



2014-2015 ANNUAL REPORT

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MESSAGE FROM THE ACTING DIRECTOR

It is a great pleasure to present to you the 2014/2015 African Studies Program (ASP) Annual Report.

This report offers some of the key activities of what was truly a remarkable academic year of exciting interdisciplinary events and news by students, faculty, staff, visiting scholars and guest speakers. I am also very pleased to acknowledge that ASP received grant funding from the Department of Education under the Fulbright-Hays Group Projects Abroad Program to support student study abroad in East Africa. All events and activities are aimed at advancing the mission of ASP-- to offer a rigorous academic program to students pursuing degrees in a variety of fields who wish to focus their international expertise on Africa. More than 45 faculty and researchers in the professional schools and departments throughout Pitt are affiliated to ASP. They offer a wide range of courses with significant Africa content to help prepare skilled and knowledgeable scholars, researchers and professionals. Undergraduate and Graduate students can earn a certificate in African Studies upon completion of set requirements that include 2 years of study of an African language and 15 credits of courses with a rich Africa content. ASP also offers programs outside the classroom that include the monthly "Let's Talk Africa!" series where faculty and students engage with Africanist scholars, practitioners and researchers on contemporary issues. Lectures by guest speakers and other cultural activities provide additional opportunities for scholarly engagement for all interested in African affairs. Additionally, ASP offers outreach program activities aimed at increasing awareness and knowledge of Africa. In particular, the Model African Union (MAU) conference for High School students aims to encourage research and analytical debate on African issues among



high school students.

The summary of activities and achievements in this report represent some of the diversity of Africa related engagements being carried out at the University of Pittsburgh. For example, ASP affiliated faculty group in GSPIA is in their third year of an evaluation and training project in West Africa. This governance group in the Ford Institute for Human Security, in partnership with the Mitchell Group – a Washington, D.C - based research group with grant funding from USAID, are working on a project to examine the effectiveness of USAID programs in West Africa and assist with training of professionals working in civic and humanitarian organizations. ASP affiliated faculty in the School of Nursing are continuing their work in partnership with the School of Nursing in Nairobi, Kenya to improve nursing education through provision of teaching resources such as textbooks and journals. This year, the Pitt nursing school shipped 14 boxes of textbooks and nursing journals donated from the University Library System to the School of Nursing in Nairobi University. The Pitt Law School has a unique relationship and history with the Moi

University School of Law in Kenya that began in 1995. The partnership has grown from strength to strength and currently boasts over 10 alumni currently teaching faculty of Moi University School of Law who have also had leadership roles in making the law school a leader in legal education reform in Kenya and East Africa. Students from the School of Law participate every summer in internship opportunities at Moi University and have returned to share their experiences with their colleagues and other interested students in the Let's Talk Africa! forum. These are but some examples of ASP initiatives at Pitt that demonstrate the role of African Studies serving as a center through which Africa related engagements across the University of Pittsburgh are furthered for the mutual benefit of the university community and its Africa partners.

This academic year, we were delighted to welcome the new senior director of international programs and director of the University Center for International Studies (UCIS) Dr. Ariel C. Armony, who joined Pitt in March 2015. For the short period that he has been with UCIS, he has demonstrated energy, enthusiasm, vision and passion for international programs. All of us in African Studies submit our hearty congratulations to Dr. Armony and pledge our support as we look forward to working with him in efforts to strengthen African Studies while enhancing the University's global dimension. As we explore new initiatives to strengthen African Studies at Pitt, we look forward to his guidance and support.

I would like to express gratitude to our affiliated

faculty for their dedication and hard work in educating and preparing the next generation of Africa experts and leaders. I must also thank the dedicated ASP staff for their hard work and commitment to the success of the program – the Administrative Assistant, Eric Swetts, the student advisor, Anna-Maria Karnes, and our wonderful interns Katie, Olivia, Tim and Rachel. I am grateful to everyone who helps to make all our program activities possible and, most of all, thank you to our students for their interest in learning about Africa.

For more information about ASP, and our various activities and opportunities, please visit our website <http://www.ucis.pitt.edu/africa/>

Macrina C. Lelei



Ambassador/Consul-General of the Federal Republic of Nigeria, Atlanta, the Honorable Geoffrey Teneilabe, addressing participants at the African Leadership Lecture Series, February 2015.



MEET THE STAFF

Eric Swetts is the Administrative Assistant for the African Studies Program. He joined the African Studies Program in 2013. He earned a bachelor's degree in Urban Studies and a minor in Africana Studies from the University of Pittsburgh in 2012. He is currently pursuing a master's degree in Epidemiology. He provides administrative support to all operations, maintains the African Studies website, designs outgoing publications, interfaces with students and the African Studies community, is the principal organizer of the Model African Union, shares K-12 outreach responsibilities, and provides support for the program's staff, interns, and students.



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



This year, the African Studies program utilized four interns, each of whom served an integral function to support program activities:

Rachael English is a master's student in the School of Education and conducted research on deterrents to students interested in pursuing study abroad in Africa. She also assisted on an as-needed basis with event preparation and execution, and was with the African Studies Program for two semesters.

Timothy Giangarla is a master's student in GSPIA and is a keen Africanist. He served as a dedicated intern for the 4th Annual Model African Union planning process, in addition to various other tasks.

Olivia Molloie is a rising junior and majoring in Political Science. **Katie Murphy** is a graduate of Political Science. Together, they were responsible for raising awareness of the certificate through on-campus advertising campaigns, expanding our social media presence, and conducting classroom visits.

Our interns set a higher standard for the African Studies intern experience, and will be sorely missed.

In addition to our interns, the African Studies Program owes a debt of gratitude to the many volunteers who help us in myriad ways.

For help implementing the 4th Annual Model African Union:

Many thanks to our moderators: Ryan Anders, Abena Botwe-Asamoah, Scott Crawford, Sangya Gyawali, Dillon Narry, and the many student volunteers from the African Student Organization (ASO)!

For help implementing Cultures Day at Harrold Middle School:

A big THANK YOU to our volunteers Danica Cooper, Onyinyechi "Gandhi" Chukwunyere, Kara Kloss, Audrey G O'Brian, Adaeze Nwamuo, Dolly Prabhu, and Aidan Smith!

Finally, a big thanks you to the many organizational partners and community members that support the promotion of Africa both on campus and within the larger community. Your support allows us to raise awareness of the importance of Africa to the next generation of leaders.

From Left: Eric Swetts, Olivia Molloie, Katie Murphy, Macrina Lelei (front), Rachael English, Timothy Giangarla, Anna-Maria Karnes.



FACULTY REPORTS

Dr. Susan Andrade, Associate Professor in the Department of English, was elected to the MLA steering committee on African Literature. Additionally, she is currently directing a dissertation by Jessica Fitzpatrick on Afrofuturism, an African and often African American sci-fi orientation.

Dr. Thuy Bui is the Medical Director, Program for Health Care to Underserved Populations and an Associate Professor of Medicine. She has many research and outreach projects in Malawi, including the following:

-Diabetes Peer Support funded by World Diabetes Foundation: T. Bui provides consultation for Ms. Olive Kadzakumanja, a diabetes educator for the central region. The program currently has 17 peer support groups in several communities surrounding Lilongwe; each group has between 20-80 members who meet weekly. Dr. Bui also provides glucometers, test strips and automatic BP cuffs from her own funding. On August 15, 2015, over 100 members gathered at Kamuzu Central Hospital (KCH) to report on the successes and challenges of each peer support group in the central region. Members have received health education and assisted each other with emotional and social support. They are able to check BP and blood sugars with the machines provided. They brought up the lack of anti-hypertensive and diabetic medications at the health center level and inadequate services at the central hospital. Some came from long distance on foot, bicycle taxi and minibus to get to KCH using their own resources. Each group also managed to collect some money from members to buy batteries for the BP cuffs and glucometers. The peer support project started 3 years and has spread in the central region beyond expectation. This is grassroots community mobilization at work and changes in perception of non-communicable diseases and health care services have begun.

-2 manuscripts being submitted for publication in collaboration with Sawatsky, Parekh, Mbata, Muula on trainee and faculty attitude and perception of mentorship at the College of Medicine in Malawi and their views of expatriate doctors in the country

-Electronic pharmaceutical dispensing system at health center levels; real-time drug consumption and supply chain data

-Computerized registry at the village level to capture birth and mortality registry data

-Reflective practice/writing group for MBBS second-third year students at Kamuzu Central Hospital. Students share in reflection and discussion on being medical students at KCH. They plan to enter their writing to the Consortium of Universities for Global Health (CUGH) reflective essay contest

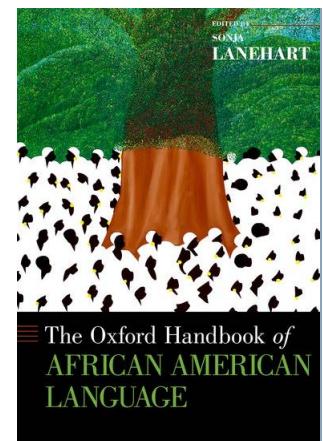
-Start collecting healthy recipes from members of the peer support groups. The recipes will be edited by a Malawian dietician. We hope to compile the recipes into a cookbook of local Malawian recipes to benefit the Diabetes Association of Malawi and individuals living with diabetes and hypertension

-Explore partnership/exchange programs between the internal medicine residency at UPMC and Muhimbili University in Tanzania as well as KNUST in Ghana

Dr. Shelome Gooden, Department of Linguistics Chair and Associate Professor of Linguistics has a new publication:

BloomQuist, Jennifer & Gooden, Shelome. 2015. "African American Language in Pittsburgh and the Lower Susquehanna Valley" in Jennefer Bloomquist, Lisa J. Green, and Sonja L. Lanehart (Eds.), *The Oxford Handbook of African American Language*.

This chapter examines variation in the North Midlands African American Language (AAL) varieties in Pittsburgh and the Lower Susquehanna Valley (LSV). The focus is on phonological/phonetic, lexical, and to a lesser extent syntactic variation. We review historical information on settler groups and African American presence in earlier periods in both areas and discuss implications for influence on the contemporary AAL. The results of a new data analysis of vowel variation in the LSV are compared with existing reports for Pittsburgh AAL. Whereas LSV AAL shows some similarities to Pittsburgh AAL (e.g., the pool/pull merger), it lacks other features (e.g., the cot/caught merger, which is pervasive in Pittsburgh AAL). We also find differences between LSV AAL speakers who seem to want to identify as both "authentically Black" and local and Pittsburgh AAL speakers who are concerned with differentiating themselves from Whites and where sounding "local" tends to be equated with "Whiteness".



Dr. William B. Kory, Associate Professor and

Chair of the Department of Geography at Pitt-Johnstown, presented at the Western Social Science Association's Annual Conference in Portland, Oregon. His presentation was entitled "Ebola: Disease Without Borders." He also gave a presentation entitled "Liberia and the Ebola Crisis" at the Middle States Division of the Association of American Geographers in October 2014, and is an active member of the Liberian Studies

Association.

Sustainable Development and Human Security in Africa: Governance as the Missing Link. Edited by Louis A. Picard, Terry F. Buss, Taylor B. Seybolt, and Macrina C. Lelei.

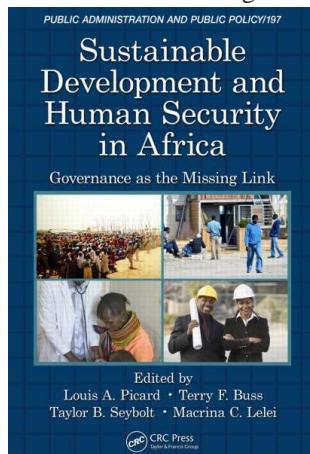
The chapters in this book, in part, stem from the proceedings of the conference on “Sustainable Development in Africa” hosted by the African Studies Program and the Ford Institute for Human Security in March 2011 at the University of Pittsburgh. The book seeks to broaden the policy debates and provide conversations about the sustainable development challenges facing African countries from multiple viewpoints and interdisciplinary perspectives—from academics, researchers, policymakers and practitioners who deal with the day-to-day realities on the ground. The book argues that sustainable development is not only in the environmental realm, but extends into economic and social-political concerns. Furthermore, good governance is the cornerstone of both sustainable development and the eradication of extreme poverty.

Dr. Christel Temple,

Associate Professor of Africana Studies and English has been named the Executive Director of the Diopian Institute for Scholarly Advancement (DISA) that manages the annual Cheikh Anta Diop International Conference in Philadelphia.

The annual conference held every October provides a forum for scholars from around the world to convene to advance the Afrocentric paradigm, strengthen and expand this scholarly community (especially those disciplines committed to advancing African agency at all levels), and to address critical issues confronting Africans at home and abroad. The conference highlights the latest in Afrocentric research through paper presentations, special panels, and publications. Scholars are also recognized for outstanding achievements at the annual awards luncheon. We congratulate Dr. Temple for this outstanding accomplishment.

Cheikh Anta Diop challenges us to continue an Afrocentric initiative of cultural retrieval and reconstruction and “to define an image of a modern Africa reconciled with its past and preparing for its future.” Molefi Asante asks us in our scholarly work and social practice to “[take] the globe and turning it over so that we see (and pursue) all the possibilities of a world where Africa, for example, is subject not object.”

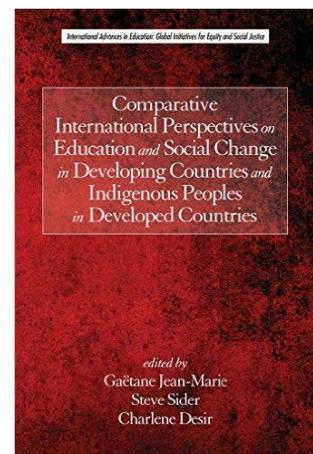


Josef Werne, Associate Professor, Director of Graduate Studies Biogeochemistry, Department of Geology, has been involved in an ongoing collaborative study called the “Hominin Sites and Paleolakes Drilling Project”, or HSPDP. This study is an international scientific collaboration (more than 40 senior scientists from 8 countries) whose goal is to collect sediment drill cores for paleoclimate and paleoenvironmental analysis in proximity to some of the world’s most important fossil hominin and artifact sites. To date, HSPDP has collected approximately 2,000 meters of lake sediments from key localities in Kenya and Ethiopia to vastly improve our understanding of the paleoenvironmental and paleoclimatic context of human evolution. Using a combined data collection and modeling approach we aim to fundamentally transform the debate concerning how environmental dynamics at global, regional and local scales may have shaped hominin evolutionary history. More information, including a video about the project featuring field work in East Africa, is available at <http://hspd.psu.edu>

“Toward Achieving Universal Primary Education in Kenya: The Free Primary Education Policies” Written by Macrina C Lelei, John C. Weidman, and Katsuki Sakaue. Part of Comparative International Perspectives on Education and Social Change in Developing Countries and Indigenous Peoples in Developed Countries

“Research on education and social change in developing countries has a long history. However, there is limited research on educational capacity-building in developing countries such as Kenya, Honduras, Haiti, Ghana, Hong Kong, India, Peru, China, and Thailand. Further, the educational frameworks by which Indigenous peoples (Māori, Canada’s First Nations, and American

Indian/Alaska Natives) have been educated have some significant similarities to those encountered in developing countries. The compilation of chapters illuminates research and collaborative initiatives between the authors and local leaders in developing countries’ and Indigenous peoples in developed countries’ efforts to solve the complexity of social inequities through educational access and quality learning. The authors draw on theoretical lens, knowledge bases, and strategies, and identify trends and developments to provide the scope of educational improvement in a globalization context.”



PITT STUDENTS IN AFRICA

Students interested in studying in Africa have a number of options open to them through the Pitt Study Abroad Office (SAO) as well as through other providers approved by the University of Pittsburgh.

ASP works in close collaboration with SAO to increase and improve opportunities that enhance learning and African language study through first-hand experience and immersion in the culture.

Study abroad opportunities in Africa, available through the Pitt Panther Programs, are as follows:

- Pitt in South Africa
- Pitt in Tanzania

In addition to studying abroad, many students use the summer months to reside in Africa and pursue research or internship opportunities. This year, students pursued programs with the following organizations:

- Bright Kids Uganda
- Legal Aid Centre of Eldoret (LACE) through the Pitt-Moi Partnership, Kenya
- Cameroon Football Development Organization
- University of Witwatersrand via Wits-GSPIA Exchange, South Africa

A picture taken by a student of Dar es Salaam 's Kivukoni Fish Market- the biggest fish market in Tanzania's main city. Fish are an important source part of Tanzanians' diet and a major commercial activity employing thousands of people (Photo Credit: Rachael English, June 2015).



UNIVERSITY OF WITWATERSRAND-GSPIA STUDENT EXCHANGE

This year, a GSPIA student participated in Pitt-Wits exchange program, residing on campus at the University of Witwatersrand and interning at Planact, an NGO committed to community planning and economic development in post-Apartheid South Africa.

Program Details:

Master's students at GSPIA who elect to participate in the exchange will be responsible for completing 3 courses taught at the University of Witwatersrand and a 36 hour per week internship with a local NGO, government or university organization.

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

a semester at GSPIA studying re-search methodology.

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

Interested students should contact Elizabeth Hruby (eah44@pitt.edu) in GSPIA Student Services about this exchange opportunity. An information session will be held in October 2015.



STUDENT INTERNSHIPS IN AFRICA

Abraham Kim is a Master's of Public and International Affairs student at GSPIA and the Peace Corps Recruiter for the University of Pittsburgh. This summer, he interned with Bright Kids Uganda (BKU), an NGO that aims to rescue vulnerable and economically disadvantaged children by providing housing, basic necessities, and an education.

BKU receives donation from third parties mainly in the States, Canada, and the U.K., but they also sustain income generating projects as well. As a 2014 Diehl Family Fund awardee, BKU created a bed and breakfast accommodation for volunteers and interns staying at BKU. In addition, they revamped a mini-supermarket. Lastly, as a part of the Diehl Fund, they created agricultural projects such as animal husbandry and farming.

During Mr. Kim's stay, he evaluated all three of these projects. Additionally, he also evaluated a microfinance project, which provides loans for small business owners in the local community. He was responsible for meeting with clients to see the progress of their businesses and looked at how this new project could improve. Lastly, he introduced a new income generating project as part of the agricultural sector at BKU, teaching the farm manager as well as the children at the orphanage how to raise rabbits and build rabbit hutches using locally available resources. The aim for the rabbit project was to both improve nutrition among the children and increase BKU's revenue stream.

Clay Rogers is a GSPIA student who spent his summer interning for Cameroon Football Development Program, an NGO promoting "education, life skills, and leadership to youth in underserved areas" through soccer.

"The focus on my internship was to provide the leadership of a grassroots, sport for development NGO, known as the Cameroon Football Development Program (Cameroon FDP), with qualitative data regarding the operations, views, and growth of the organization from the primary stakeholders. The data was collected from 47 interviews in 4 cities across two regions of western Cameroon. Stakeholders included coaches, staff members, and members of the Board of Commissioners. Additionally, I assisted the monitoring and evaluation officer with drafting surveys, an annual plan for her operations, and instructed her in chart



Abraham Kim and some of the children at Bright Kids Uganda, standing next to a rabbit pen constructed as part of Mr. Kim's income generating project.

making, excel, and basic evaluation.

The Following two entries are from two students who interned for Legal Aid Center of Eldoret (LACE)

**"The Vast and Multifaceted Role of a Public Interest Attorney in Kenya"
John Scialabba (Class of 2017)**

"This summer, Taylor Staiger (Class of 2017) and I had the privilege of interning at the Legal Aid Centre of Eldoret (LACE) in Eldoret, Kenya. LACE is a non governmental and nonprofit institution providing free legal aid. LACE works to promote access to justice for the poor and vulnerable in Kenyan society. LACE specifically assists those who have been affected by HIV/AIDS and those who have suffered from sexual and domestic violence. There are three lawyers in the LACE office who take on thousands of cases dealing with these matters. In order to describe what I have done and achieved in Kenya, I think it would be best to give you a detailed description of a day in the life of an attorney at LACE.

Imagine waking up as an attorney in Eldoret, Kenya you are devoted to your life's passion of obtaining justice for your clients, who have been raped, molested, and/or assaulted. The victims, who are now your clients, test positive for HIV/AIDS as a result of their traumatic experiences. On the way to work, you think about whether or not LACE will even exist tomorrow because the only source of funding for your nonprofit organization is time limited or otherwise uncertain aid from private donors. One of LACE's senior attorneys is currently working all of her cases pro bono because a primary funding source has recently backed out. A majority of your evenings are thus spent writing grant proposals in an attempt to keep your nonprofit organization alive and to get a paycheck for your colleagues.

Once you get to work you find clients who have traveled hours to reach your office to seek justice. When interviewing your clients you find the horrors they have lived through such as young children who have been defiled by a parent or a woman who was kidnapped and raped for multiple days. While you want to be able to offer legal help to all of your clients, much of your work will first focus on helping educate these victims and their families about what it means to be HIV positive, and ensuring them that your clients will have all of their medical expenses covered throughout their treatment for the HIV virus.

The saying "knowledge is power" has never been so accurate as it is in Kenya concerning HIV/AIDS education. The vast majority of the Kenyan community is underinformed concerning HIV/AIDS. Many learn they are HIV positive and take it as an immediate death sentence. In Kenya, if you have been infected with HIV/AIDS you are often rejected by the community in which you live. You might be fired from

(Continued on Next Page)

your job without cause, chased away from your home through force, ostracized by your family, or denied from all forms of financial loans.

The reality, however, is that having HIV/AIDS today is not a death sentence even in a developing country such as Kenya. LACE has a strong working relationship with the Academic Model Providing Access To Healthcare (AMPATH). AMPATH provides all individuals who test positive for HIV/AIDS with free medical services and all medications such as Septrin (an antibiotic to treat and prevent further infection of the HIV virus). LACE and AMPATH refer clients to each other on a daily basis. Infected people in Kenya have the opportunity to live full lives if, but only if, the resources are there to educate them about their medical and legal options.

Finally, after you the Kenyan attorney interview the

victims who are now your clients, conduct mediations, educate the public about the facts and myths about AIDS and being HIV positive, and write and submit grant proposals, you must also find time to actually do your job as an attorney. You must find time to perform your duties as a legal advocate by prosecuting rape, murder, and assault cases, fighting for single mothers who need child support from fathers who have disowned their children, writing and filing pleadings and motions, and rescuing street children from negligent or nonexistent parents.

I have never been so proud to be a part of anything in my life as I am to be a part of the LACE organization. While there is so much poverty and despair found in Kenya, the good that I found does exceed the bad. While never in my life have I been so frustrated with government corruption and a lack of motivation to help people as I have in my dealings with the Eldoret Police Department and Child Service's Department, I do have hope hope because organizations like LACE and AMPATH exist to help the most desperate. The people at LACE are genuine and kind, and yet at the same time tough and firm on those who break the law, and strive to seek justice for their clients. In the future I hope to use the skills and passion I have learned from LACE in my own practice as an attorney."

"Jenny's Story" **Taylor Staiger (Class of 2017)**

"As John Scialabba writes above, a significant aspect of being a public interest attorney in Kenya consists of what we in the United States refer to as social work. Due to the essential nature of their work and passion, advocates such as LACE's Jackie Kibaru



often find themselves faced with unintended through circumstance. One such unintended client is a baby girl named Jenny, who became an important part of the experience John and I had in Eldoret, Kenya.

Jenny became LACE's client when we John, Jackie, and myself were walking in downtown Eldoret and I quite literally almost walked over Jenny. She is a small girl, malnourished and undersized for a child of 18 months. She was wearing a donated t shirt, sized to fit a much older girl of 10 years old, and nothing else. Her lack of diaper and care were apparent from a quick glance: she was covered in dirt and her own filth, barefoot, and infested with "jiggers". Jiggers are small parasites that infect a human host through exposure to the soft skin on hands or feet. They commonly plague people living on the streets due to the unhygienic environment, and cause major irritation.

Jenny's "father" is disabled and sat nearby begging for change while Jenny roamed unencumbered by supervision or restraint. We later determined that the so called "father" was in fact just the mother's boyfriend and colleague in begging. The man and child were sitting outside the Eldoret Police Station, their normal begging location, when we came upon them. The state of the child was shocking, not only to my western eyes but also to Jackie, born and raised in Kenya. I asked Jackie if it would be alright if we bought clothes and food for the baby. Being the rainy season, the wind brings a chilly air and dampness to the city, harmful and potentially deadly to an infant living on the street with essentially no parents. Jackie acquiesced,

but explained that the clothes needed to be used and no money should be given. She explained that any new clothes would be sold as soon as we turned our backs.

Having bought second hand clothes and some essential food stuffs, we returned to the police station where the passing crowds continued to ignore the barefoot and dirty baby impeding their lunch commute. We took Jenny to a secluded area of the police station parking lot to tend to her state and gather more information from the silent "father". As I wiped the child down with a wetnap, she shrieked in pain with a sound only an innocent child can make. We discovered countless tiny scratches over her body, undoubtedly from living on the streets, and the alcohol stung the open cuts. The shoes we bought and placed on her feet caused Jenny to walk uncertainly and hesitantly, as it became abundantly clear that she had never worn shoes in her life.

The mother entered the scene later, appearing like a summer rain: innocent to the eye at first glance, but quickly becoming destructive and causing only damage and pain to everything it touches. Questioning Jenny's mother, Jackie ascertained that she was a patient at AMPATH during her pregnancy with Jenny. This allowed us to deduce three troubling facts: the mother is at least HIV positive; she has continued to live on the street without taking HIV medications; and she could possibly be transmitting the virus to Jenny via breastfeeding. We convinced (assisted by the bribe of clothes) the mother to bring herself and Jenny to LACE's office situated within AMPATH so that we

Law student Taylor Staiger (second from left) with staff members of Legal Aid Center of Eldoret (LACE) in Eldoret, Kenya.



might speak with her further about the child and their wellbeing on the street.

Happily, the mother did bring the baby to us the following day. Sadly, it was abundantly clear that the mother was high from smelling glue, common among the homeless in Kenya. Complaining that Jenny was fussy at nights, as most 18 month olds are, we became alarmed that the mother also may make the baby sniff glue at night to lull her into a silent slumber. We convinced the mother to have the baby tested for HIV, this time trying to bribe her with an offer of jigger medication. She refused the medication and insisted on a disinfectant for the house. Jackie adamantly refused her request, later disclosing to me her fear that the mother would use the disinfectant to either commit suicide or poison the baby, a rather common occurrence. The mother stormed off after having Jenny tested and examined by AMPATH doctors, complaining that she missed a whole day of begging for nothing. In her tantrum, she purposefully left Jenny's prescribed antibiotics. The mother seemed to see Jenny as a pawn, using her own child as a ploy to garner attention on the street and, hopefully, some change from passersby. Due to our primary concern for the child's health, the mother balked like a toddler watching another child get attention.

We were more than shocked and dismayed by this, and we quickly discussed with Jackie what avenues were available to get Jenny off the street and into a safe children's home. Our determination begot plans, plans became actions, and actions became court pleadings and meetings with the Children's Office. As I write this article, Jenny is still living on the street outside of the Eldoret Police station, uncared for by her mother and overlooked by the hundreds of pedestrians each day. We still are encountering great pushback from government officials, who have frustrated our efforts to help Jenny, dragging their feet on signing documents, putting off a home assessment visit, and even challenging the seemingly self evident facts that Jenny is living in an unsafe environment with an unfit mother.

As determination has been the starting point of this long and heartbreak journey with Jenny, determination is also causing us to push even harder to see Jenny loved and cared for. In the short term, we still hope to have Jenny placed in a children's home. In addition, John and I are hoping to start a fund to sponsor Jenny and all her needs. The children's home will house and feed her, but clothes, toys, and school fees must be provided by others. If you are interested in an update on Jenny's story, please contact me at tbsI3@pitt.edu or John at jcsI43@pitt.edu."

STUDENT SCHOLARSHIPS & AWARDS

Megan Carson, Pitt Alumna, will study at the University of Newcastle for academic year 2015-2016 in Newcastle, U.K., on a Fulbright Scholarship.

She recently graduated from the University of Pittsburgh, where she majored in Actuarial Mathematics. In addition, Ms. Carson also studied Swahili and African Studies, and she was fortunate to study for an academic year in Nairobi, Kenya as a Boren Scholar. In her final year at Pitt, she continued her language study and research as a Foreign Language and Area Studies Undergraduate Fellow. She completed a thesis on geographic higher education access in Kenya. Ms. Carson is eager to translate her undergraduate research to her postgraduate studies at Newcastle University, where she will pursue an MA in International Development and Education.

Bhavini Patel, during the summer of 2015, received the Benjamin A. Gilman International Scholarship and Foreign Language Areas Studies Fellowship to study in Tanzania for 6 weeks.

She lived with a Swahili host family and traveled the region, speaking with local activists, politicians and NGO workers about public health and political identity. Ms. Patel used her Swahili and other language skills to speak with the local Gujarati populations in Zanzibar to learn about their political identity, which she submitted for a course on Religion, Politics and Identity in East Africa. Her Swahili significantly improved from taking Advanced Swahili at the State University of Zanzibar and independently traveling the local area to discover Zanzibari food, music and people. Bhavini Patel is a senior and pursuing a double major in Africana Studies and Sociology. She will graduate with a Bachelor of Philosophy (BPhil) in Global Studies focusing on Global Health and a certificate in African Studies. In the past, she received a fellowship from Pitt's University Honors College to research the role of NGOs and free clinics in providing access to health care services for African immigrant and refugee populations living in Pittsburgh, which is also the topic of her BPhil thesis.

PITT IN SOUTH AFRICA

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

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

- U.S. Foreign Policy in Africa
- Contemporary African Literature
- Social Entrepreneurship in South Africa

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

Anupama Jain teaches the Contemporary African Literature course. Dr. Jain specializes in literary and cultural studies, with an emphasis on gender, race, and transnationalism. With a PhD in English from the University of Wisconsin-Madison, Professor Jain's research areas are postcolonial studies, feminist theory, and narrativity. She has taught for Pitt's English Department and is affiliated with the Humanities Center, while also acting as a diversity consultant with community groups including the Pittsburgh Coalition for Racial Justice and the Greater Pittsburgh Arts

Council (GPAC).

Eliada Griffin-EL serves as the instructor for the social entrepreneurship course. Dr. Griffin-EL is a Senior Lecturer at the University of Cape Town's Graduate School of Business (GSB). She received her doctorate from the University of Pittsburgh Graduate School of Public and International Affairs where she specialized in International Development (Economics) and Global Political Economics. Prior to this she had completed her bachelor's degree in Sociology at Yale University (Connecticut, USA), before going on to study her Masters in International Development at the University of Pittsburgh. Griffin-EL's research examines both how social structure (networks) informs African entrepreneurial development, and the role of entrepreneurship in facilitating local economic and social development within African communities. Her current research specifically explores the structure of black South Africans' entrepreneurial social networks and the value derived and perceived to contribute to their small businesses' development. She looks to expand the study to other African countries. At UCT's Graduate School of Business, Griffin-EL will be contributing research and teaching to the arenas of Social Entrepreneurship and Entrepreneurship in

*Two students sitting atop Table Mountain, South Africa
(Credit: Pitt Study Abroad)*



emerging African markets

Nosakhene Griffin-EL is a Lecturer at the University of Cape Town's Graduate School of Business (GSB). He was born in Philadelphia, Pennsylvania and earned his B.S. in History from Lincoln University of Pennsylvania, M.Ed. in School Leadership from the University of Pittsburgh, Certificate in African Studies from the University of Pittsburgh, and Ph.D. in Social and Comparative Analysis in Education both from the University of Pittsburgh. His research interest is centered on working with members of oppressed communities to understand personal, educational, and societal contradictions that prevent them from maximizing their full human potential. His commitment to work with oppressed communities extends beyond his research agenda. As a person from a traditionally socially and economically oppressed background in America, he believes that the solutions to societal ills that limit oppressed people lie within them. Throughout his career as a researcher and educator, he has worked with members of the oppressed communities to see the value in their own life narratives and, in turn, to redefine their human potential and challenge oppressive structures.

A total of 13 students participated in the Pitt in South Africa Program. They had the opportunity to learn through coursework and field trips. Some highlights of the program included visits to Robben Island, District Six Museum, Cape of Good Hope, Parliament, the Bo-Kaap museum, several social enterprises discussed in class, and other sites of political, historical and cultural significance.

Below and Right: University of Cape Town faculty Eliada (center with baby) and Nosakhene (back), June 2015.

Bottom: Students took a day-long tour of the Cape of Good Hope as one of the many regional site visits (Credit: Dr. John Stoner), June 2015.



PITT IN TANZANIA

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

It has been carefully designed to offer high quality opportunities that allow students firsthand encounters with the people, culture and contemporary health issues facing the region. The courses offered are:

- Swahili Language
- Introduction to East African culture and society
- Health Issues in East Africa

Macrina C. Lelei serves as the Faculty Director for the Pitt in Tanzania program and is also the instructor for the Introduction to East African Culture and Society course. Dr. Lelei is the Acting Director of the African Studies Program, University Center for International Studies (UCIS), and Adjunct Assistant Professor of Education in the Administrative and Policy Studies Department. She obtained her PhD from the University of Pittsburgh, School of Education, Department of Administrative and Policy Studies, with a concentration in International and Development Education. Her research focus is on education development in developing countries with particular interest on the issues of access, equality and opportunity. She is currently conducting research on how policies ensure that children everywhere in resource-constrained environments have equal access to high-quality learning opportunities using the case of the East African countries.

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

health and motherhood among female sex workers in Tanzania, particularly looking at how being a mother affects women's abilities to protect themselves at work. Since graduating, she has been a post-doctoral fellow at Johns Hopkins, coordinating a community-based HIV prevention research intervention for sex workers in Iringa Region, Tanzania. Her main research interests are at the intersection of reproductive health and HIV/AIDS, especially among populations at high risk.

15 students participated in the Pitt in Tanzania program. They had a rich learning experience through classroom instruction and field trips to sites of cultural, historical and economic significance. The highlights of the program include the following:

- A tour of the city of Dar es Salaam while learning about the history and economic activities not only of the city but of the region of Dar es Salaam as well
- A tour of the town of Iringa —the location of the program
- 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
- Visits to schools and development organizations to learn about the education system and the roles of the various organizations in community development
- Visit to health centers and hospitals to learn about the health system in the country and some of the key challenges in health care
- Community engagement and rural stay - A



visit and internship opportunity at a children's home in Mufindi—a non-governmental organization that provides shelter, sustenance, education and medical care for the children. The students got to spend 3 days with the children, assisting with chores in the homes, helping with homework activities, and working in the farms and preparing meals.

Location

This year we moved the program to **Iringa**—a city in the southern part of the country. Our partner institution in Iringa is CIEE - a nonprofit, nongovernmental organization that is a world leader in international education and exchange. CIEE and the Study Abroad Office share the mutual goal of helping students gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world.

CIEE Program Staff

Justin Beckham is the CIEE Resident Director. He has lived and worked in Tanzania for 15 years, and has lived in Iringa for four years. He grew up in California, and also has lived in Connecticut, Maryland, and Germany. Justin studied abroad in Zanzibar in 1999, and led a group of fellow undergraduates on a study abroad program in 2001. This experience started his study of Swahili, local Tanzanian histories, and his love for the country. He went on to earn his bachelor's degree in history and German. This was followed by more research trips to Tanzania, leading to two master's degrees in history from Yale University and extensive research into the 1964 Zanzibar revolution on Pemba Island. While at Yale, he taught several classes, including one on the history of Africa, preparing him well for the classroom.

Fluent in Swahili and now conversant in the local Iringa language of Hehe, Justin is passionate about language and cultural preservation as tools in development.

Paulo Kateme is the CIEE Resident Coordinator and Swahili Instructor and cultural trainer. He works in very close collaboration with the Resident Director to ensure that the program runs effectively and efficiently. He is fluent in Swahili and cultures of East Africa and is very instrumental in helping participants in their acculturation and language learning activities. Paulo has been with CIEE for over 2 years as the multi-level language trainer and cultural expert, leading groups on field trips and excursions and promoting culture exchange programs. He is a veteran Swahili language and cross cultural facilitator with foreigners in Tanzania for more than 13 years including serving as a Peace Corp language trainer in Dar es Salaam. As a language program coordinator and certified language tester for more than four years, he has authored several Swahili training manuals. Paulo loves helping American students to learn the beautiful Swahili language and to adjust to Tanzanian culture

Left: Students learning how to do beadwork from women at a market in Iringa, June 2015.

Below: The Pitt in Tanzania group at the Jangwani Seabreeze Resort in Dar es Salaam, May 2015.



AREA SCHOOLS

EXPERIENCE AFRICA

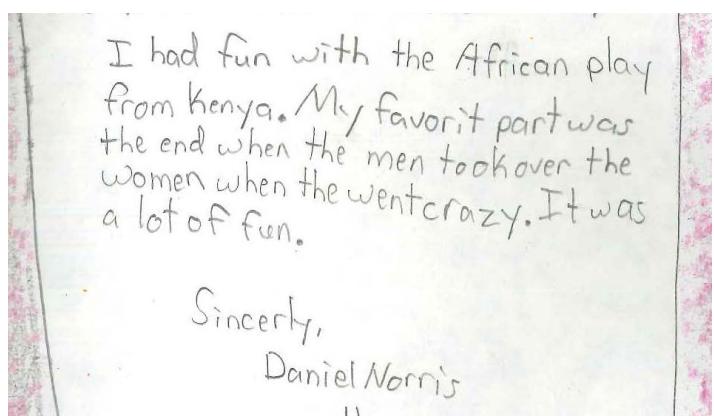
In addition to the numerous joint outreach activities with other UCIS Area Studies Centers, the African Studies Program commits to two annual outreach events- Model African Union and Cultures Day at Harrold Middle school. Through these activities, we foster an appreciation and understanding of Africa, its people, and its cultures beyond the university setting and to tomorrow's future leaders.

CULTURES DAY AT HARROLD MIDDLE SCHOOL



Each Year, the African Studies Program participates in Cultures Day at Harrold Middle School, a chance for 7-8th graders to learn about other cultures through interaction.

This year, the African Studies Program, with volunteers from our student body, occupied two classrooms, each of which hosted a different activity. In one room, students and alumni of Pitt's African Drum and Dance ensemble led a West African dance workshop. In the other room, students were assigned roles and acted out one of two plays- the Kikuyu creation myth, held by the Kikuyu people of Kenya, or a Cinderella-esque parable inspired by Nigerian tradition. In total, around 250 kids took part in both activities.



Dear African Studies Program,

Thank you so much for visiting Harold Middle School and having us put on a play. It was so fun! I generally enjoyed myself, except for the fact that I had to "marry" so young! (I played Ada.) But on the bright side, at least it was a prince! Haha! I speak for all of sixth grade when I say that we hope to see you come again and give every new batch of sixth graders the fun experience you gave us! Thanks again! 

Dear African Studies Program,
Thank you for sharing your Nigerian culture with me. I really enjoyed playing the role of Ada. And to be able to share your culture with us.



4TH ANNUAL MODEL AFRICAN UNION

The Model African Union (MAU) is an annual spring event where high school students come together for a day of simulation activities. Participants are assigned countries to represent as delegates to the African Union and simulate AU committees. Preparation for participation in the Model African Union involves substantial research on assigned topics where students are expected to read about the country, learn about the specific issues, and come prepared to effectively debate resolutions on behalf of their country's interests. This year, a **total of 132 high school students from 13 high schools** participated in the conference making it our largest attendance since its inception. The topics for the conference were: "Emergency Response Plan for Public Health Outbreaks", and "Preventing and Combating Terrorism". The delegates engaged in lively debates of the issues and arrived at consensus on resolutions and policy positions to deal with the issues. For more information on the resolutions discussed, visit the Model African Union Website.

Students get a taste of African cuisine for lunch and participate in an authentic West African music

and dance workshop. In addition to the value of building research and debate skills critical to college success, this event is a unique experience for students to gain exposure to African cultures and broaden their international knowledge. A former participant of the event wrote, "MAU is definitely my favorite of all the world affairs events I have been to." Another wrote that "[...] everything is my favorite because I feel like I am able to participate fully, the entertainment is amazing because it seems like everyone running this event wants us to learn and have fun, not just debate."

We will continue to work with the high school teachers to expand participation and particularly encourage minority serving schools to join the conference. We view this as a very important outreach program that gives high school students an opportunity to learn about Africa as they also enhance their research and critical thinking skills. Most of the teachers agree that the event provides student with a unique opportunity to look at modern issues through the lens of another country's interests as well as to think and act outside the box. Students get to meet other high school students at levels of scholarship and collaboration and



also learn the skills of diplomacy and negotiation.

We thank the many schools that participated—the teachers who worked extremely hard to prepare their students for the debates, and the students who accepted the challenge of adding on to their already busy school year this extra-curriculum activity to enhance their cross-cultural competencies. We are also grateful to all the ASP staff, the student volunteers who served as program coordinators, and the ASO team that volunteered to be with the high school students and interact with them throughout the day. We are looking forward to yet another successful conference next year.

The following schools participated in this year's simulation:

- Avonworth High School
- Baldwin High School
- Brentwood High School
- Community School West
- Hampton High School
- Moon Area High School
- North Allegheny Senior High School
- Quaker Valley High School
- Riverview Jr/Sr High School
- South Side High School
- University Preparatory School
- Upper St. Clair High School
- West Allegheny High School



LECTURES AND WORKSHOPS

The African Studies Program brings timely and relevant academic programming to the University community, advancing our mission of fostering an understanding and appreciation of Africa and African peoples on Pitt's Campus.



LET'S TALK AFRICA!

The Let's Talk Africa! series is an opportunity for faculty, graduate students, and members of the university community to share their experience and research on Africa. This year, there was tremendous variety within the subject matter addressed and, whether the discussion was focused on corporate social responsibility among diamond companies in South Africa or the clinical tribulations of practicing medicine in rural Ethiopia, the discussion was always equal parts engaging and enlightening.

Below: Dr. Howard French, Associate Professor, Columbia University Graduate School of Journalism, presenting on the relationship between Africa and China, November 2015.





"Public by Day, Private by Night: Kenya's Higher Education System"

Megan Carson, David L. Boren Scholarship recipient
and Brackenridge Research Fellow
September 18, 2014

Megan Carson spent the 2013-14 academic year in Nairobi studying the state of higher-education in Kenya. Her research attempts to tackle issues of accessibility to public higher education in the context of Kenya's dual track tuition policy. In her lecture, she discussed the contemporary state of Kenya's higher education system, questioning the accessibility of Kenya's "public by day, private by night" universities.

Below: Children pose for a photo in front of a new minivan at Bright Kids Uganda, Entebbe Home.

"Bright Kids Uganda"

Victoria Nalongo Namusisi, Founder, Bright Kids Uganda
October 8-9, 2013

In 2000, Bright Kids Uganda, Entebbe Home was founded by Victoria Nalongo Namusisi to care for the vulnerable children of Uganda. Ms. Namusisi returned to the University of Pittsburgh on October 8 to discuss Bright Kids Uganda, and a former intern was on site to field questions about her experience. In an additional event on October 9, The African Studies Program, in conjunction with the Ford Institute for Human Security and GSPIA Career Services, screened "Under the Umbrella Tree," a documentary about Ms. Namusisi and her organization. The director/producer of the documentary, Pauleen Greenlick, was also on hand to answer questions.





"HIV/AIDS: Care Beyond the Medical"

Emily Kinkead

2nd Year Law Student,

University of Pittsburgh School of Law

October 23, 2014

With the current epidemic level of HIV infection in Africa, Emily discussed the care needed by HIV positive individuals beyond the medical. Following her first year of law school, Emily spent two months in Eldoret, Kenya, interning for the Legal Aid Centre of Eldoret (LACE). LACE is a non-profit legal aid office that provides comprehensive legal services to all persons living with HIV/AIDS and their families. Additionally, LACE represents victims of sexual and gender-based violence. She discussed the difficulties she faced in reaching vulnerable population, as well as the cultural paradigm surrounding those with HIV/AIDS.



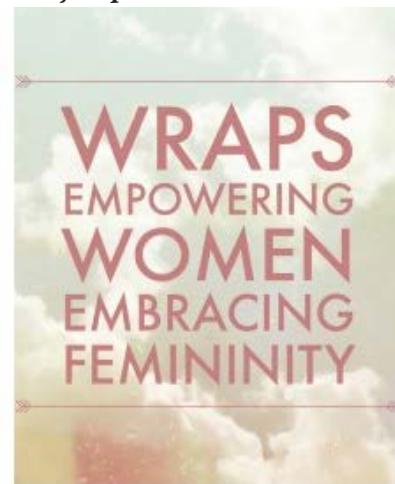
"W.R.A.P.S.: Women Empowering Women Embracing Femininity"

Allison Karnes, W.R.A.P.S. Founder

November 13, 2014

In this informal presentation and discussion by Allison Karnes, attendees learned about an initiative called W.R.A.P.S.- Washable, Reusable, Affordable, Pads. Its goal is to bring sustainable sanitary napkins to Ethiopian women. In many parts of rural Ethiopia, girls do not have access to sanitary napkins; consequently, they often miss one week of school during their menstrual cycle. Ms. Karnes shared the impact of her entrepreneurial effort over copious servings of Ethiopian coffee. This event was co-sponsored by the Global Studies Center.

Below: Promotional image for Ms. Karnes's sanitary napkin initiative, November 2014.





"Healthcare Highs and Lows: The Real Story of Practicing Medicine in Africa"

Dr. Mark Karnes, Ob/Gyn
October 14, 2014

Dr. Mark Karnes was drawn back to Africa—the continent where he spent five years fresh out of medical school—after retiring from a 25-year OB/GYN career in Michigan. He now lives and works in Ethiopia. Dr. Karnes discussed life as a doctor in rural Ethiopia, the chasm of health issues faced by women in Africa compared to America, and the struggles and joys he and his wife face living cross-culturally.



"Why Development Projects Fail and How to Make them Successful"

David F. Tye, Managing Director, Project Eviive
January 22, 2015

Many development projects fail to improve the lives of people in the developing world. Despite the good intentions of the project designers, many of these projects cause more problems than they solve. Straightforward water projects are implemented and fail to provide water; innovative technology is quickly abandoned; and large development projects which cost hundreds of millions of dollars leave the beneficiaries worse off than before. In his lecture, Mr. Tye explained how to design and implement effective and sustainable projects that incorporate the needs of the beneficiaries.

Dr. Mark Karnes and colleagues at Soddo Christian Hospital, Ethiopia. Photo courtesy of Mark Karnes.





"The Politics of Social Responsibility in Mining: Lessons from Southern Africa"

Caitlin C. Corrigan, PhD Candidate, GSPIA

February 12, 2015

Corporate social responsibility (CSR) has become a major topic in developing countries. While traditionally seen as only a private sector activity, CSR is very much influenced by politics and regulation in Africa. The mineral mining industry provides a clear example because of the negative social and environmental externalities associated with operations. Ms. Corrigan's presentation examined field work conducted in South Africa and Botswana in 2014, which investigated the relationship between CSR and the State in the diamond mining industry. A formal framework for understanding this relationship was then proposed and discussed.



"Africa's Paradox of Plenty: The Nigerian Example"

Onyinyeche "Gandhi" Chukwunyere, MPIA, GSPIA
April 9, 2015

In this two-hour presentation, Mr. Chukwunyere explored the irony of Africa's poverty and underdevelopment in the midst of its vast mineral wealth. Using Nigeria - Africa's biggest economy and most populous country - as a case study, he identified and dissected the underlying sociopolitical and economic causes of the paradox often referenced as the 'resource curse'. He concluded with suggested policy options for reversing the trend.



PLACING CHINA'S BOOMING RELATIONS WITH AFRICA IN A HISTORICAL CONTEXT

Howard French

Associate Professor, Columbia University
Graduate School of Journalism

November 6, 2014

Addressing a packed room of scholars, students, and university community members, Dr. Howard French discussed the increasingly important relationship between China and Africa. Having worked as an international diplomat and traveled extensively in Africa and China, Dr. French tapped into his wealth of experience and shares the conversations Africans are having about China's role in their communities and also the conversations the Chinese are having about their involvement in Africa. He sought to answer the question "Are the Chinese helping to bring about development that will change lives in Africa?"



Howard French's visit to Pitt was co-sponsored by the Asian Studies Center and the Graduate School of Public and International Affairs (GSPIA).



iDEBATE RWANDA AFRICAN EATS

October 23, 2014

The iDebate Rwanda is a local charity that provides debate training and a platform for public debate in East Africa. During the iDebate Rwanda tour of Pittsburgh, the William Pitt Debating Union –Pitt's premier debate club, and the African Studies Program co-sponsored their visit to the University of Pittsburgh for an evening of vigorous debate. The topic of debate was "should the United States Federal government adopt Rwanda's quota system model for women in politics?" Rwanda has achieved or even surpassed the Millennium Development Goal # 3 to "promote gender equality and empower women." An impressive 64% of parliamentarians are women – the highest proportion of any parliament in the world – gender rights are enshrined in its constitution, and a swath of laws have given women the right to inherit land, share the assets of a marriage and obtain credit. As many girls as boys receive primary and secondary education, maternal mortality is lower and the birth rate is falling. It is fast becoming a model of success that many other countries would benefit in adopting their model. After rigorous debate the William Pitt Debating Union claimed victory arguing against the motion.

Other sponsors for the event include the Department of Communication, School of Social Work, College in High School Program, and the Ford Institute for Human Security.



November 19, 2014

As part of international week, the African Studies Program partnered with the African Student Organization (ASO) and, Pan-African Graduate and Professional Student Union (PANAF) to give the University Community a culinary tour of the continent. The response was overwhelming, with hundreds of people sampling African cuisine and learning about regional tastes through informational material projected on screen and distributed through the event.

African Eats was cosponsored by the African Student Organization (ASO) and the Pan-African Graduate and Professional Student Union (PANAF).



AFRICA'S WAR ON POVERTY: STRIDES AND SETBACKS

Ambassador/Consul-General of the Federal Republic of Nigeria, Atlanta, the Honorable Geoffrey Teneilabe

February 6, 2015

For the inaugural African Leadership Lecture Series installment, the University of Pittsburgh welcomed the Honorable Jeffrey Teneilabe to speak on Africa's War on Poverty. He was introduced by Dr. Alberta M. Sbragia, Vice Provost for Graduate Studies, and then delivered a well-received speech on the state of African governance and poverty from the Nigerian perspective. Following his speech and a Q/A session, he participated in a round table discussion with members of Pittsburgh's African community, illustrating a genuine interest in discussing the issues presented.



The Honorable Jeffrey Teneilabe was the keynote speaker during the inaugural African Leadership Lecture Series. Co-sponsors for the event include the Pan-African Graduate and Professional Student Union (PANAF), Johnson Institute for Responsible Leadership, Ford Institute for Human Security, and the Union of African Communities of Southwestern Pennsylvania.

From Left: Onyinyeche "Gandhi" Chukwunyere, PANAF; Dr. Macrina Lelei, African Studies Program; The Honorable Jeffrey Teneilabe, Federal Republic of Nigeria.



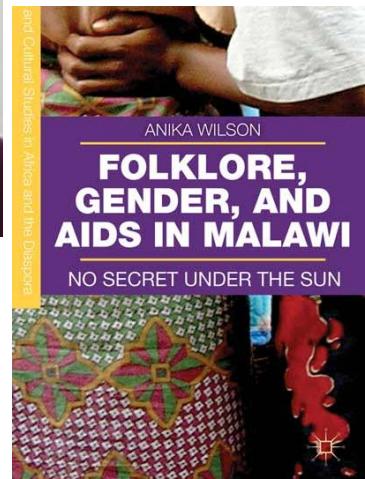
FOLKLORE, GENDER, AND AIDS IN MALAWI

Professor Anika Wilson

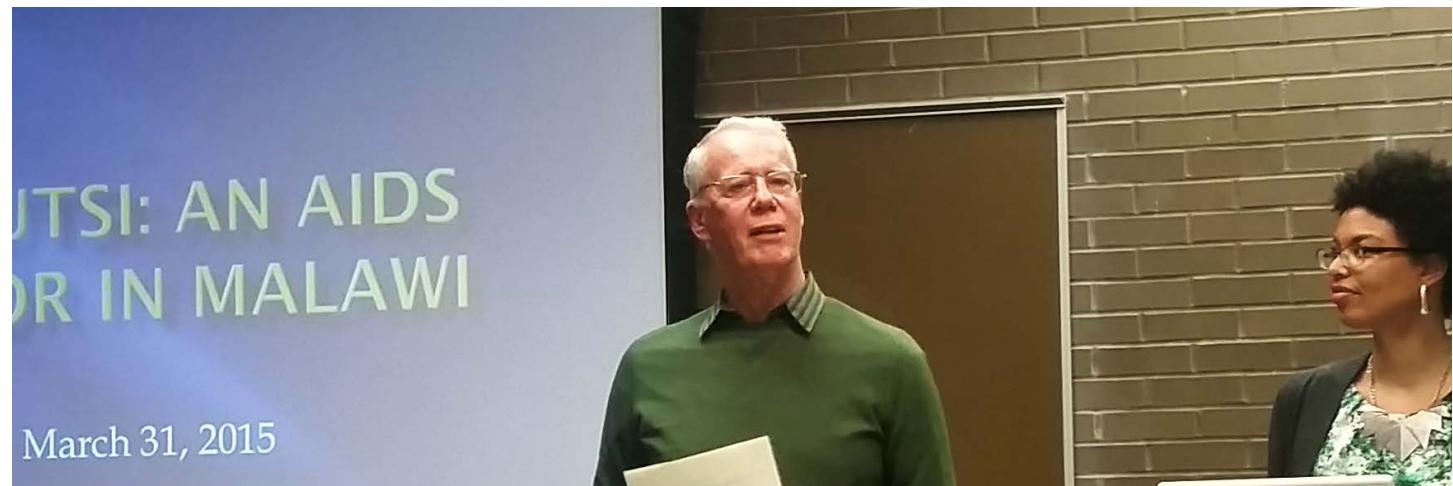
Department of Africology, University of Wisconsin

March 31, 2015

Dr. Anika Wilson presented a lecture on her book "Folklore, Gender, and AIDS in Malawi," in which she explores the roles of gossip, rumors, and urban legends in forming gendered conceptualizations of HIV/AIDS, as well as the impact of said conceptualizations.



Dr. Wilson's lecture was co-sponsored by the Department of Africana Studies and the World History Center.



March 31, 2015



WOMEN IN LEADERSHIP ROUND TABLE

DISCUSSION

Mmasekgoa Masire-Mwamba,
Former Deputy Secretary General of
the Commonwealth

April 10, 2015

Mmasekgoa Masire-Mwamba is former Deputy Secretary General of the Commonwealth, a London-based independent association of 53 independent and equal sovereign states committed to promoting democracy and development all over the world. Ms. Masire-Mwamba was responsible for building relationships with heads of state and private sector clients, as well as for pushing for progress in human rights, legal issues, and youth development. As the highest-ranking woman in the organization, she empowered women to be agents of change. Ms. Masire-Mwamba received a Bachelor's Degree in Physics and Electronics from the University of London and a Bachelor's Degree in Law from the University of South Africa, and an MBA from the University of Pittsburgh.

In this intimate discussion, she detailed the many challenges she experienced as a women in a high-ranking international organization, including issues penetrating informal work spaces as a means of operating within the business sphere and gaining legitimacy.

Ms. Masire Mwamba was a guest of the University Of Pittsburgh School Of Business as part of the school's 2015 Thought Leader in Business lecture series.

She was also honored as the Pitt Business 2015 International Distinguished Alumna, an award presented by Pitt's Business Alumni Association. She kindly accepted an invitation by the African Studies Program while at Pitt to speak to students interested in African affairs.



Below: Masire Mwamba and Macrina Lelei with students after the presentation.



AFRICAN STUDIES

CERTIFICATE RECIPIENTS

Each year undergraduate and graduate students demonstrate their expertise on Africa by completing the requirements of the African Studies Certificate. Requirements include completing 5 African studies courses, language proficiency, a research paper focused on Africa, and a presentation upon graduation. The graduating students of the 2014-15 academic year are as follows:

Graduate Students

Bryce Aaronson
Timothy J. Giangarلو¹
Jemima Homawoo
Allison Varricchio
Duran Ward

Undergraduate Students

Megan Carson
Helena Contes
Lindsay Falgoust*
Kristen Hochreiter
Nicholas Hufnagel
Jocelyn Kreiser
Jennifer Morgan
Zabi Mulwa
Katherine P. Murphy



Bryce Aaronson

Hi, My name is Bryce Aaronson and I am a graduating student at the University of Pittsburgh's Graduate School of Public and International Affairs with a masters in International Development and concentration in human security. I am originally from Phoenixville, Pennsylvania near Philadelphia. I have a Bachelors in Political Science with a minor and concentration in Africa and the Middle East from Shippensburg University of Pennsylvania. I have always had a strong interest in sub-Saharan Africa due to the region's immense potential. I have been fortunate enough to spend two semesters studying in South Africa. In 2011 as an undergraduate student I spent a semester at the University of Stellenbosch outside of Cape Town, South Africa. My second semester was in the fall of 2014 at the University of the Witwatersrand in Johannesburg. While in Johannesburg, I was an intern with Planact, a small NGO focused on community participation in informal settlements. I hope to continue working in South Africa on water and sanitation developments.

GRADUATE CERTIFICATE RECIPIENTS



Timothy J. Giangarulo

I am graduating from the University of Pittsburgh's Graduate School of Public and International Affairs with a major in international political economy. I'm originally from Pittsburgh and I completed a BA in social sciences with concentrations in political science, economics, and history from the University of Pittsburgh in 2012. In the summer of 2012 I participated in the Pitt in Tanzania study abroad program to begin the process of learning Swahili. During my graduate studies I focused on international finance and economic development in emerging economies, specifically those in sub-Saharan Africa. Throughout graduate school I have devoted much of my research to African topics, such as: forecasting the Nigerian naira & U.S. dollar exchange rate, assessing the future of a currency union in the East African Community, and the impact of Chinese foreign direct investment in West Africa. After graduation I hope to have a career working in international finance in either the private or public sector.



Jemima Homawoo

My name is Jemima Homawoo, I am from Ghana but I have lived abroad most of my life. I am at the Graduate School of Public and International Affairs, in the Master's program for International Development. Having a regional focus is essential in program and the African Studies Certificate prompted me to hone in on my focus on the continent throughout my study. I was fortunate to have completed a semester abroad in South Africa at the Wits School of Governance, University of Witwatersrand. This gave me an opportunity to interact with various people from government officials, professors to non-governmental organization employees. During my stay in Johannesburg, I interned for Planact, an organization focused on assisting informal settlements. My internship gave me an opportunity to engage in first-hand experience working with communities and the government while exploring what it means to create and implement projects. While studying at the University of Witwatersrand, I completed an independent study focused on the gender mainstreaming of policies, primarily those focused on violence against women. In the future, I hope to work with various organizations on the gender mainstreaming of projects, programs and policies.



Allison Varricchio

I am Master of International Development student at the Graduate School of Public and International Affairs (GSPIA). I am originally from Cleveland, Ohio and I hold a Bachelor of Arts in Political Science and Human Rights Studies from the University of Dayton. The African Studies Certificate complimented my international development curriculum, and enhanced my excitement and interest in the east Africa region. Prior to starting at GSPIA, I spent three consecutive summers in Malawi conducting research and working alongside the community development organization Determined to Develop. I worked on two individual research projects: the first focused on the role of community development organizations in rural Malawi; the second focused on the impact of government sponsored gender mainstreaming initiatives on the lives of rural women. I also served on a needs assessment team to assess the secondary education system in northern Malawi. Finally, I am most proud of the water filiation project I spearheaded called "Water for the Warm Heart." The project utilized appropriate technology systems and community engagement programs in order to bring clean, potable water to the Sangallo Health Center, which serves a catchment area of over 35,000 people. In the future, I plan to utilize the knowledge and skills I have gained through the African Studies certificate by working for an international development organization or agency that has a regional focus in Africa, and is working to make the world a better place.



Duran Ward

My name is Duran Ward and I am originally from Pittsburgh, PA; however, I have lived in both Seattle and Boston for the latter half of my life. I attended Boston University for my undergraduate education studying International Relations and Statistics, focusing on North Africa and the Middle East. I am currently enrolled in the Graduate School of Public and International Affairs completing my Master in Public and International Affairs. The African studies certificate program fits in my degree program very well due to my research interests in the region. The certificate program has allowed me to network with professionals and a diverse group of students to broaden my perspective on such a complex continent. My research has been focused on security concerns in Africa, ranging from political violence to cybersecurity. My most recent experience abroad involved an evaluation of cybersecurity concerns in South Africa and the effectiveness of existing legislation and law enforcement. I plan to use this certificate in a future career in intelligence analysis and/or law enforcement. There is a need for more specialized knowledge on Africa in both the public and private sphere—especially in the realm of security—and I hope to use this knowledge to improve policies that impact security in the region.

UNDERGRADUATE CERTIFICATE RECIPIENTS



Megan Carson

My name is Megan Carson, and I am originally from a small farming community in northwest Missouri. I majored in Actuarial Mathematics with certificates in African Studies and Global Studies. I'm also a BPhil in International and Area Studies student. While at Pitt, I studied abroad for one semester in Grenoble, France to improve my French proficiency. I then spent my junior year as a Boren Scholar in Nairobi, Kenya, where I studied Swahili. While in East Africa, I benefited greatly from my French and Swahili language proficiency, as I was able to communicate with both my francophone classmates and people I met through my travels. I also began my undergraduate thesis on higher education in Kenya while I was abroad. After returning to Pitt, I utilized my language skills and regional familiarity as I continued to pursue Swahili language study, my undergraduate thesis, and regional studies. After graduation, I will pursue a Masters of International Development and Education at Newcastle University in the UK, as a Fulbright Scholar. I will translate my undergraduate research and international experience directly to my graduate studies. The African Studies program has empowered me to pursue a cross-disciplinary education both at Pitt and internationally. I have developed a cultural skillset and international network that I look forward to utilizing throughout my personal and professional life.



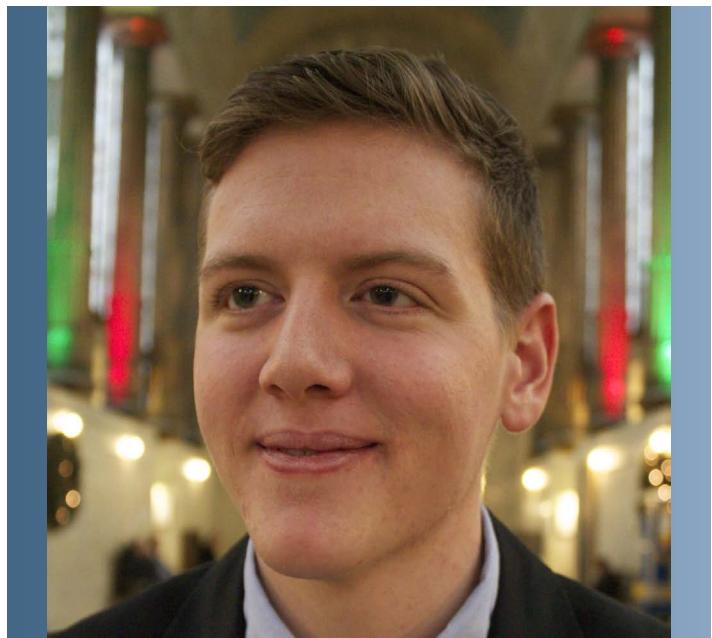
Helena Contes

Hi, my name is Helena Contes and I hail from the great state of Virginia. At Pitt, I studied French, Global Public Health and African Studies, although I ended up taking most of my African studies courses while studying in Rabat, Morocco. The African Studies certificate went hand in hand with my French degree. My certificate has already helped me while serving as an AmeriCorps KEYS member, as one of my tasks is to help create curriculum involving African heritage for our elementary students. I am in the early stages of applying to jobs in California and am considering Public Allies, a different AmeriCorps program focusing on health issues.



Kristen Hochreiter

My name is Kristen Hochreiter and I am originally from outside of Philadelphia. I am graduating this spring with a degree in Social Work and certificates in Global and African Studies. The African Studies certificate was a integral part of my learning experience at Pitt because it helped me to take my Social Work degree to a new, more global and specific, level! I have a passion for Africa, which was further fueled by the semester I spent in northern Uganda. I loved my study abroad experience and the fact that it helped me to challenge myself, especially when I was conducting field research on the effectiveness and sustainability of youth empowerment programs in the region. Thankfully the African Studies Program was able to continue to help me explore and develop that passion once I returned from my trip. After graduating I will continue to further the knowledge I gained in the African Studies Program by working with international populations both in the U.S. and abroad! In the future I hope that I will be able to work in the field of development in Africa.



Nicholas Hufnagel

I, Nicholas H. Hufnagel, am from Slippery Rock, Pennsylvania and will graduate with a Bachelors of Arts in French and in Urban Studies, a minor in Economics and certificates in African Studies and Geographic Information Systems (GIS). I was introduced to the African Studies certificate through the French Department and focused French electives on the Antilles and francophone Africa. Focusing on the overlapping subject matters allowed me to economize my degree to fit additional areas of interest. After graduation, I will be serving as a Second Lieutenant in the United States Air Force. I have been accepted into the Department of Defense's Language Enabled Airman Program to continue my French education. Eventually, I hope to work with AFRICOM in a French speaking country in Africa.



Jocelyn Kreiser

My name is Jocelyn Kreiser and I am originally from Hershey, Pennsylvania. I will be graduating this April with my BA in Communication Science & Disorders, along with a minor in Social Work and certificates in American Sign Language and African Studies. In the fall I hope to pursue my Masters in Speech Language Pathology.

I was drawn to the African Studies department out of a desire to study abroad in a non-Western country with a foreign language component. The Pitt in Tanzania program based in Dar es Salaam was the perfect fit, and I spent five weeks there in the summer of 2012. I've also remained pretty heavily involved with a program called Keep It Real, a group at Pitt that works to serve the Somali Bantu refugee community located in Pittsburgh, primarily through tutoring and mentoring. I have been involved with this organization for about three years now, and it's been one of my favorite experiences of my time here at the University of Pittsburgh.

The paper I am using for my capstone is one that I wrote while in Dar es Salaam, concerning a population of lions in the Ngorongoro Crater. Because of the natural geographical layout of the crater and its high walls, the lions are very secluded. This natural isolation has led to a lack of genetic diversity within the population, coupled with high levels of inbreeding. As a result, over the years there have been many population collapses within the crater that have been documented and analyzed. I investigated this issue and also weighed

the various solutions that have been suggested.

The African Studies certificate laid the foundation for my interest in and understanding of the continent as well the diaspora. While at Pitt I took several other courses that pertained to African film and literature as well as an Anthropology of Conflict and Peacebuilding class that had a small African component. It is my hope that I am able to continue traveling to other African countries, as well as to revisit Tanzania.

From Left: Dr. Ariel Armony, Director, UCIS; Dr. Macrina Lelei, African Studies; Nicholas Hufnagel, Class of 2015; Anna-Maria Karnes, African Studies.





Jennifer Morgan

I am from Lumberton, New Jersey. I am a dual-degree student, graduating with a degree in Neuroscience with a minor in chemistry and a degree in Africana Studies with a certificate in African Studies. I became involved with the program after my advisor recommended it to me. After looking into the program, I knew it would be a perfect fit for me because I love to learn about the rich culture of the continent of Africa. I started to take Kiswahili with plans to travel to East Africa. Fortunately I have been able to travel to Tanzania two summers in a row. The first time, I stayed in Moshi, a small rural town and volunteered in a local hospital and helped create mobile clinics in villages. When I returned again, I was able to live with a host family in a slightly larger town, Arusha. I spent six weeks working in a hospital and working with women to educate them on different aspects of women's health. These opportunities deepened my passion for medicine and helping others. The experience also allowed me to be fully immersed in the culture of Tanzania, which I fell in love with. I am currently in the process of applying to physician assistant programs. My hope is to graduate from a physician assistant program and work in a hospital. Hopefully one day I will be able to return back to East Africa to use my knowledge of medicine and Kiswahili to help in local hospitals and clinics.



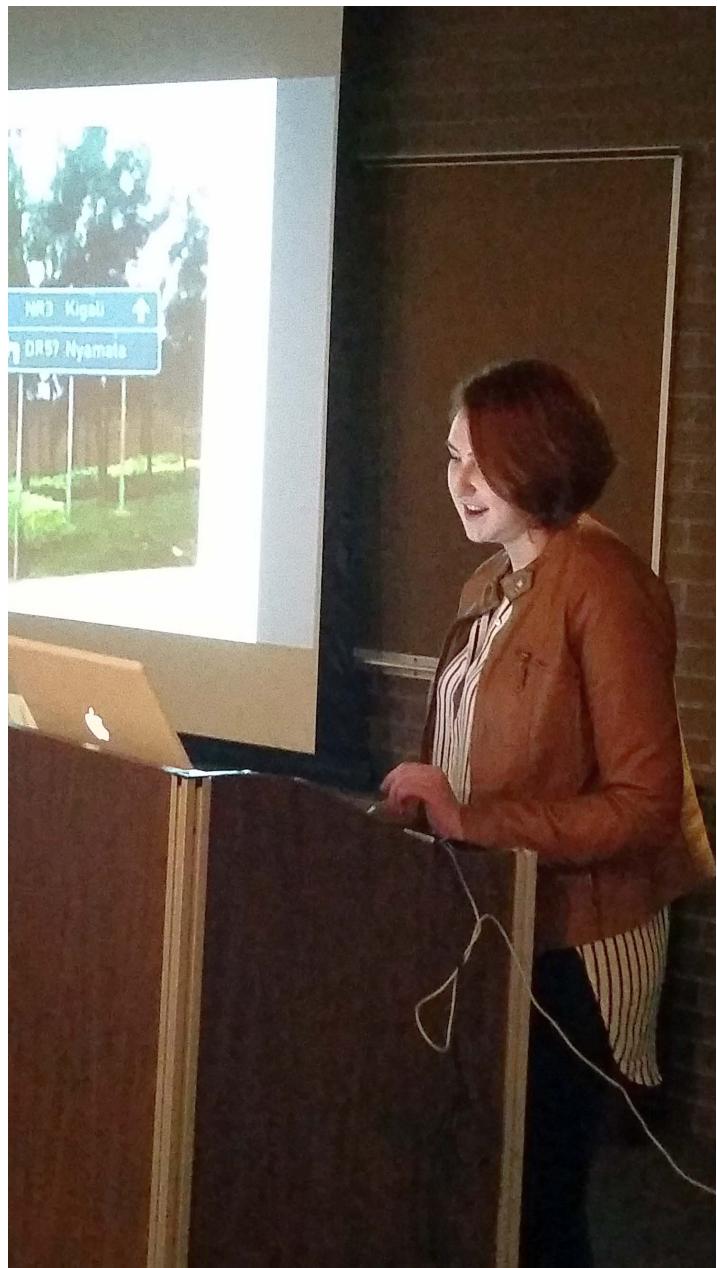
Zabi Mulwa

Hello, my name is Zabi Mulwa. I am a native born from Nairobi, Kenya. I am graduating in August with majors in Africana Studies and Anthropology with a concentration in culture, and a certificate in African Studies. The African Studies Program in collaboration with Africana Studies has allowed me to gain a deeper understanding of the African Diaspora, which led me to my research project. This year I conducted oral research project that explored how 1st generation African college students navigate between understanding their culture and the American culture, along with understanding how they balance the two within their prospective lives. This summer I will be traveling abroad to Tanzania with Pitt. My plans for after graduation will be a post-Bach and medical school.



Katherine P. Murphy

I am from Lewisburg, PA and I will be graduating with a major in Political Science, double minors in Public Service and Africana Studies, and a certificate in African Studies. I became interested in studying Africa in my sophomore year, and joined the African Studies Program my senior year. I was drawn to study Africa because of my interest in international relations, and over my four years at Pitt the study of Africa has become central to my university experience. In the fall 2014 semester, I was able to participate in an internship with the Department of State in Kigali, Rwanda. I was able to live and work in Rwanda for 3 months. The majority of my research has focused on Eastern Africa, particularly the Horn of Africa, and the stability and security issues of the region. I hope to use my African Studies Certificate to continue my study of Africa in the future, and hope to one day work for the U.S. government in an African country.



Above: Katie Murphy delivering her graduation presentation on April 2, 2015.

Below: Spring 2015 graduating students with Dr. Macrina Lelei during graduate presentations on April 2, 2015.



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 they 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. 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 past and present. Without their interest in African Studies we would not have a program. We hope their academic experience being in the 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.



(Below): Students at a kindergarten in Tanzania during Pitt in Tanzania study abroad.

(Photo Credit- Rachael English, 2015)

