provost's office and then launched in the fall of 2001. I have been Professor of Public and International Affairs and African Studies since August of 1987. I first started teaching and carrying out research on Africa in 1965.

I have been affiliated with the program since its founding. Since 2009, I have served as the graduate student advisor for African Studies. In 2010, I was later appointed Director of the Ford Institute for Security. I am most happy to be actively engaged in the program in my new role as Director of African Studies. I have a strong passion for African Studies and my desire in this role is to see to it that the program grows and attains National Resource Center status. Achieving this goal must include finding more resources available to faculty interested in African research and partnerships with institutions in Africa, as well as developing student research, experiential learning and study abroad opportunities in Africa. Africa is important in the global stage, and we must teach and prepare our students to be a part of the global community that promotes African social, political and economic development. Our students should understand the challenges and opportunities facing the continent, and the role the U.S. government plays in turning some of those challenges into opportunities to improve lives.

I look forward to working in close partnership with UCIS, ASP staff, affiliated faculty, students and other stakeholders from among the community to advance African Studies and help our students enhance their knowledge and understanding of the continent. As Nelson Mandela put it, "education is the most powerful weapon which you can use to change the world." That is our key role, to educate our students, to do research and engage with the global community.





African Studies Program Staff Team

Student Advisor and Outreach Coordinator

Anna-Maria Karnes



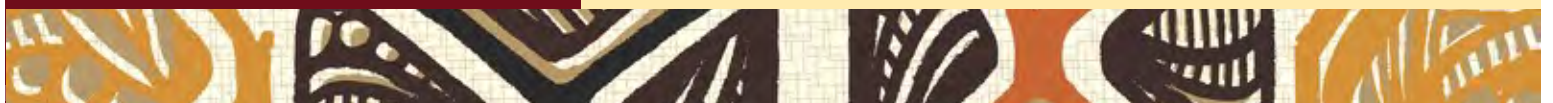
Anna-Maria is a passionate advocate for studying and experiencing Africa firsthand. She advises students and helps them to design their program of study towards completing requirements for the certificate in African Studies. She has vast knowledge and experience of Africa and continues to be a wonderful resource for our students. She was born in Cameroon. She has visited several African countries, including Ethiopia, Democratic Republic of Congo, South Africa, Kenya, Tanzania and Uganda. She is currently a PhD student in the School of Education in the Social and Comparative Analysis in Education. She focuses her research on Ethiopian Higher Education. This summer she co-lead a team of Pitt graduate students and teachers from the Pittsburgh schools to Ethiopia under the Fulbright-Hays Group Projects Abroad program, sponsored by the U.S. Department of Education. This activity is part of our outreach portfolio to promote African studies in the schools.

Administration Assistant

Katherine Mooney




Katie joined the African Studies program as a full time administrative Assistant in September 2016. She earned a bachelor's degree in English Literature and History, with a concentration in World History, from the University of Pittsburgh. She provides administrative support for all operations, including maintaining the African Studies website, designing outgoing publications, planning and implementing on-campus events, interfacing with students and the African Studies community. She also assists with other responsibilities that include organizing the Model African Union for high school students in the Pittsburgh area, shares other K-12 outreach responsibilities, while also providing support for the students and interns. Katie accepted admission at Ohio State University to pursue a Ph.D in African History. She is leaving her position to begin her studies this fall. She was a valuable member of our team and we will miss her greatly, but we wish her the best of luck in her graduate studies.






African Studies Program Staff Team

Fulbright Foreign Language Teaching Assistant (FLTA) Kelvin Ogelo




Kelvin is a high school teacher in his home country of Kenya. He joined ASP in fall, 2016 for a one-year tenure as FLTA for Swahili. We hosted our first FLTA in 2015 and Kelvin is our second FLTA. We were delighted to welcome Kelvin to the ASP team. He brought so much to the program including his own knowledge and experience growing up, attending school and beginning his teaching career in Kenya. The FLTA program is a wonderful opportunity that enables young educators to refine their teaching skills, increase their English language proficiency and extend their knowledge of the cultures and customs of the United States while engaging in non-degree studies in U.S. institutions. We were lucky to have the opportunity by the Department of Education to host our second FLTA. Kelvin served diligently as a teaching assistant for Swahili under the supervision of our Swahili instructor. Kelvin also supervised language labs and successfully led language table discussions. He was very passionate about sharing his knowledge about the cultures of Kenya. He visited many schools to talk about education and culture in Kenya while discussing general topics on African issues. In exchange, he also learned so much from interactions with Americans and students from other countries as well.

Graduate Student Fellow Alicia Houser



Alicia is a student in the Graduate School of Public and International Affairs (GSPIA) pursuing the Master's degree program in International Development. She was born in Botswana and grew up in Namibia. She moved to the U.S at the age of nine. Since then, she has been learning about and visiting as many African countries as possible. As a graduate fellow, she assisted with organizing and leading the Model African Union for Pitt students. They participated in the National Model African Union conference for college students in Washington D.C. The event provides a unique opportunity for university and college students to study the role, structure and performance of the African Union in the search for solutions to key economic, social and political-security issues facing the African continent.





African Studies Program Staff Team

Graduate Student Fellow Suad Yusuf

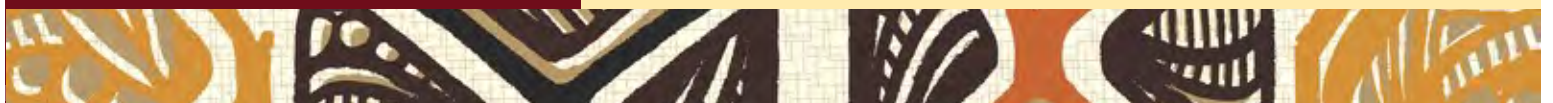


Suad was a joint Master's degree candidate in the School of Social Work and the Graduate School of Public and International Affairs (GSPIA) at Pitt. Her interest is in researching the role of community level participation in non-governmental and international organizations, as well as researching about gender and policy and gender equality in Africa. Suad has visited and lived in multiple African countries, including Kenya, Tanzania, Uganda, the Gambia, Senegal, Morocco and Egypt. In her tenure as graduate fellow this year, she engaged with the Pitt community while learning more about issues related to Africa. She helped organize and coordinate the Model African Union conference for High School students in the Pittsburgh area. Upon graduation in April, she accepted a one year teaching opportunity in Somalia, her native country and is currently there working with kids in underserved communities.

Undergraduate Student Intern Ashley Saxe



Ashley served as student intern for African Studies during her senior year. She was an excellent ambassador for the program and helped greatly with recruiting students for the certificate program and producing our monthly newsletter. She received her Bachelor's degree from the School of Health and Rehabilitation Sciences, and a Certificate in African Studies. This summer, she returned to the University of Pittsburgh to begin the Doctor of Physical Therapy program in SRHS. She has also accepted an appointment as the ASP 2017/18 graduate fellow where she will assist with outreach and the Model African Union activities for both the high school and college students.





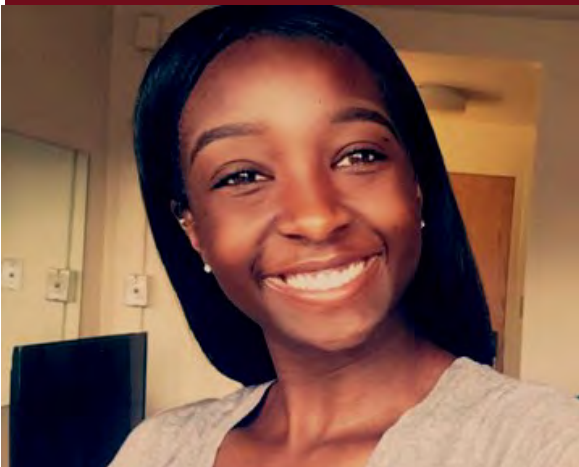
African Studies Program Staff Team

Undergraduate Student Intern Nicole Njuguna

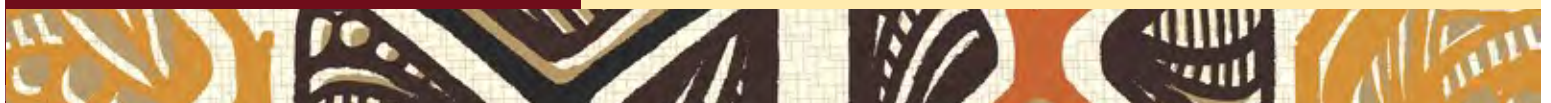


Nicole is a Biology major with a certificate in African studies and minor in chemistry in the School of Arts & Sciences at Pitt. She is focused on becoming an osteopathic Doctor. She was born in Chester, Pennsylvania, but has been visiting her native country of Kenya since she was young. She enjoys visiting Kenya, meeting relatives and interacting with young people to learn more about her native country and the development happening there. She joined the African Studies program mainly to learn more about African cultures, and to be able to connect and interact with other students interested in Africa. She is excited to be working with the program as well as serving as the President of the Swahili Student Association which she was instrumental in establishing. The Association aims to give students an opportunity to come together and learn Swahili and the cultures of the people who speak the language. They host cultural events such as Swahili Day and Taste of East Africa. Nicole is passionate about cultures, and encourages other students to learn and embrace East African and other African Cultures. As student intern, she participates in promotional activities, production of the monthly newsletter and outreach to schools where she has taught dance workshops to high school students.

Undergraduate Student Intern Desiree Gizaza



Desiree is a sophomore Psychology Major at the University of Pittsburgh. She is an African studies student intern and helps support promotional events for the program. She has been very helpful with our monthly newsletters and hosting our educational activities. In addition, she is a dancer on the Ya'baso African dance team formed in 2007 to bring the cultural beauty of Africa to Pitt students. Desiree has dreams of becoming a Physician Assistant, but before moving towards her future, she took a journey to learn about her past by enrolling in the African Studies and choosing to serve an intern. She recently visited Uganda, a country where both her parents hail from. She speaks about her journey back fondly. She particularly liked visiting her grandmother and eating traditional dishes that she loves to cook. Desiree's favorite meal is posho (corn meal) and beans, which is also a staple for most Ugandans. She visited the villages her parents come from and attended wedding ceremonies. When asked how different or similar Ugandan weddings are from or to American weddings, she says that much of the difference is from the clothing, with intermediate family coming in traditional clothing while everyone else is free to wear what they want. There also is a ceremony months before the wedding for the exchange of gifts characterized by a lot of merry making, dancing and jubilation. She plans to return home to Uganda frequently and give back through service.



ASP Student News!

During this academic year, 27 students received the Certificate in African Studies after successfully completing all the requirements for the undergraduate and graduate African Studies certificate programs. Their profiles below provide their stories about the scope and diversity of their research and professional interests in African Studies:

Tim An

My name is Young (Tim) An and I am a current masters student at the University of Pittsburgh Graduate School of Public and International Affairs studying International Development (Human Security) and pursuing graduate certifications in Global Studies (Sustainable Development) and African Studies. I am also a 2016 DACOR Bacon House Foundation Fellow and a Global Studies Student Ambassador. I am originally from Houston, Texas and received my BA from the University of Texas at Austin in 2010 majoring in Economics and Government. Afterwards, I worked as a Native English Teacher under the EPIK program in Daegu, Korea. Soon after, I transitioned back to the US to work in the private sector for a brief time in the customs brokers business. I also am a Returned Peace Corps Volunteer (RPCV Morocco 2013-2015) who specialized in youth development, vocational skills training, community based organizations, and life skills programs. The African Studies Program has allowed me to obtain a graduate certificate and tailor my graduate program to accentuate and augment my previous work experiences in Africa. The African Studies Program gave me the flexibility I needed to direct my focus on projects and internships in the Liberian context. I interned in Monrovia, Liberia for a non-profit called More Than Me, and there I planned, coordinated, scheduled, and managed a 6-week summer program for 170 K-6th grade students after assessing school and community needs. After my internship, I was compelled to write my capstone paper on food insecurity. Finally, I hope to either be working at a non-profit abroad that focuses on economic and social development.



Brendan Barnes

My name is Brendan Barnes and I am from Boiling Springs, Pennsylvania. I have studied Physics at Pitt for the last four years. During my sophomore year I was able to get a scholarship through Navy ROTC that made it possible for me to study abroad with James Madison University for five months over two summers and start my studies in Swahili. During this time, I had the opportunity to live with a Maasai family, live in Stonetown (Zanzibar), and safari through Serengeti/Ngorongoro, as well as study these places extensively. I was able to continue these studies at Pitt and have taken through Swahili 8 with Mwalimu Kivuva. Through these classes I was able to learn immensely about the language as well as current events and the history of specifically East Africa. When I returned for the second summer to Tanzania, after completing four semesters of Swahili, I was able to converse with my same homestay family and make my way around the country bila shida. I studied global warming and marine protected areas around Zanzibar for one month while studying abroad. I will be entering the U.S. Navy as a prospective Explosive Ordnance Disposal Officer and could possibly be deployed to East Africa, where knowing the language and culture of the region will be of critical importance. Having the knowledge of how to interact with people of the region and speak with them in their native tongue makes me an asset to my future team. No matter where I go, understanding cultural norms is important. My first training/duty station will be in Panama City Beach, Florida after Graduation.



Tiauna Boyd

My name is Tiauna Boyd and I am a Masters of International Development student at GSPIA, focusing on NGOs and Civil Society. I am also an African Studies certificate student. I earned my Masters of Divinity in 2012, and during my journey through Seminary I was able to travel to Africa and the Middle East. My trips abroad exposed me to the ways religious communities responded to peace building, health inequities and human rights violations. I served as a Peace Corps Health, Water and Sanitation Volunteer in Ghana to gain deeper contextual understanding of the challenges faced among vulnerable rural populations. In Ghana I learn to speak Fante, and I worked within my village in the central region to create a computer center, rebuild the community clinic, create a library and install handwashing stations within the primary and junior high school. During my time at Pitt, I served as an Intern with the African Studies office, as an assistant with the East African Culture course and I traveled to Tanzania with Pitt as a student assistant. My research has been focused on school related gender-based violence in Ghana and Tanzania, gender equity in education in Tanzania and Malawi, the Ebola outbreak and response in Liberia, and peace negotiations and genocide in Rwanda and Burundi. In my future career, I would like to work with NGOs and Civil Society to improve the lives of women and girls in Sub-Saharan Africa; with a focus on building safe schools for girls through cross-cultural, cross-border relationships, partnerships and programs.



Ashley Brooks

My name is Ashley Brooks, and I am from Harrisburg, PA. I am a senior and will be graduating from the University of Pittsburgh, in May of 2017, with my B.S. in Mathematics, a minor in Economics, and a Certificate in African Studies. I became involved with the African Studies Certificate following my 6-week study abroad experience in Tanzania, the summer after my sophomore year. While overseas, I studied the education and healthcare system. I have always been interested in African culture, but what sparked my curiosity to study further was when I began tutoring Somali Bantu Refugees through the student run organization, Keep It Real, my freshman year. I have been tutoring the same family for four years, and during that time I have learned so much from the kids. Everything about their lifestyle and culture is so very different than mine. Tutoring opened my eyes to a whole other world I have never seen; the world of respecting and cherishing differences. Even with our language barrier, and cultural and lifestyle differences, we created an unbreakable bond due to our curiosities about one another and respect. Together we both now have a better understanding of the world we live in. After graduation, I plan to attend the University of Pittsburgh School of Education in their MOSAIC program. I particularly am interested in working with the urban population and I believe that my time spent pursuing this certificate will allow me to integrate into the system without much hesitation.



Emily Calabria

My name is Emily Calabria and I am from Ramsey, New Jersey, graduating with a B.S. in Microbiology, a B.A. in French, a minor in chemistry, and a certificate in African Studies. At the university, I have conducted research on tuberculosis, which sparked my interest in health care and infectious diseases. I chose to study abroad in Tanzania to learn about East African health care and public health. My study abroad experience gave me the opportunity to study East African health, specifically HIV/AIDS and tuberculosis, in the classroom, by visiting clinics, and talking to local Tanzanians. This experience provided me with insight into cultural conceptions about these diseases, which helped my own understanding of the public health conditions. In addition to studying infectious diseases and health care, while abroad I was surprised by the sanitation conditions, so this became the topic of my capstone research paper. After returning from my incredible experience abroad, I decided to pursue the African Studies certificate. The certificate has given me a global perspective, as well as provided me with Swahili language skills and a wealth of cultural knowledge that will assist my professional goals in the future. I hope to join Doctors Without Borders after medical school and return to East Africa to provide health care and support to those in need. After completing the certificate in African Studies, I feel that I am prepared to return to East Africa in the future and am well-equipped with the necessary knowledge and language skills to succeed.



Sydney Escoe

My name is Sydney Escoe, and I hail from Brunswick, Maine. This spring I will be graduating with a BSN in Nursing and a certificate in African Studies.

I was fortunate to spend about five months in Tanzania over the past two summers primarily studying Swahili along with political and environmental studies. While in Tanzania, I completed two internships at a local hospital where I learned about reproductive health and labor/delivery in rural communities. I had the opportunity to experience multiple Maasai homestays, participate in a family wedding, go on weeks of safaris, and volunteer in Zanzibar. I continued my Swahili studies at Pitt under the instruction of Mwalimu Kivuva- she is fantastic!

I will commission into the U.S. Navy Nurse Corps in May and will be stationed at WRNMMC in Bethesda, MD. While I am not sure where else the Navy may take me, the African Studies program has motivated me to pursue a degree in global health/public health and to continue studying Kiswahili. I hope to return to East Africa in the near future!



Ryan Flint

My name is Ryan Flint, and I am from Detroit, Michigan. I received a dual B.A in Criminal Justice and Spanish with a specialization in Latin American Studies from Michigan State University. After graduating in 2010, I joined the Peace Corps and served in Tanzania for 2 years teaching English as a second language. Currently, I am a graduate student studying international political economy with a minor in public policy research and analysis and a certificate in African studies. What makes me tremendously satisfied with this certificate is that it did not require me to take additional courses just for the certificate but to focus my major's papers and projects on the African region. This has enabled me to be educated on topics such as: intra-African trade, financial crisis in Ghana, land redistribution in South Africa, the future of the African Union, and possible development projects for the Chadian government. Furthermore, I was given the opportunity to do my summer internship at the African School of Economics in Benin where I assisted in developing an impact evaluation that will measure the impact of government subsidies for girl's education. Due to the language requirement for the certificate program I was able to take two semesters of French to prepare myself for work in a francophone African country. With hopes of eventually getting involved with foreign direct investment, the African studies certificate has definitely given me a perspective as to what the future of investments will look like in Africa and how I can be involved in the that future.



Cory Forman

My name is Corey Forman, from Holland, Pennsylvania. I will be graduating with a major in Biological Sciences, minors in Theatre Arts and Chemistry, and a certificate in African Studies. I started the African Studies program after studying abroad in Tanzania the summer between my sophomore and junior years. I was initially led to Tanzania because I had always taken a deep interest in African culture and found that the best way to learn about it would be by being immersed in it. Additionally, I had always felt that African history and culture were subjects that were not touched upon enough in my education. Study abroad was easily one of the major highlights of my time at Pitt. Between going on safari in Ruaha and my volunteer work at Foxes NGO (which provides shelter and education for vulnerable children and families in Mufindi, Tanzania), each day was another unforgettable and educational experience. My time spent at the women's shelter in Iringa led me to do research on the history of women's rights in Tanzania, which I ended up compiling into a research paper. Since studying abroad, I have continued to expand my African knowledge, continuing my study of Swahili and taking classes focused on cultural aspects of Africa, such as music. These courses have greatly enriched my college experience and have given me lifelong friends. While my certificate may not directly affect my career plans, I have gained a wealth of knowledge and a newfound open-mindedness that I will carry with me no matter what I do.



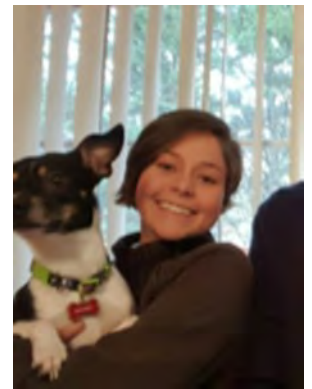
Emily Francis



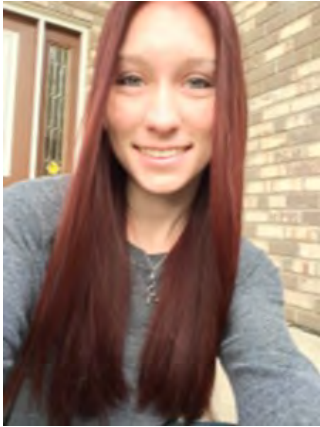
My name is Emily Francis, and I'm from a small town called Goodrich, Michigan. I received a B.A. in Intelligence Studies and a B.A. in Public Health from Mercyhurst University in 2010. As a current Master of International Development candidate at the University of Pittsburgh Graduate School of Public & International Affairs (GSPIA), my area of focus is NGOs and Civil Society with a Human Security Minor as I pursue my Certificate in African Studies. Though I was a late applicant to the African Studies process, the analysis of political, social and economic influences in trends on the African continent have long been my area of study. In Summer of 2016 I spent 3 months in Entebbe, Uganda working for two organizations: Bright Kids Uganda and Noah's Ark Hands on Training Center. My primary activities included grant writing, program evaluation and development, and public health planning. Since returning to Pittsburgh, I have run a successful crowdfunding campaign with a Pulitzer Prize-winning photographer who travelled to the organizations to raise awareness of the work being done, and I have also remained involved with the organizations through becoming a member of the BKU-USA Board that raises funds for BKU to support the children's' education through covering school fees. The African Studies Certificate program has allowed me to reflect upon my international experiences and focus my studies at GSPIA, and has also motivated me to continue developing my French language abilities. After graduation I plan to pursue a career in the public and/or non-profit sectors related to international human security and development with a focus on marginalized populations, particularly refugees.

Gisel Garcia

My name is Gisel Garcia, and I was born in Ponce, Puerto Rico. I am a senior graduating with a Bachelor's degree in Biology, double minor in Chemistry and Gender, Sexuality, and Women's Studies and certificates in Conceptual Foundations of Medicine and African Studies. I decided to pursue a certificate in African Studies because I look forward to someday practicing global medicine in Africa. Coming from a life and culture that is different from what I experience today established in me a deep interest and respect for different customs and cultures. Growing up I always told others I would someday open a health clinic in Africa and similar dreams continue to inspire me today. Having the knowledge I learned about global health policies, African diaspora, and contemporary African lifestyle assures me that I am one-step closer to achieving my aspirations in a respectful and productive manner. As an undergrad, I focused on expanding my knowledge about the history and current state of health in Africa. My sophomore year I developed a policy brief that sought to cut crime rates in Southern African regions by treating violence as a disease. My methodology laid out the foundations necessary to begin changing community norms towards violence and reduce the risk of violent acts. My junior year I narrowed my focus by doing research on the spread of disease. I specifically focused on the 1713 Smallpox Epidemic, in Cape Town, South Africa.



Amanda Hopcroft



My name is Amanda Hopcroft, and I am from Brick, New Jersey. I will be graduating with a Bachelor of Science in Psychology with a Minor in Gender, Sexuality, and Women's Studies as well as Certificates in Conceptual Foundations of Medicine and African Studies. I became interested in African Studies during my freshman year after completing a course titled, "Women of Africa and African Diaspora." Learning about Africa's rich history and many cultures while emphasizing black feminism was a significant supplement to my gender and medicine studies. In the summer of my sophomore year, I studied abroad in Tanzania to study the culture and society, health issues, and Swahili language of East Africa. I visited many local schools, clinics, and hospitals, as well as volunteered in a children's village and performed home-based care. I researched the relationship of women and education to understand the gender disparity in Tanzanian schooling in one project, while investigating the mental health climate of the nation in another. After graduation, I plan to attend graduate school for occupational therapy. I have applied only to schools that offer international experiential components and offerings during the course of study. My intentions are to return to Africa and work specifically in the context of occupational therapy to learn about global practice. In my future career as a therapist, my certificate will allow me to provide health care with cultural competency to help all persons live the life they desire.

Matilda Omome Izevbogie



I am currently a senior, and I will be graduating this April with a Bachelor of Arts in Health Services, on the Community Health Assessment track, an Africana Studies minor, and certificates in Community Health Assessment and African Studies. Actually, I accidentally started the African Studies certificate. I wanted to learn a new language and chose Swahili 1, starting my sophomore year. This decision led me to pursue the certificate, and it really benefitted my university experience. Two years ago, I set a goal that by senior year, I would study abroad, and I achieved that goal last summer. I chose to sway from the Western norm and did Pitt in Tanzania, a study abroad program in Iringa, Tanzania for 6 weeks. There are not enough words to describe my time there, but I'll try with a phrase: A once in a lifetime personal evolution experience. While I was there, I wanted to somehow connect the Tanzanian culture with a prevalent disease in the area. When I started learning more about HIV/AIDS from the health course there, I knew I had to research how culture is connected with this disease. After talking with different locals in Iringa, from university students to medical doctors even to a local priest, I realized that the stigma surrounding HIV/AIDS is a plaguing issue, despite it affecting a percentage of the population. Ultimately, I wrote my research paper about the plaguing issue: the stigmatisation of HIV/AIDS in Tanzanian society. With graduation around the corner, I plan to relocate back to Maryland and work for an NGO where I am able to gain more experience in the public health field.



Munyaradzi Jakazi

I am originally from Boston, Massachusetts, but have lived in Zimbabwe for most of my life. I am currently completing a Master of International Development degree, majoring in Nongovernmental Organizations and Civil Society (NGOCS), at Pitt Graduate School of Public and International Affairs (GSPIA). Before starting at GSPIA, I was a Peace Corps volunteer in the Philippines for three years, serving as a Youth Development Facilitator at a residential rehabilitation center for Children in Conflict with the Law (CICL). My responsibilities included coordinating extracurricular activities, life skills training, and informal literacy, to complement the formal education and vocational training that they received. Most of these CICL youth came from impoverished backgrounds, and lacked educational and employment opportunities, leading them to crime. This experience led me to have an interest in empowering youth from underprivileged backgrounds, especially in Southern Africa where I saw a real need. Focusing my studies in youth development in Southern Africa, while pursuing an African Studies Certificate, has allowed me to gain a better understanding of the issues facing youth in this region of the world in terms of unemployment and ineffective education systems. This was further illuminated during my internship at RealStart in George, South Africa, serving youth from the townships who faced various social ills that were holding them back from realizing their full potential. RealStart works with these youth, training and guiding them towards education, training, and employment opportunities, and seeing the impact of this work was inspiring. After graduation, I hope to work for a nonprofit or international organization that specializes in youth empowerment, using my experiences and education to make a difference.



Eric Kyere

My name is Eric Kyere, an international student from Ghana. I am graduating this summer from the University of Pittsburgh School of Social Work PhD Program. Unlike many students, who go to Africa or learn about Africa, I came from Africa to explore more of African descents in the United States. I obtained my BSW from the University of Ghana in 2006, and MSW from the Kutztown University of Pennsylvania in 2011. After my MSW, I worked as Behavior Specialist Consultant in some schools, a Mobile Therapist, and Foster Care Manager in different cities in the United States. I learnt about the racial achievement gap while I was working in the school. When I came to Pitt, I wanted to explore more about racial disparities in education that lead to the achievement gap between Black and non-Black students. In the course of my study, I discovered the role of racism in the achievement gap. I also found out that African students who come to the United States can be another mechanism by which racism can perpetuates the racial achievement gap. My interest in African studies came out of this realization. My goal in getting the certification is to help me engage Africans home, and those who come to the United States about the importance of history in positive racial identity development in order to use their education as a liberation tool for Blacks across the globe. Upon graduation, I will be heading to the Indiana University-Purdue University in Indianapolis School of Social Work as an Assistant Professor. There, I will be using my knowledge to engage schools and Black families and communities to support positive development of Black youth, with particular focus on education.



Nicholas Langston



My name is Nicholas Langston, and I grew up in rural Illinois. I graduated with a BA in Philosophy from Western Illinois University in 2008, then joined the Peace Corps where I served as an Education Volunteer in Rwanda for two years. From there, I moved to Japan, teaching English with the JET Programme for another 2 years. I came to Pitt, in 2015, as a Master of International Development Candidate at the Graduate School of Public and International Affairs. I also enrolled in the African Studies Certificate option with the African Studies Department. Since leaving Rwanda, I knew I wanted to return to East Africa in a professional capacity. Pursuing an African Studies Certificate allowed me to gain a deep understanding of the region through research and provided practical field experience through a summer internship in Uganda. I focused my studies on human security issues in the region, especially the role of ethnicity in conflicts and the rights and abuses of children. After I graduate, I will be looking for employment with an international NGO working in the region. It is my hope that I can spend the rest of my life dedicated to Africa and will actively pursue a career there.

Seongmin (Sarah) Lee



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.

MaryGrace Levis



My name is MaryGrace Levis, and I am a Detroit native who now lives in Philadelphia. I am a dual-major in Africana Studies and Philosophy, with a certificate in African Studies. I specialize in African historical philosophical traditions, and challenging the insular nature of modern Western philosophical academia with current and past African thought systems. I am highly interested in how African philosophy can fit into a more globalized historical philosophical tradition. I hope to continue in this field of study at post-graduate level in an African-centric philosophy Ph.D. program. I am grateful to the African Studies program, as it is here that I got the specialized and intentional direction I needed to pursue my dream of someday living and working in East Africa. I was even able to study abroad in Dar es Salaam, Tanzania, with the same African Studies staff who have been so personally involved in my academic career here at Pitt. After the study abroad ended, I stayed an extra month to volunteer at a hospital in Dar es Salaam and travel throughout Tanzania.

Marybeth Moscirella

My name is Marybeth Moscirella, and I am from a small suburb of Philadelphia. While at Pitt, I majored in Psychology and French. I also obtained certificates in Global Studies with a concentration in Health and an African Studies certificate. I was first introduced to African Studies when I decided to attend a Pitt study abroad program in Dar es Salaam, Tanzania. This program was focused on health, so it was tied into my Global Studies certificate. While in Tanzania, I was introduced to many global health issues, and was able to witness the effects of colonization firsthand. I also learned the importance of sustainable interventions. I was able to use this knowledge in a variety of other classes pertaining to both Global Health and French. In many of my French classes, we discussed the French colonization of Africa, and it was very beneficial to understand a different perspective. During my time at Pitt, I also studied abroad in France. While in France, I took a class on francophone multiculturalism, where I learned about multiculturalism in many francophone African countries. In this class, I had to write a research paper on multiculturalism in a non-francophone country, and I researched multiculturalism in South Africa. In a Global Health class, I researched obstetric fistula, a health issue to which I was introduced while studying in Tanzania, and its interventions in sub-Saharan Africa. I plan to use many of the lessons I learned in my African Studies classes to live with a global and responsible mindset. After graduation, I will continue my education at the University of Pittsburgh where I will be studying occupational therapy.



Taylor Mulcahey




I am originally from Madison, Wisconsin, and will be graduating from Pitt with a major in Political Science and a Bachelor of Philosophy (B.Phil), in International and Area Studies. I also studied French, Gender, Sexuality and Women's Studies, and African Studies. When I started at Pitt, I was sure I wanted to study the Middle East and North Africa (MENA), and through my work in French I became more and more interested in North Africa, specifically the Maghreb region. During my junior year I had the opportunity to study in Tunis, Tunisia. The program focused on democratic transition, youth movements and civil society. I really enjoyed talking to people and learning about such a unique region and culture. I continued to work on my French skills while living with a French-speaking family, and also began learning Arabic. I conducted an independent research project on Tunisian women bloggers and their role in the revolution, which became the groundwork for my B. Phil. My research focuses on the internet as a tool for post-revolutionary feminism in Tunisia. Through my work at Pitt and abroad, as well as the opportunities afforded through my work with the African Studies Center, I have become interested in both global feminism, and international education. After graduation, I hope to get involved in non-profit work related to women's empowerment, ideally with an organization that focuses on the MENA region.

Esosa Ohonba



I majored in Natural Studies with minors in Africana Studies and Chemistry, and certificates in Global Health and African Studies here at University of Pittsburgh. I got my start in African studies after taking my first course in African-American Literature as a freshman. During this course I created a thesis for the relationship between the image, health, and success of Africans and that of African-Americans that informed to take more courses touched upon both African and African American issues. In my sophomore year I took a summer trip to Tanzania with funding from Fulbright to learn more about the East African culture and public health as a whole. While learning Swahili, I got work with Jhpiego to interview Sex Workers on their health care access, informing the research I would later dedicate my career to - the health of key populations. Back in the states, with my African Studies experience I was able to join and work on a project interviewing at-risk South African women on safe-sex practices and HIV literacy. With Foreign Language Area Studies scholarship, I was able to continue my studies into Swahili and complete both my African Studies certificate and Africana Studies minor, while doing novel research on the intersection of sexuality, race, and vulnerability. I hope to continue my work in key populations, minor status, with a unique Afrocentric lens in Washington D.C. with the Washington AIDS Partnership.



Ifeoluwadolapo Ojewuyi



I am a undergraduate senior, graduating with B.S. in Natural Sciences, Pre-Med Track, with certificates in both Global Studies and African Studies, and a minor in Chemistry. I became involved in the African Studies Program my freshman year. Being a first-generation Nigerian student, my Nigerian culture has always been a defining part of my identity. The African Studies program provided me with an avenue through which I could further my knowledge not only about my country but also about all of Africa as a whole. The summer after my sophomore year, I was fortunate enough to spend a three month long internship at the Premiere Specialists Medical Center in Nigeria. Whilst there, I shadowed in all departments of the hospital and shadowed under their top surgeons in their Ob-Gyn and General Surgery Departments. My studies through the African Studies Program, coupled with my study abroad experience has allowed me to merge my passion for medicine, my passion for healthcare, and my passion for my culture into one. Post-graduation, I hope to use what I have learned in this program to assist in acquiring my MD/MPH.

Anna Owen

I am from Kutztown, Pennsylvania. I will be graduating with a Bachelor's of Science in Neuroscience and minors in Chemistry and Gender, Sexuality, and Women's Studies. I chose to pursue an African Studies certificate due to my limited knowledge of international cultures and my interest in expanding my perspectives in order to become a more responsible citizen. Additionally, the African Studies Certificate gave me an opportunity to both fulfil my general education requirements and change the way I see people, culture, and myself. I always knew I wanted to study abroad in a unique location in order to have the opportunity for a variety of new experiences that may not be capitalized on by most people. Pitt in Tanzania was perfect, because as a pre-med student it provided knowledge of their medical system as well as a slew of completely unexpected experiences for five weeks. During my time there, I fell in love with Tanzania, Swahili, and chipsi mayai. I fully intend to make it back as soon as possible. This certificate gave me the tools to appreciate all the variety of people and cultures in the world. Most importantly, it taught me how to ask questions and gain insights in a respectful and appropriate manner. I hope that in my future I will continue to enrich my peers with the perspectives I have gained through all of my African Studies experiences. I have plans to attend medical school following a gap year.



Laura Sankey



I am a senior Communication Science and Disorders major and will be graduating with a minor in Linguistics and an American Sign Language certificate in addition to the African Studies certificate. I became interested in the African Studies Program after studying abroad in Iringa, Tanzania, through the Pitt in Tanzania program in the summer of 2016. Through this program, I studied Swahili, East African Culture, and Health Issues in East Africa. Though these courses did not directly relate to my major, learning Swahili taught me to be aware of my articulators and forced me to work to speak with correct articulation. I aspire to work with children in speech therapy, and these are experiences that I believe have helped me understand how future clients may feel when undergoing speech therapy. The program also provided an opportunity to research a topic of my choosing.

I have two Deaf parents and come from a very strong background rooted in American Sign Language and Deaf Culture. Inspired by this, I used my time in Iringa to learn about Deaf Education in Tanzania and the impact it has on the community. I gathered this information by interviewing members of the Tanzania Association of the Deaf - Iringa Branch, as well as by taking a tour of a nearby primary boarding school for deaf children. This experience helped immerse me in a new culture as I used my developing Swahili skills and learned to use Tanzania Sign Language to communicate with the people I met. Upon returning, I became motivated to pursue the African Studies certificate to continue learning about the unique peoples, cultures, and languages on the African continent.

Ashley Saxe



I am a senior from Omaha, Nebraska and I will graduate with a B.S. in Rehabilitation Sciences and certificates in: African Studies, Global Studies, and Pathokinesiology. I will begin my Doctor of Physical Therapy graduate program in June of this year. My interest in Africa began in high school so I began taking Swahili classes my first semester at Pitt. From there, my general interest turned into focused study of East Africa and Swahili language. During my time at Pitt, I studied abroad for the 2015 spring semester in Iringa, Tanzania. During this program I conducted research about the motor development of children living in an orphanage, shadowed physical therapists, and studied community development and Swahili. My research examined if the environment of the orphanage in rural Tanzania was positively or negatively impacting the motor development of children as compared to a Western normative scale. I was also fortunate to receive a Critical Language Scholarship to study Swahili in Arusha, Tanzania for two months during the summer of 2016. During this time my language skills improved immensely. It further fuelled my passion for the region and desire to live and work there. I was also an intern in the African Studies office during my last semester and learned more about other regions of Africa while serving as ambassador tasked with promoting the study of Africa. My ultimate goal is to open a clinic in East Africa to treat patients and train more physical therapists. Pursuing an African Studies certificate allowed me to incorporate my interest in Africa to my studies in Rehabilitation Science, two worlds that do not traditionally interact. The knowledge and experience I have gained through African studies courses and studying abroad will be vital in my dream to create a teaching clinic.

Taylor Tear



I am from the Bronx, New York, and I will be graduating from Pitt with a major in Economics, as well as minors in Political Science and Africana Studies. The African Studies program deeply contributed to my understanding of global economics and politics, with a focus on East Africa, as well as building my linguistic competency with 8 semesters of Swahili classes. These academic greatly influenced my personal experiences in East Africa, including volunteer experiences with The Nature Conservancy, the Tanzania People and Wildlife Fund, Green Hope Orphanage, and the Grumeti Fund. I was also lucky enough to achieve one of my long-term life dreams, by climbing Mount Kilimanjaro the summer after my freshman year. While at Pitt, I focused my research both within and beyond the African Studies program on politics and economics in Africa. I researched the influence of Chinese investment in Ethiopia, comparative political histories of Kenya and Tanzania, sustainable land use in Tanzania, and the influence of oil corporations in West Africa. I plan to use the certificate to provide a foundation for future studies and career pursuits with a focus on the African continent. After graduation, I will be moving to New York City to begin a career in commercial banking. I am extremely grateful for the opportunity the African Studies Program gave me to pursue my interests, and I know that the skills I gained through the curriculum will assist me in achieving my personal and professional goals throughout my life.

Amelia Mallory Thomas

My name is A. Mallory Thomas. I was born and raised in Pittsburgh. I will be graduating from the University of Pittsburgh with a B.S. in Natural Sciences, B.A. in History, and certificates in Global Studies, African Studies, and Medieval & Renaissance Studies in August of 2017. African Studies has played a vital role in both my academic career as well as my professional aspirations. It was through my interest in African studies that I discovered my interest in International Public Health. I studied abroad in Tanzania in summer 2015. In September of this year, I will begin my service as a Peace Corp Volunteer in Lesotho. I will be working as a Community Health and Youth Advisor. I will be able to combine my interest in Public Health with the knowledge that I gained during my time in African Studies.



Ashley Van Alen



I am Ashley Van Alen, originally from Pittsburgh, graduate of University of Pittsburgh Sociology. I am a University of Pittsburgh, spring 2017, Masters of Social Work Candidate with an emphasis on mental health and integrative healthcare. I am especially interested in the intersection of policy, public health and behavioural health and how the environment impacts the individual. I have always wanted to work with the most vulnerable populations and feel the history of colonialism continues to have an outcome on the lives of so many still today. I chose a certificate in African Studies because I have always wanted to pursue social work with the individual from a macro lens, and especially interested in mental health among African people. The certificate helped me learn how policy has informed healthcare in Africa, medical practice, languages, and approaches to mental health. It has helped me merge my interested in therapy and apply it to understanding the stigma to mental health in African culture. I focused my fellowship at a physician office in Pittsburgh on establishing and running a support group for Somali mothers and their children. I learned from local Somali refugees the struggles they face adjusting to life in the U.S. and found there is much to learn from their practices as well. I plan to travel to Zimbabwe this summer to work at a hospital with the Nyadire Connection. I hope to continue to travel to African and support refugees living in the United States through mental health services as well as community based programs.

Alexandra Wiley



I am originally from Maryland and I came to the University of Pittsburgh to study Political Science which I am getting a BA in. I am getting certificates in Global Studies, EU Studies and African Studies. I was always interested in the way that various countries interacted and the ways that differences in culture and language effected these interactions. I became involved in the African Studies program my Junior year when I took a course on the African Diaspora. I was very interested in taking courses on various parts of the world to aid in my political science degree. I focused on international relations for my degree and found the African Studies Certificate helped me focus on this region of the world which is often overlooked in International Political Science classes. It also helped me focus my language skills. I was taking French at the time, which was very focused on European French. Through the African Studies program, I realized I could use French outside of France dealing with issues of immigration and human rights. I have learned to view other cultures and other countries as complexly as I view my own. It is through this realization that I came to write a paper on how Muslims in the African Diaspora vary. I presented this paper at the CERIS undergrad symposium for Islamic studies. In the future, I plan to pursue a career in the public or nonprofit sector and hope to use what I learned in the African Studies program to focus my career.



Suad Yusuf



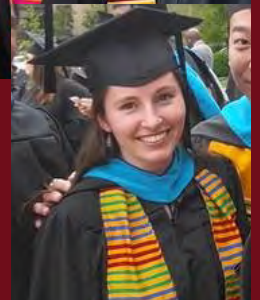
My name is Suad Yusuf, and I am from Pittsburgh, PA. I received my B.A in Global Policy with a minor in Business Management from Chatham University in 2014. As an undergraduate, I studied abroad in the Gambia. While there, I attended courses at the University and interned at Nova Scotia Gambia Association, where I worked with community mobilizers to provide outreach to primary and secondary schools on the proper use of malaria bed nets. As a current Master of International Development and Social Work joint candidate, the University Center for International Studies African Studies Certificate has allowed me to explore issues related to grassroots development, microfinance, food security, and gender based violence in East Africa. The certificate has also exposed me to opportunities within the program. In 2016, I become an African Studies Graduate Fellow. In this role I assisted with African Studies events and programming. I was particularly fortunate to be able to work with the schools for the Model African Union program for High Schools. After graduation, I plan to use my knowledge and experience to pursue a career in the international development with a focus on Africa. I have accepted an offer to begin working with education programs in Somalia where I will be teaching kids and helping to plan learning activities outside the classroom.

Thank you to all our
students for sharing their
unique stories!



ASP Certificate Recipients Spring 2017

The African Studies Program offers graduate and undergraduate certificates in African Studies. The overarching goal is to deepen students' knowledge and to expand their understanding of Africa through a wide range of courses on such diverse topics as: African culture, business development, economics, education, environment, history, health, languages, politics, law, religion. The certificate will give credibility in African Studies without having to minor or major in African Studies and bolsters the breadth of the bachelor's or graduate degree. It shows a future employer that the student has knowledge and interest in Africa.



ASP STUDY ABROAD IN AFRICA!

Currently, there are two Panther Study Abroad Programs in Africa, and we encourage students to take advantage of these opportunities for study abroad in Africa to augment their intellectual, professional and personal development through both formal and experiential learning in another cultural context. Additionally, there are many other study abroad opportunities through third-party vendors that have been vetted by the university (Pitt-recognized programs).





Pitt in South Africa!

The 2017 *Pitt in South Africa* Program, co-directed by John Stoner (History Department) and Mike Lovorn (Department of Instruction and Learning), took 20 undergraduate students to Cape Town and Johannesburg in May and June of this year. While

there, students were enrolled in two of the three following classes: *American Foreign Policy in Africa* taught by John; *Comparative Civil Rights Education/History of Artifacts* taught by Mike; and *Service Learning* managed by International Studies Abroad and the Amy Foundation.

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.

In this picture (to the right), we see Pitt students listen raptly while Noor Ebrahim (a former resident of the neighborhood 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. The speakers shares with the students and explains the many reasons behind the mass removals.





Pitt in South Africa!

The Pitt is in South Africa program was established in 2015 to give students an opportunity to engage with South Africa's history, educational system, and social entrepreneurship efforts. Students will take two courses while in Cape

Town and will select from a list of three options. This program can fulfill the foreign culture requirements. This program is led two Pitt faculty and work closely with counterparts who are faculty at the University of Cape Town, Africa's premier English-language university.



In this picture (above right corner), Pitt in South Africa students listen to a guide discussing the reality of life inside the prison on Robben Island (where Nelson Mandela spent eighteen years). The students take part in a tour of the prison and the tour guides provides information about the prison and the history associated with it. Mandela spent 18 years out of his 27 years in this prison along with over 3,000 political prisoners during their fight to end apartheid. Apartheid (literally apart-hood in Afrikaans) was a system of racial segregation enforced by the ruling National Party of South Africa from 1948-1994. The Island is a national and UNESCO World Heritage site 9 kilometers offshore from Cape Town. Today, it is one of South Africa's most visited sites. Our students got to visit this site and learn from locals and experts.

Pitt in South Africa Program Faculty:

John C. Stoner: serves as the on-site faculty director for Pitt in South Africa. Dr. Stoner is an undergraduate advisor and a lecturer in the History department at the University of Pittsburgh. He received his PhD in History from Columbia University. His research focuses on U.S. political, social, labor history (20th century), U.S. and the world, sub-Saharan African labor, political history, comparative history, and transnational history.



Michael Lovorn: is an Assistant Professor of Social Studies Education in the Pitt Department of Instruction and Learning. He earned a PhD in Curriculum and Instruction with an emphasis in Social Studies Education from the University of Tennessee in 2003. His research interests include best practices in history and social studies, historiographical analysis, and humor in the classroom. Michael will serve as on-site instructor for the *Comparative and Global Perspectives on Education* course.





Pitt in Tanzania!

The Pitt in Tanzania program is a six-week 10-credit summer study abroad that offers students an intensive learning experience combining in-class instruction with immersion in the daily life and cultures of the Tanzanian people. Students engage in out of the classroom educational and community activities that include visits to health centers, schools, and community based centers to learn from the people at these institutions about the country, opportunities and challenges. These great opportunities allow students first hand encounters with the people, cultures, and contemporary issues of sustainable development with particular reference to health issues.



This summer, 17 students traveled to Tanzania under their faculty program director Filipo Lubua who is also the Swahili instructor at Pitt. On arrival in the host-country they meet up with the CIEE staff team from the host institution in-country. All learning activities and community engagement activities are coordinated by the CIEE director with his team and they offer students a rich learning experience through classroom instruction 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 as well. They then travel to Iringa the location of the program located in the Southern Highlands of the country. They also go on field trips to the Old Stone Age site and Chief Mkwawa museum while learning about the history of Tanzania and political resistance to colonial rule. Other visits are to the health centers, schools and development organizations to learn about the education system and the roles of the various organizations in community development. During visits to the health centers and the health centers and hospitals, they learn about the health system and some of the key challenges in health care. Students also visit an orphanage where they engage in volunteer service activities and interaction with the members of the community as evident in the picture below. Students were visiting Mufindi Children's Village where they engaged in volunteer work that included working in the orphanage garden.



Students were visiting Mufindi Children's Village where they engaged in volunteer work that included working in the orphanage garden.





Pitt in Tanzania

In this picture (bottom

right) Some Pitt students and locals on 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. In the first picture (right): Iringa town 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 others.



Pitt in Tanzania Program Faculty:

Filipo Lubua serves as the director of the program. He was born, raised and partly educated in Tanzania. He did 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. Filippo 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, Filippo 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



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.



Fulbright Hays Group Projects Abroad in Ethiopia summer 2017

This summer the African Studies Program in collaboration with the School of Education, received the Fulbright-Hays GPA grant to support travel to Ethiopia by Pitt Students in the School of Education and K-12 teachers from the Pittsburgh area. The Fulbright Hays GPA program provides grants to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies for teachers, students, and faculty engaged in a common endeavor. Our project was focused on curriculum development with the purpose of bringing the teaching of Africa into our schools. The project was led by Dr. Maureen Porter, Associate Professor of Education and coordinated by Anna-Maria Karnes a Ph.D Student in the School of Education and Academic Advisor for the African Studies Program.



The picture above: Members of the Fulbright Ethiopian Indigenous Wisdom and Culture team (including Sodo Wolaita University colleagues) and local guides at the resting place of "LUCY," whose discovery and analysis profoundly transformed our understanding of the origin of all humans as from the Horn of Africa, in what is today Ethiopia. I like to think of this as a portrait of Lucy and her intercultural, intercontinental, inter-"racial" manifold children.

— in Addis Ababa, Ethiopia.

Fulbright Hays Ethiopia

Dr. Maureen Porter

Associate Professor, School of Education, University of Pittsburgh
Fulbright Hays Ethiopia Project Director

Maureen Porter, an anthropologist of education, studies the social construction of “education” and situated learning in culturally-specific communities of practice. Her engaged scholarship in schools, neighborhoods, and community organizations takes place in five priority contexts:

- Developing place-based and culturally-inclusive pedagogies
- Generating feminist critiques of STE(A)M, educational leadership, and international development programs
- Sponsoring intercultural and international service-learning, global competence programs, and collaborative exchanges
- Fostering meaningful intergenerational community rituals
- Cultivating best practices in aesthetic education and arts-based research design

Dr. Porter led a team of 17 participants to Ethiopia to study indigenous wisdom and culture with the expectation that they would return to their home schools to create innovative multimedia curriculum materials for use in their classrooms.



Anna-Maria Karnes

Ph.D. Candidate, School of Education, University of Pittsburgh &
Academic Advisor, African Studies Program
Fulbright Hays Ethiopia Project Coordinator

Anna-Maria was born in Cameroon and grew up in the United States. She is a passionate advocate for experiencing Africa first-hand. She has visited Ethiopia, the Democratic Republic of the Congo, South Africa and Kenya. Anna-Maria studied Spanish in Mexico and Costa Rica and has lived in Brazil, Thailand and Turkey. With a Masters in Applied Linguistics, she taught English as a Second Language for over 10 years. She is now pursuing a PhD in international and comparative education focusing on Ethiopian higher education. She served as the project coordinator for the Fulbright Hays project co-leading the team to Ethiopia with Maureen Porter.

Faculty Reports

Leonora Anyango-Kivuva Swahili Instructor, Less Commonly Taught Languages, University of Pittsburgh

The African Studies program awarded Dr. Leonora Kivuva a travel grant that allowed her to attend and present her research work at the international conference in Nairobi Kenya organized by the “The Global Advancement of Swahili” or “Chama Cha Ukuzaji wa Kiswahili”. The conference is annually attended by a powerful think-tank of Swahili language and its advancement from all over Africa and around other areas of the world. It provides a forum for participants to engage with professors from Africa, Europe, the Americas, and all other parts of the world, under one roof, speaking and deliberating in Kiswahili all day for two full days. She writes:

For me, it was not just a normal trip. It was not a normal conference where I went, listened, presented and walked out. This was a very important time when I would learn the trends of Kiswahili around the world, all for the benefit of my students. During my 18 year term at the University of Pittsburgh as a part time Instructor of Kiswahili, I have invested my time as student mentor. I also get to know them deeply and write sound recommendations that eventually win them these scholarships. With pride, I can say that this has been my most prized achievement as a teacher of Swahili over the years. I have helped students apply to and win scholarships. It is because of this important work, and my teaching of robust topics in the classroom, that I needed to go to this conference. The funding from the African Studies made this possible.

Indeed, my time in Kenya was productive, and I learned a lot about the trends going on around the world with Swahili. I presented a paper entitled, *Embracing the Unprecedented: Interpretation services and the future of Kiswahili in the USA*. I based this paper on my experiences as an interpreter and translator in the Pittsburgh Community, among the refugees from Eastern Africa.

My work with the refugees has been my platform in the community to help me mentor my students into careers pertaining to Swahili language and refugee studies. Three of my mentees are pursuing these careers in the UK, working with different organizations and/or studying in fields pertaining to refugee studies. One of my long time mentees and students, Jenna Baron, has started an organization to assist refugee youth. These young students meet at the University of Pittsburgh every summer for an educational enrichment like no other. I am still assisting Jenna to make the organization stronger by helping her reach the parents. Early this year, after the conference, I was approached by Honors College to be a part of the interview committee for Nora Wagman, a student applying for the Boren Scholarship. Her case was unique but in the end she was successful.

It is these, and other stories that keep me working for the students at Pitt. It is these stories that motivated me to want to go to a conference that would equip me with myriad tools to assist more students for the years to come. Right now, the honors college has already referred another student, Olivia Peters, to my desk for assistance with the Boren Scholarship. The fact that I have always been a part-time instructor has never slowed me down, especially seeing the kind of assistance that was accorded to me, both by the African Studies and the Honors College, to attend the prestigious conference in Kenya. These are the tools that I need to succeed as a teacher and mentor, and I am forever grateful for such opportunities.



Faculty Reports

Elena Baylis

Professor & Director of Semester in D.C. Program, School of Law,
University of Pittsburgh

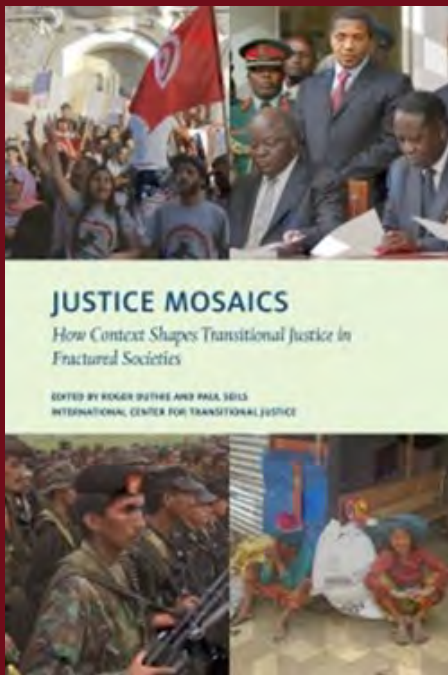
Professor Baylis is an expert in post-conflict justice. Her scholarship focuses on the intersections between international criminal law and rule of law initiatives, the role of transnational networks, and the interactions between international, national, and sub-national institutions and communities. Her current research concerns donor support for funding transitional justice and the relationships between hybrid courts and national justice systems. She has conducted field research and worked on legal education/rule of law initiatives in several post-conflict states, including Kosovo, Ethiopia, and the Democratic Republic of Congo.

The International Center for Transitional Justice commissioned me to write a paper on development donors funding for transitional justice mechanisms. The chapter is titled “Transitional Justice and Development Aid to Fragile and Conflict-Affected States: Risks and Reforms.” It was published in the book:

Transitional Justice and Development Aid to Fragile and Conflict-Affected States, in Justice Mosaics: How Context Shapes Transitional Justice in Fractured Societies (R. Duthie & P. Seils, eds., ICTJ, 2017).

Speaker at a number of conferences and workshops:

- Speaker “Transnational Models in Rule of Law Initiatives,” Sociological Inquiries into International Law Conference, Centre of Excellence for International Courts, Copenhagen, Denmark (April 2017) (Paper proposal competitively selected)
- Speaker, “Should the ICC Privilege Global or Local Justice Goals?” panel, American Society of International Law Annual Meeting (April 2017)
- Speaker, Hybrid Justice Workshop, London School of Economics (March 2017) (invitation-only workshop co-sponsored by the Rockefeller Foundation, the LSE Institute of Global Affairs and the Wayamo Foundation)
- Speaker, “Transnational Models in Rule of Law Initiatives,” IntLawGrrls! 10th Birthday Conference, University of Georgia School of Law (March 2017) (Paper proposal competitively selected)
- Speaker, “The Role of International Criminal Law Education,” Empirical Research on International Legal Education, International Law Weekend (October 2016)
- Organizer/Moderator, “International Criminal Justice and Transitional Justice: Tensions and Synergies,” New York City Bar Association (October 2016)



Faculty Reports

Eric Beeko

Adjunct Assistant Professor, Departments of Africana Studies & Music



Dr. Beeko has a long-term experience in teaching and interacting with students, with proven success in motivating students to learn and work in a classroom setting; Personal enthusiasm, humor, and commitment, essential for generating respect and interest, as well as for promoting teamwork among students. He teaches history and cultures of Africa and is in the process of developing a study abroad in Ghana program for the summer semesters. This summer he travelled to Accra Ghana to explore opportunities for the program at the University of Ghana.

He traveled to Ghana, West Africa from May 4 to May 19 to explore possibilities and meet with counterparts at Lagon about the idea of a Pitt-In-Ghana Program. The program will offer two courses —the *West African Cultures and Society*, under the Department of Africana Studies; and the *West African Performing Arts*, under the Department of Music. They were very receptive of the idea and we plan to launch the program in summer 2018. IHe was fortunate to meet with some of the professors at the University of Ghana, who will be supporting the program, to discuss about the nature of the program. He met Professor Ama de-Graft Aikins, the Dean of Arts and Science, and Professor of Social Psychology, who will be acting as an advisor of the program; and Professor Daniel Avorgbedor, the Director of African Studies, who will be acting as the Faculty Director. They are both supportive and ready to host the program at the University of Ghana – the oldest and largest in the country. It was founded in 1948, in the British colony of the Gold Coast, as the University College of the Gold Coast, and was originally an affiliate college of the University of London, which supervised its programs and awarded degrees. It gained full university status in 1961 and today has more than 40,000 students.



His further interaction with some of the Professors at the Department of Performing Arts (Music, Dance and Drama/Theater) also brought some encouragement, as I was able to meet with the Chair of the Music department, Dr. Joshua Amoah and other performers and dancers. They all look forward to seeing that this aim is accomplished. It will be a great opportunity for our students to travel to Ghana to experience the culture and learn about the rich history and performing arts.



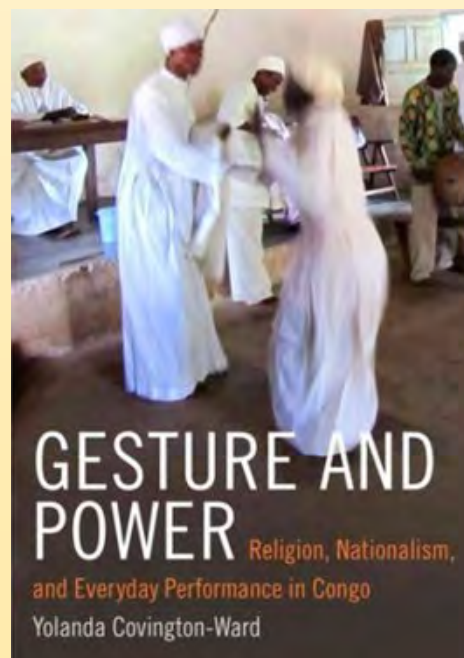
Faculty Reports

Yolanda Covington-Ward

Associate Professor, Department of Africana Studies,
University of Pittsburgh

During the summer of 2017, Dr. Yolanda Covington-Ward took two trips to the continent for her research endeavors. She traveled to Johannesburg, South Africa in July as an invited participant in an Andrew W. Mellon Foundation funded seminar on *Performance Arts and Political Action in Africa*. She presented a paper entitled “Seditious Songs and Menacing Gestures: Spirituality as Performance and Political Action in Colonial-era Belgian Congo” based on ethnographic research on Kongo religious movements in the Democratic Republic of Congo.

In July and August, she traveled to Monrovia, Liberia with funding from the Dietrich School of Arts and Sciences to conduct interviews and research for a study entitled “Recreating National Belonging: Displacement, Repatriation, and Identity among U.S. Diaspora Returnees in Liberia.” In Liberia, Dr. Covington-Ward used interviews to explore the experiences of Liberian returnees who were born in Liberia, moved to the United States where they lived for at least a decade, and returned to live permanently in Liberia. This research will be a chapter in her second book manuscript, *Transforming Communities, Recreating Selves: Displacement, Conflict, and Identity Formation in the Liberian Diaspora*.



Faculty Reports

Abi Fapohunda

Adjunct Assistant Professor, Department of Africana Studies



Dr. Abi Fapohunda 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.

This summer, Abi travelled to Nigeria to visit the Lakeshore Cancer Center in Lagos, to conduct an exploratory research to gain insight into **“Cancer Treatment and Outcome in Sub-Saharan Africa from a Comprehensive Cancer Center- Lakeshore Cancer, Lagos Nigeria”**. This entailed a review of medical records for cases from 2015-2017 and analysis of the data and medical records assessments. I presented my findings to the clinical and administrative staff members at the center. My presentation included the patients’ demographic characteristic, clinical outcomes, suggestions and next steps. Most of the suggestions I made pertained to the organization of patients medical reports, documenting the number of patients lost, providing a system that consistently records stages of cancer, documenting date of death where applicable and creating a cancer registry. I received positive response and an invitation to return next year to review the implemented procedures, and begin my research.

The motivation to conduct this exploratory investigation at the center came about from my interest in health disparities and a personal experience of losing a parent to end-stage colorectal cancer after treatment at this clinic. The trauma experienced during this process and the difficulty in finding good quality palliative care highlighted the limited access to quality and affordable cancer care in Nigeria. For many types of cancer in Sub-Saharan Africa, the risk of getting cancer or dying from the illness are similar due to late stage diagnosis, lack of treatment and the exorbitant cost of cancer care. Evidence shows that Sub-Saharan African (SSA) countries have been undergoing an epidemiological transition. There is increasing incidence of non-communicable diseases (NCD) including cancer alongside a persistent communicable disease epidemic. **Lakeshore Cancer Center** is the first operational facility in Nigeria solely dedicated to cancer prevention and treatment; it was launched on January 24, 2015.

My research study will be the first study ever conducted on cancer patients at the Lakeshore Cancer Center. My thanks to the African Studies Program for the research grant to support my scholarship. The grant was made possible through the UISFL grant awarded to ASP by the Department of Education. Thanks too to my counterparts and staff at Lakeshore Cancer Center, Lagos, Nigeria for providing the resources and opportunity to conduct a successful exploratory research experience and for the positive feedback and encouragement.



New faculty member & Visiting Scholar

Filipo Lubua

Instructor, Swahili Language, Less Commonly Taught Languages Center (LCTL)

We are pleased to welcome Mr. Filipo Lubua who joined the University of Pittsburgh in the fall of 2016. He is the new Swahili Language Instructor who has come to us from Ohio University where he is a doctoral student in the Department of Educational Studies. Filipo has diverse experience in teaching languages in different institutions in Tanzania and in the United States, including University of Wisconsin Madison, Ohio University and University of Florida. His main research interests are in entrepreneurship in instructional technology, academic entrepreneurship, instructional design, computer assisted language learning (CALL), mobile learning and learner autonomy in technology-based learning environment. He will be responsible for offering Swahili language courses at the beginner's levels and Dr. Leonora Kivuva our initial Swahili instructor will continue to offer Swahili courses at advanced levels and mentor students interested in careers that require Swahili language translations. This summer Filipo served as the faculty director for the Study Abroad program in Tanzania. He led a group of 17 students to study language, health and culture in Iringa, located in the southern highlands of the country. They spend five weeks in country learning and exploring the country while also experiencing the cultures of East Africa.

Florencia Djigma

Fulbright Visiting Scholar Program

Dr. Djigma is From Burkina Faso in West Africa. She is an Assistant Professor of Biochemistry, Molecular Biology at the University of Ouagadougou, Burkina Faso. From December 2011 to 2013, she conducted her postdoctoral research in the renowned research center CERBA (Centre de Recherche Biomoléculaire Pietro Annigoni) in Ouagadougou, Burkina Faso.

Her main research interest is focused on cancer, HIV and Human Papillomavirus (HPV). This year she has been a visiting research scholar affiliated with the Department of infectious Diseases and Microbiology in the Graduate School of Public Health, with Dr. Jeremy Martinson as her primary research Supervisor. Her tenure at Pitt will end August 31 and she will return to her university to resume her responsibilities there.

Student Reports

Ruba Idris

Recipient of the 2017 Critical Languages Scholarship from the Department of State



This summer, I had the amazing opportunity to return to Africa visiting Ghana and Tanzania. This experience enabled me gain insightful knowledge on Ghanaian and Tanzanian cultures, political and health care systems and the diversity that exists on the continent of Africa. Having the opportunity to visit two of the most peaceful nations on differing sides of the continent also gave me the ability to compare and contract the differences between east and west African cultures, whether its from Kente in Ghana to kanga in Tanzania, fried plantains to dried bananas, the soft Arab and Indian influenced music that found its way to mainland Tanzania to the very much drum and traditional west African beats in Ghana. But amongst these differences lie many similarities as well. From the beautiful beaches that line the coast of these countries to their political histories, Ghana and Tanzania are not only breathtaking, but have birthed revolutionary leaders such Julius Nyerere and Kwame Nkrumah. They have not only set an example for their country's future leaders, but have also influenced and supported other African nations in gaining independence. These leaders have set security and peace as a cornerstone to their country's development, which probably explains why I felt safer walking the streets of Accra at night then I did the streets of Philadelphia.



I spent 4 weeks in Dodowa Ghana, a suburb of Accra, with the program Projects Abroad, half funded by the Benjamin A. Gilman International Scholarship. I was primarily working on a public health project where I provided basic first AID care for students in schools and orphanages within my community. I also worked with maternal and infant health and tested community members for HIV/AIDs, malaria, hepatitis B and tested blood pressure. As any public health practitioner, my team and I also gave talks to communities about hygiene and overall health. On the hours that I was not working, I walked a hundred feet off the ground at Kakum National Park and walked in the footsteps of the many slaves who were shipped from west Africa 400 years ago from the Elmina Castle.

After 4 weeks in Ghana, I traveled across the continent to Arusha Tanzania as part of the State Department Critical Language Program to learn Swahili. The history of Tanzania is written between the letters of its language. I learned about the different people who call Tanzania home simply by understanding the origins of words in Swahili. It is a language that is a conglomeration of Arabic, Hindi, German and Portuguese languages all pieced together by a bantu structure. After two months of mambo (and not jambo!) za kwako? And nataka kujifunza Kiswahili kwa sababu nataka kuishi hapa baadaye (I want to learn Swahili because I want to live here in the future), and of being confused for a Tanzanian multiple times, I was basically a native, until my English accent revealed my true identity.



EVENTS!

Model African Union~ Pitt Students

What is Model African Union?

The MAU is a wonderful educational opportunity for students to study about Africa, learn about the current issues, and assume the role of delegates responsible for debating and resolving those issues of African and global significance. On the day of the conference, students role-play delegates to the African Union and simulated AU committees operating within the framework of the African Union. In preparation for participation in the conference, students are expected to do research, explore issues assigned to them, understand the interests and positions of African countries, and learn to successfully negotiate without compromising national interests. The goal is to promote the ideals and principals of the African Union and provide students with a platform to discuss various issues that are handled by African leaders at the African Union Summit.



MODEL AFRICAN UNION

This February, seven students traveled to Washington DC to represent the University of Pittsburgh at the International Model African Union Conference hosted by Howard University in collaboration with the African Union Mission in Washington, D.C. and member state embassies. The Model African Union is essentially a simulation of the proceedings of the African Union, augmented by pre-conference study at home institutions and Embassy briefings in Washington, D.C. It provides a unique opportunity for university and college students to study the role, structure and activities of the African Union as well as the economic, social, and political-security issues facing African countries.

Pitt Students gathered along with over 500 students from across the globe to deliberate some of the most pressing topics facing African Member States today. Students debated a number of issues from how to promote inclusive economic growth to promoting democracy to mitigating conflict. The University of Pittsburgh's team was composed of a mixture of undergraduate and graduate students, including three international students. Highlights included a trip to the Tanzania Embassy where students were greeted in Swahili, and enjoyed the opportunity to hear first-hand about Tanzania's official policies. Students asked questions about their topics and received perspectives unavailable through online research. Pitt's representative serving on the Pan-African Committee successfully convinced his committee to adopt Swahili as the official language of every Member State.

EVENTS!

Model African Union– High School Students



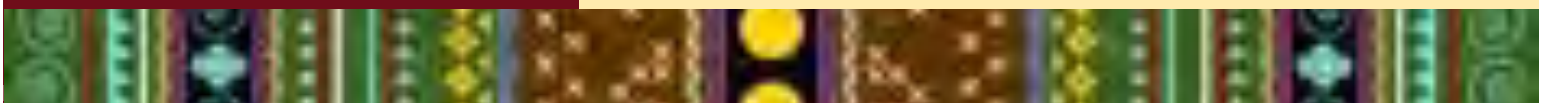
ASP hosted its sixth annual Model African Union for High School students. More than 300 students from 16 high schools under the leadership of their teachers converged at the University of Pittsburgh for a day of academic simulation of the African Union. They played the role of delegates from different African countries to debate, hold conversation about African issues, and attempted to solve the issues with policies and perspectives of their assigned countries. This program has grown rapidly since its establishment in the spring 2012 where we began with 80 students from 5 high schools to the current more than 300 students from 16 high schools.



All through the day, students grappled with issues facing the respective countries, specifically democracy and continental unity, and economic and social matters. They addressed the key issues of democracy highlighting obstacles to furthering of democracy and development in the region, and what can be done to increase democracy in the respective countries. There was wide consensus on role of democracy in economic and social development and voted on a resolution to ensure promotion of true democracies in African countries. Participating schools included:



Avonworth High School	North Allegheny Senior High
Baldwin High School	Norwin High School
Brashear High School	Oakland Catholic High School
Brentwood High School	Quaker Valley High School
Fox Chapel High School	Riverview High School
Hampton High School	Seneca Valley High School
Moon Area High School	Shaler Area High School
North Allegheny Intermediate High	West Allegheny High School



EVENTS!

Model African Union– High School Students

What topics are discussed at the Model African Union?

Topics from previous simulations include:

- *Peace and Security*
- *Women, Gender, and Development*
- *Youth Unemployment*
- *Rural Economy and Agriculture*
- *Civil Society*

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*
- *Resolution writing*
- *Global competence*
- *Field trip to the University of Pittsburgh.*
- *Improved global competence skills*
- *Stand out on college applications.*
- *Make new friends!*



In addition to academic debates and activities, participants also got to experience African music and dance provided by the Pitt students Yabaso Dance team who offered a workshop of song and dance while also enjoying African food.



First time participants from Brashear High School showing off their certificates of participation. They were very happy to join the MAU this year because it helped them focus on some of the issues that they have experienced being mainly refugee students from Eastern Africa.

EVENTS!

Cultural Day at Harrold Middle School



Every year, the African Studies Program participates in the Cultures Day at Harold Middle School located in Greensburg, PA. We use this opportunity to teach middle school students about Africa through a variety of educational and cultural activities such as storytelling, games, fashion show and trivia. They get a very basic introduction about the countries of Africa and the diversity they represent. This year our volunteers comprised mainly of Pitt students in African Studies and staff went to the school to facilitate a wide range of learning activities. The team included members of the Pitt Drumming and Dance Ensemble that specializes in music and dance from Africa. The student volunteers who went to the school taught music and dance to the students and they were able to dance together. They also taught them how to make drums and to play them. It was a day of learning and fun for the middle school students and the Pitt students as well.



LET'S TALK AFRICA SERIES

The Let's Talk Africa Series provides an informal forum for conversations about Africa. It is an opportunity for faculty, staff and students to hold roundtable discussions on topics of interest not so much in a research or academic setting but more from a practitioner's standpoint. In previous years, we have hosted visitors who are professionals, practitioners and faculty. Students who have travelled for research, internship or study abroad in Africa. This forum is an opportunity for cross-cultural and service experiences with peers and all others interested in learning about Africa. We highlight in this report some of our key events.





Josef Werne Paleo-biogeochemistry: Using chemical signals in mud to understand climate and environmental change in East Africa (9/14/2016)

Associate Professor and Director of Graduate Studies, Department of Geology and Environmental Science.- Dr Werne kicked off the series his discussion of questions driving research that help us understand climate and environmental change in low altitude systems such as East Africa. The talk was based on Dr. Werne's ongoing research exploring climate shifts on longer timescales throughout East Africa, in an attempt to provide environmental context for hominin development.



Mrs. Alison Karnes & Dr. Mark Karnes / Mrs. Victoria Nalongo Roundtable conversations with experts from the field (9/20/2016)

The Karnes live and work at the Sodo Christian Hospital in Ethiopia. They discussed their experiences living in a rural part of the country. Dr. Mark Karnes is an OB/GYN physician at Soddoo Christian Hospital. He retired early from his practice in Michigan to serve the poor patients in Soddoo Ethiopia. Mrs Karnes runs a private enterprise that makes and supplies sanitary napkins to women and girls in the rural areas. They discussed health and education issues faced by women in rural Africa compared to America, and the struggles and joys they face living cross-culturally.



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 talk to our students many of whom have interned at her organization. Every summer two or three students mainly from GSPIA spend time at the orphanage helping Victoria with different aspects. 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.





Sean McCarthy Service Learning in Africa: the Green Hope Orphanage (10/19/2016)



Sean interned in Tanzania at the Green Hope Orphanage – a student run organization whose mission is to provide financial, administrative, and academic support to educational institutions in underserved, low-income communities in rural Arusha, Tanzania. Their assistance targets institutions run with a local perspective, integrating themselves into the community, and ensuring the needs of those it serves are met. Sean McCarthy traveled to Tanzania as an intern. When he returned to Pitt he wanted a forum to share his experiences and discuss what it means to do service learning. He recounted his own experiences in Tanzania over the past few years and explained what Green Hope is and how students can get involved at Pitt.

An interesting to note is that Green Hope was founded by former Pitt students Robert Snyder and Pooja Patel in 2011 after a volunteering trip to Arusha, Tanzania. While volunteering at Lasting Bless, a local primary school, Robert and Pooja met Harriet Joel, Green Hope Nursery's current headmistress. During their time in Arusha, Robert and Pooja visited Harriet's home, and discovered her dream of one day being able to open her own school to help the children of her village. The two embarked on a mission to help Harriet realize her dream by founding Green Hope.



Sean shared with the audience about the wonderful work being done by the organization to support students in Green Hope. Throughout the year volunteers work to develop new lessons and activities to be implemented in the classroom. The focus is to utilize games and the body to teach abstract concepts, which greatly reduces the need for traditional teaching materials and increases student's engagement. They also help with more labor-intensive activities such as building schools structures and other forms of infrastructure. Sean encouraged students to participate as volunteers to serve and give back to society.

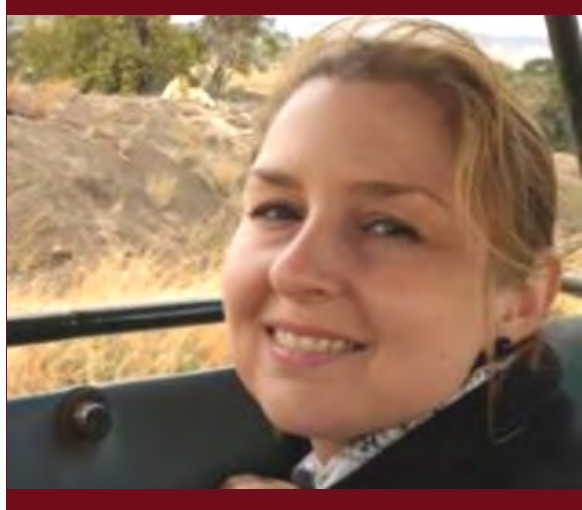




Dr. Kakenya Ntaiya/ Katie Matson/ Jane Wanjiru, Girls and Women at the Heart of the Fight to End Extreme Poverty in Africa: A roundtable conversation



Dr. Ntaiya, Founder and President of Kakenya Center for Excellence, led a round table discussion on education in Africa. She focused her remarks on the role of education in helping reduce the cycle of poverty in African countries. She argued that although every child deserves an education, there are millions of children that do not have access to quality education across the continent. Most of these children are girls, and most are living in countries in conflict and in rural areas. The impact is devastating with children often forced to work and, in some cases, having to agree to child marriages in order to survive. This situation sparked a light in Kakenya to do something about girls in her village of Enosen who were consistently being denied an education because of traditional practices of FGM. Kakenya shared her story of her own childhood growing up in the village, which sparked in her a dream to build a school. The Kakenya Center for Excellence seeks to empower and motivate young girls through education to become agents of change and to break the cycle of destructive cultural practices in Kenya. She answered questions about why girls and women must be at the heart of the fight to end extreme poverty in Africa.



Present at the forum was also Ms. Katie Matson who is the U.S. Executive Director of Hekima Place- an organization based in Kenya founded by Kate Fletcher a native of Pittsburgh. Hekima Place is a home for girls who are orphaned due to HIV/AIDS, alcoholism, incest, rape, cruelty and failure to thrive. Katie talked about the work they do to help girls have a safe home and receive a good education plus other social services. She discussed the values for education and why Hekima believes it is very important to educate children and expand opportunities for women. Since its founding in 2005, Hekima has supported over 90 girls many of whom are now attending colleges and universities around the country. Jane Wanjiru, a young women and proud child of Hekima was also in attendance at the roundtable. She shared her personal story and credits Hekima for the life that she lives. She says that Hekima Place gave her hope and opportunity. She was visiting Pittsburgh last fall and we were very lucky to have her join the roundtable. She came a long way, literally and figuratively, to tell her story to some of the Pittsburghers who have helped her these past 10 years. At 25, she is a graduate of Mt. Kenya University with a degree in business and information technology, having finished second in her male-dominated class of 45. In many countries in Africa, there is a need to improve access to education for vulnerable children. In Kenya for example, over one million children have been orphaned because of HIV/AIDS, and many more children live in extreme poverty. Girls are at particular risk of being left behind, especially those who are orphaned or vulnerable. The Kakenya Center for Excellence and Hekima Place are among other community-based organizations in the country working hard to change this story. They are working to provide opportunities for a better future for girls and for the community. They are working hard in the fight to end poverty in Africa.





Ashley Saxe Find and Fund Your Study Abroad



Ashley Saxe, a Rehabilitation Science major shared her experience studying abroad in Africa. Her presentation provided a great opportunity for students to have a conversation about studying abroad. It is a process and you must be well prepared right from the start--from finding a program to securing funding and planning travel. Studying abroad is a life-changing opportunity, but acquiring funding makes it even better. Ashley used the forum to share tips about the process. She studied abroad in Tanzania twice with scholarship funding from the Department of Education. She was awarded the Critical Language Scholarships to study Swahili in Arusha, Tanzania during summer 2016. The US Department of State program offers fully funded summer overseas language study and cultural immersion that leads each student to mastering a critical language and building relationships with people in another country. She was happy to share with fellow students how she went about applying for the scholarship that allowed her to travel to Tanzania. She encouraged them to take advantage of opportunities available at Pitt for study abroad.

Roundtable Discussion with the Moi University (Kenya) Delegation to Pitt Law School (2/28/17)



The African Studies Program hosted a delegation from Moi University in Kenya who were at Pitt visiting the School of Law. The roundtable discussion offered a great opportunity to our students and affiliated faculty to hold conversations about education and civil rights issues in Kenya. Professor Laban Ayiro, the Acting Vice Chancellor of Moi University led the delegation. He is a professor of Research Methods and Statistics. He was keen to discuss strengthening existing partnerships between the School of Law at Pitt and the School of Law at Moi University but also to expand opportunities for partnerships to the other professional schools and department at Moi. He is an educationist and was very interested in a partnership with the school of Education at Pitt. Maurice Oduor, the Acting Dean of the Law School of Moi University accompanied the Acting Vice Chancellor. Also with the delegation was Vincent Mutai a lecturer at the Law School. The three visitors participated in the roundtable discussion where they shared their experiences working in the university setting. Maurice and Vincent are Pitt Alums of the School of Law who studied at Pitt because of the Pitt/Moi partnership. They shared their experiences of being students at Pitt, being able to go back to their home country and joining the teaching faculty at Moi. They talked about opportunities for further collaborations with other schools and departments at Moi in addition to the existing Law School partnership. They expressed interest in building and strengthening the partnership for mutual benefits of both institutions especially in the exchange of students and faculty for research, internships, service learning and teaching engagements.





Racism in the African Diaspora: Parallels between racial issues in America and Apartheid South Africa



The event was organized by the African Students Organization (ASO) at Pitt. ASO is committed to educating about Africa and creating and maintaining a cohesive African community in Pittsburgh and the surrounding regions.

The forum brought together students, staff and faculty at Pitt in a panel style discussion to hold conversations about the parallels between racism and the civil rights movement in America and Apartheid in South Africa. It was an opportunity to allow students to be able to recognize patterns in history of these issues so that they can act as change makers. During the event, a short documentary was shown representing the topic. Dr. John Stoner of the History Department and Dr. Jerome Taylor of the Department of Africana Studies served as moderators providing commentary and leading the discussions. ASO as one of the student organizations on campus coordinates a wide range of educational and cultural learning activities designed to share information about, and develop an understanding of the economic, social and political development needs of Africa in particular.

For centuries, people of African descent living in the African Diaspora, have been marginalized as part of the legacy of slavery and colonialism. There is a growing consensus that racism and racial discrimination have caused people of African descent to be relegated in many aspects of public life, they have suffered exclusion and poverty and are often "invisible" in official statistics. There has been progress but the situation persists, to varying degrees, in many parts of the world and thus the need to continue talking about the issues and collectively seeking solutions.





Year of Diversity: Sharing Food and Words—the African and Africana Research Experience



This event that was part of the year of diversity events across campus provide a forum for discussion on doing research and writing about Africa and the African Diaspora. It was a valuable opportunity for students and faculty already doing research or wishing to begin doing research on Africa and the African Diaspora to learn about various approaches, and resources available at Pitt. Faculty and student presenters led discussions based on their own research experiences from diverse disciplines and viewpoints. They focused on the opportunities and challenges of doing research related to Africa and the African Diaspora, while also discussing the importance of diversity in research. The conversations happened over sharing food from Africa.



Dr. Eric Beeko (Africana Studies) shared his research on the performance traditions in Africa and the African Diaspora cultures. He explores the changes occurring generally among Black performance traditions, both in the continent of Africa and the Diaspora. Dr. Carol Bove (Department of English) discussed her current work on Euzhan Palcy's films on the Caribbean and South Africa. Dr. Yolanda Covington-Ward shared her research that places the body at the center of the human experience, and focuses on the dynamic relationship between physical bodies and group identities. She has examined such questions through ethnographic and archival research on religious movements in the Democratic Republic of Congo, in her book *Gesture and Power: Religion, Nationalism, and Everyday Performance in Congo*, and work with Liberian immigrants. Dr. W. James Jacob (School of Education), discussed his most recent book *Indigenous Education: Language, Culture and Identity* (with Sheng Yao Cheng, and Maureen Porter published by Springer 2015). Dr. Jamie Miller (Department of History) shared his experience doing research for his most recent book titled "An African Volk: The Apartheid Regime and Its Search for Survival." Dr. John Stoner (Department of History) shared his research work on Post-World War II American History, particularly American foreign relations towards Africa during the Cold War. Dr. Mari Webel (Department of History) shared reflections on a chapter of her book that explores the history of the Drüsenfühler (gland-feelers), a group of medical auxiliaries active around a sleeping sickness isolation camp in present-day northwestern Tanzania. Anna-Maria Karnes, our student advisor and a Ph.D. candidate in the School of Education shared her experience of doing research in Ethiopia. Her focus is on higher education in Ethiopia looking at issues of access and opportunity for women. Eric Kyere, an international student from Ghana pursuing his Ph.D. in the School of Social Work shared his research experiences as well. His research looks at racial socialization and parenting among minority groups, particularly African Americans, race relations and the impact on educational engagement and achievement outcomes for African Americans and the implications for disparities in schools. In addition, Eric's research focuses on developing interventions for healthy youth development across racial and ethnic groups, program evaluations and international social work.





Dr. Monwabisi Gantsho & Dr. Moloko Ramashala-Gantsho Affordable Healthcare Systems Reforms: South Africa and the US (3/15/17)



ASP hosted a lecture presentation about the current South Africa and United States affordable healthcare system reforms. The focus of the discussions were on the reforms in both countries but more specifically, on how the South African reforms deal with the HIV pandemic. South Africa is considering legislative framework reforms to “replace and repeal” the Medical Schemes Act that currently regulates private health insurance industry in order to implement national health insurance (NHI). Dr. Monwabisi Gantsho and Dr. Moloko Ramashala-Gantsho in their presentation helped educate the audience about South Africa’s healthcare system.



Dr. Monwabisi Gantsho is a medical doctor and consultant at Afris Health and Technologies in Johannesburg and Pretoria, South Africa. He received his MBChB* from KwaZulu Natal University, formerly the University of Natal, in Durban, South Africa. Dr. Gantsho has extensive experience in the healthcare industry, in both private and corporate sectors, representing general practitioners and specialists in the South African Medical Association (SAMA) and lobbying government institutions, regulatory bodies, and healthcare actuaries and funders. His research interests include the global economics of health care and a comparison of the Obamacare health reforms with the regulatory frameworks of the South African National Health Insurance Implementation (NHI).

Dr. Moloko Ramashala-Gantsho is a medical advisor and health risk manager for MMI (health risk management) in Pretoria, South Africa. A trained physician and clinician, she received her MBChB at the Medical University of Southern Africa. Her teaching interests include HIV/ AIDS Community Health from the South African perspective and health technology assessments in the real world. Additionally, she is interested in developing a simulation and technology based curriculum for health sciences and nursing students in South African universities and the impact of health care worker training in the development of the South African National Health Insurance Implementation (NHI).





Thomas McDow Arabian Oases and Lake Victoria: Indian Ocean Hinterlands of the 19th Century (3/13/2017)



Dr. Thomas McDow is an Assistant Professor at the Ohio State University. His research focuses on the Western Indian Ocean in the 19th century and examines the business and family networks that linked Arabia, the East African Coast, and the African interior. He is also interested in World, Islamic, Indian Ocean, and African History and am drawn to themes of trade, migration, diaspora, slavery, and colonialism, with a growing interest in the history of medicine. Histories of the Indian Ocean world often privilege the stories of port cities and their particular experiences of commerce, mobility, and diaspora, while interior populations remain in the background. This research asks how does thinking more critically about connections to between coastal and hinterland, and understand how wider commercial, social, and economic networks linked to the hinterland themselves, as sweeping changes affected the Indian Ocean littorals in the 19th century. Two stories are the center— a series of rebellions in Oman financed in part by East African connections, and the role of a freed slave from Zanzibar.

Kevin Ogelo Balancing the Wheel: Expectations of Graduates in Kenya (3/30/17)



Kelvin shared his personal story of growing up in Kenya in a big family of a mom, dad and 9 siblings. He wanted the audience mostly our students to understand the opportunities and challenges available to a kid growing up in a rural setting in Kenya. He described his experiences as a juggling act between the social and personal expectations particularly after you make it through college and you attain the status of a young professional. Being the first child in the family to graduate college, the expectations are high. He has the responsibilities to take care of his younger siblings, provide for their educational needs. He is also expected to help out at the village level. It was a eye-opening talk for most of the students who attended. They asked questions and grappled with the issues that Kelvin raised in his talk. The one important take away was the struggle of kids from underprivileged backgrounds to break away from the cycle of deprivation and make it to the top.



Moses Ochonu Historicizing Boko Haram's Rage



In this presentation, Dr. Moses Ochonu, Professor of History at Vanderbilt University, historicized the political, theological, and economic events and anxieties that produced the Boko Haram insurgency in Nigeria. He deployed, as a structuring analytical device, the theological and polemical construct of munafunci (or hypocrisy). Munafunci is a recurring trope in the rhetorical claims of Muslim reformers and other critics of political and religious orthodoxies in Northern Nigeria. He used this grid of munafunci to interrogate the reformist impulses that have animated theological and political contests in Northern Nigerian society, contestations for space and power that prefigured the rise of Boko Haram.

Moses Ochonu specializes in the modern history of Africa, with a particular focus on the colonial and postcolonial periods. Although he teaches survey and topical courses on all regions of Africa (and on all periods), his research interest lies in Nigeria. Students were very pleased with his presentation because he was able to give them a historical perspective into the Boko Haram group. It is a militant Islamist group, which has caused havoc in Africa's most populous country through a wave of bombings, assassinations and abductions and has been fighting to overthrow the government and create an Islamic state.



John Prendergast The Holocaust, Modern Genocides and the Anti-Atrocities Movement



Genocide has evolved over time since the holocaust, but the variables going into genocide have remained the same: targeting people based on their identity. The biggest symbol of hope on the horizon regarding efforts to counter genocide is the growing people's movement to stop it from happening. Prendergast will discuss about how social movements are the force that has changed the course of history in the past in response to terrible atrocities, and will do so again with regard to genocide. John Prendergast is a human rights activist and New York Times best-selling author who has focused on peace in Africa for over thirty years. He is the Founding Director of the Enough Project, an initiative to end genocide and crimes against humanity. He is also the Co-Founder of The Sentry, a new investigative initiative focused on dismantling the networks financing conflict and atrocities. John has worked for the Clinton White House, the State Department, two members of Congress, the National Intelligence Council, UNICEF, Human Rights Watch, the International Crisis Group, and the U.S. Institute of Peace.





Diverse Spiritualities: Embodiment and Rationality in Religions of Africa and its Diasporas

This was a three-day conference event hosted by African Studies in collaboration with the Department of Africana Studies and the Department of Religion with funding from the Provost's year of diversity. Scholars from across the United States gathered at Pitt for the conference to discuss diverse spiritualities with a keynote speaker for each of the days with a specific theme to be examined through each day. The various presentations scheduled for this day interrogated the role embodiment plays in the making of religious selves, communities and other for those in Africa and its Diasporas. How are embodied religious practices immersed in broader concerns of inter-relational ethics and socially transformative struggles for power?



Thursday April 20 "the Embodied Power of Sankofa"

Keynote by Stephanie Y. Mitchem (University of South Carolina), Department of Religious Studies)

Dr. Mitchem has a commitment to liberatory educational practice. She teaches contemporary theology and women's studies, emphasizing the experiences and perspectives of black women, both in the US and in the African Diaspora. Her current research focuses on the intersections of social class, gender constructions, racism, and religions.



Friday April 21 "Seeing into the Unseen: Embodied Knowledge and Disembodied"

Keynote by Rudolph Ware (University of Michigan)

Rudolph Ware is Associate Professor of History, University of Michigan, specializes in premodern West African history. His research interests include Islam, popular religious culture, and race. His book, *The Walking Qur'an Islamic Education, Embodied Knowledge, and History in West Africa*, interrogates the role of Islamic education in shaping Muslim identities, and examines the ways in which Qur'anic schools have articulated with Sufi orders, Muslim reformers, and the state in the recent past.





Keynote Jacob K. Olupona Embodiment, Relationality, and Materiality in African Religion and the African Diaspora Traditions (4/12/17)

Jacob K. Olupona is a noted scholar of indigenous African religions. His current research focuses on the religious practices of the estimated one million Africans who have immigrated to the United States over the last 40 years. He examines in particular several populations that remain relatively invisible in the American religious landscape: “reverse missionaries” who have come to the United States to establish churches, African Pentecostals in American congregations, American branches of independent Africana churches and indigenous African religious communities in the United States. His keynote focused on his research on African spirituality and ritual practices, spirit possession, Pentecostalism, Yoruba festivals, animal symbolism and the Americas.





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The African Studies Program Mission

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

A Note of Thanks

Our appreciation goes out to all ASP affiliated faculty in the Arts & Sciences, as well as the professional schools for their active participation in ASP. They all contribute immensely to making the program successful through their teaching, research and service. Please continue to support our efforts to build the program to greater heights for the benefit of our students and future generations of Africanist scholars, experts and leaders. We also wish to express our appreciation for our students, both past and present. Without their interest in African Studies we would not have a program. We hope their academic experience within our program has been worthwhile and has had, or will have, a lasting impact in their lives as they pursue their professional, academic and personal lives.



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