The Mission of the College of Arts & Sciences

In accordance with the mission of Howard University, the College of Arts and Sciences provides its students with an undergraduate education grounded in the quest for intellectual freedom, social justice, artistic expression and pursuit of knowledge. Ultimately, the programs of the College seek to encourage the development of critical and creative thinking in both the scholarly and artistic modes.

Solutions to human, scientific and social problems are achievable through the liberal, fine and performing arts, and the natural and social sciences. The rich variety of programs offered by the four divisions of the College reflects the diversity of society at-large.

With diverse curricula and degree programs, emphasis on synthesis of knowledge/learning and a sense of responsibility to the global community, the College of Arts and Sciences provides a haven and source of nurture to culturally diverse students of all academic pursuits.
Freshman Seminar Convenes Faculty from across the University Community to Introduce Students to Academic Inquiry

Freshman English Students Enjoy "Common" Experience

Office of the Dean Hosts Seventh Annual Undergraduate Research Symposium

Refresh Administration Information Monitor Announces Daily Events in the College

Fine Arts

A Fresh Spin on Pottery

Professor Reggie Ray Dresses-Down Broadway

Department of Music Begins Milestone Centennial Celebration

Theatre Arts Has Exciting Season

Humanities

The Division of the Humanities Explores the Significance of the Humanities in a Contemporary Age

Creative Writing Professor Featured in Washington Post Magazine

Classics Professor Teaches Leadership in Antiquity to Meet Contemporary Challenges

Sterling Allen Brown Endowed Professor Offers Students Master Classes

"Steppin' Out of The Negro Caravan" Celebrates African American History and Culture

Howard University, Afro-Hispanic Institute, and Afro-Hispanic Review: Thirty years of Pioneering Black Studies

Cross-Disciplinary Initiatives

College of Arts and Sciences Summer Study Abroad Programs Continue to Provide Students with Unique Opportunities

Summer Study Abroad in South Africa Students Reunite with South African First Lady Nompumelelo Ntuli Zuma

Tribute to Dr. James A. Donaldson

Cross-Disciplinary Initiatives

World Languages and Cultures Study Abroad: A Power-Play

"Standing Room Only": Pilot Interdisciplinary Course Touts Success

Natural Sciences

Professor Falahan Ayorinde Brings Mobile and Multi-purpose Lecture Capture Platform to Chemistry Students at Howard

Health, Human Performance, and Leisure Studies Faculty and Students Present Research in China

Department of Mathematics Holds Blackwell Memorial Conference

A Nobel Visit: The Howard Chapter of the Society of Physics Students Hosts Dr. Eric Cornell

Center for Pre-professional Education's Pre-Medical Scholar and Our Future Physician-Scientist: Gerneiva Parkinson

Health Professions Society and Pre-Dental Society Give Back to the Community

Social Sciences

Profiles of Excellence in African Studies

Making Latin America More Accessible to Howard University Students

Public History Program and School of Education Collaborate to Honor Dr. Darius L. Swann and Mrs. Vera Poe Swann

John and Eula Cleveland Endowed Chair in Afro-American Studies Named

Department of Afro-American Studies New Faculty

Afro-American Studies Scholar Elected President of Association for the Study of Classical African Civilizations

Air Force ROTC Students Excel

Army ROTC Continues Its Legacy as the Premier Program among HBCUs

Special Programs

Howard Chapter of Phi Beta Kappa Celebrates Its 59th Class

New Counselor Joins the Educational Advisory Center

Caribbean Studies Program Hosts Earl Lovelace

Honors Program’s Kyle Burton Receives the Luard Scholarship

We are pleased to present this issue of the *The Flagship*, the newsletter of the College of Arts and Sciences. From its inception, the primary purposes of the newsletter have been to provide the reader with a sampling of the wealth of achievements and honors of the students, faculty, alumni and friends/supporters, and staff of the College of Arts and Sciences; to chronicle a few of the many activities and events occurring in the four divisions of the College; and to discuss some initiatives of the College.

This has been a successful year, even though financial challenges, not unlike those confronting other institutions of higher learning, have exacted a terrible toll. We welcomed approximately nine hundred freshmen to the College last fall and immersed them into a seminar that exposed them immediately to the life of the mind through lectures by leading University thinkers, acquainted the students with certain aspects of U.S. history through visits to the African Burial Ground Memorial in New York City, and introduced them to research. We also welcomed new faculty members in the departments of Biology and Afro-American Studies.

One hundred and twelve undergraduate students presented their research findings at the College of Arts and Sciences Undergraduate Research Symposium. During the year, some of our students have also presented research papers at conferences and professional meetings: National Association of Mathematicians, American Mathematical Society, and the David H. Blackwell Memorial Conference. These student researchers were mentored by members of the College’s outstanding faculty.

This spring the College will graduate approximately five hundred and twenty-five young men and women. Mr. Brandon Harris, a political science major and president of the Howard University Students Association, and Mr. Brandon Cahwe, also a political science major and outgoing executive president of the Arts and Sciences Student Council, are among these graduates.

During the year several faculty members received distinguished honors: Dr. Winston Anderson (BS ’62; MS ’63), professor of biology and one of thirteen Howard Hughes Medical Institute Professors in the nation, received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring from President Barack Obama. Dr. Karen Walwyn, associate professor of music, received a Mellon-HBCU Faculty Fellowship at the John Hope Franklin Humanities Institute at Duke University. Dr. Krista Johnson, assistant professor of African Studies, was awarded a Fulbright Scholarship to conduct research in Botswana. Dr. Mario Beatty, associate professor of Afro-American Studies, was elected International President and Dr. Greg Carr, associate professor and chair of the Department of Afro-American Studies, was elected International 1st Vice President of the Association for the Study of Classical African Civilizations. Dr. Dana A. Williams (MA ’95; PhD ’98), professor of African American Literature and Chair of the Department of English, ascended to the position of Program Chair and Vice President of the College Language Association, and Dr. Clément Akassi, assistant professor of Spanish and French in the Department of World Languages and Cultures, was elected as the organization’s Foreign Language representative.

We want to thank our alumni, friends, and supporters, whose financial contributions assisted our students directly in the form of scholarship aid and in providing increased opportunities for exceptional educational experiences: distinguished lecture series, conferences, forums, invited addresses, study and travel abroad, and the like. Without your generosity, many deserving students would have had their education at Howard University delayed.

On a personal note, I shall be leaving the Office of the Dean – not Howard University – on June 30, 2012. The leadership of College will be placed in able and thoughtful hands of my colleague and friend Dr. Segun Gbadegesin, Professor of Philosophy and presently Associate Dean of the College. I urge you to join me in supporting him in his new undertaking.

JAMES A. DONALDSON
Dean, College of Arts and Sciences
Students in the College of Arts and Sciences Class of 2015 had their first experience with what it means to matriculate through the University’s Flagship, as the College has come to be known, during the semester-long one credit Freshman Seminar course. In an effort to meet the College’s mission of providing students with an undergraduate education grounded in the quest for intellectual freedom, social justice, artistic expression, and pursuit of knowledge, Freshman Seminar encourages students to become engaged participants in the intellectual and cultural life of African peoples throughout the Diaspora by exploring this rich history and legacy and this tradition’s vibrant contemporary work and institutional life. Carefully planned lectures, forums, activities, and discussions throughout the semester helped students feel confident and comfortable in their new role as students at Howard and as citizens of the world.

The lecture series, which featured professors Greg Carr (Afro-American Studies), Segun Gbadegesin (Philosophy), Mario Beatty (Afro-American Studies), Richard Wright (Communications), Mark Mack (Anthropology), Alvin Thornton (Political Science), Leslie Fenwick (Education), Kim Worthy (Howard University Middle School of Mathematics and Science), and Dana A. Williams (English), helped students to answer the seminar’s broad research question—How have scholars across the various fields of study advanced and transformed academic knowledge related to enduring problems of the human condition?

Each lecture demonstrated how scholars in different fields have transformed knowledge by exposing students to exemplars, by revealing how and why these exemplars have achieved this transformative knowledge, and by inspiring students to pursue knowledge about other exemplars and, ultimately, to become transformative knowledge workers themselves.

Working in groups of four or five (imaginatively named to reflect Howard history—the Locke Stars, for example), students developed electronic portfolios and posted blog entries weekly about the lectures and about their attendance at learning communities related to the seminar. One such activity involved a trip to the New York African Burial Ground to commemorate Howard’s historic role in the preservation of the site and in developing and publishing the seven-volume report, The New York African Burial Ground: Unearthing the African Presence in Colonial New York, on the remains, which were preserved at Howard in the Cobb Biological Anthropology Laboratory housed in Douglass Hall.

In the weeks following the lectures, faculty mentors and advisors helped the groups develop multidisciplinary and interdisciplinary projects that applied the seminar’s broad research question to more specific research problems formed by each group. With the support of the Office of Residence Life, under the direction of Dean Marc Lee, group meetings were held in a variety of spaces in the residence halls, allowing students to experience the living-learning community model that promotes learning within and beyond the traditional classroom. Students presented their research during the final three weeks of the course.

In one of her blog entries for the course, Cheynere Best, wrote that all of the lectures were “insightful and thought-provoking” and that they brought a “fresh perspective to the topics.” Chinwendu Amushie, a member of the group that dubbed itself “QuadDrewPLETS,” noted that she really appreciated Freshman Seminar: “To be a part of the best and brightest of Howard takes hard work and dedication.” Each lecturer, as a representative thinker of Howard, revealed motivation and dedication that inspired her and her peers “to go above and beyond their models of excellence.”
The seminar included lectures on the following broad topics:

Learning, Wisdom, and The African World Experience
Fruitful learning experiences involve more than the acquisition of academic knowledge. They facilitate the gaining of wisdom, helping to build an enduring capacity to apply learning to meet communal challenges. This lecture examined the contribution to global traditions and innovations in teaching and learning from the classical, medieval and contemporary African experience.

“Omoluabi:” Self Actualization and Communal Responsibility
Success in acquiring true learning requires a certain kind of personality. From an African cultural perspective, Omoluabi is the essence of the human person, a wellspring of good character, exemplified by an understanding of the self and its responsibilities to the community. This lecture analyzed the concept of Omoluabi and its relevance in the project of useful learning.

Abandonment and Dismemberment: “Something Torn and New”
Forced separation from their ancestral homelands due to enslavement threatened to dismember Africans, physically, emotionally and spiritually. These Africans—faced with deep trauma and accompanying feelings of abandonment in the unfamiliar, alien, and hostile colonial worlds of the Western Hemisphere—maintained and created memories, traditions, and communities from the rich and complex cultures of the African worlds they brought across the ocean. This lecture examined the trauma of enslavement and how Africans created, preserved, and extended their humanity as the foundation for the contemporary African world experience and the perpetual human quest for a better society.

Practices of Freedom and Justice: The Black Diaspora
The tradition of learning for service to the community and the world is rooted in the experience of the people of African descent, both on the home continent and in its vast Diaspora. The pursuit of freedom and justice has been a rallying cry of the educated in this oldest of traditions. This lecture identified and analyzed the works of representative thinkers in this regard.

“The Eloquence of the Scribes”: Initiation, Expectations, and Mastery—Continuing the Legacy of Howard University
Generations of students and faculty have walked the paths, halls, classrooms, and laboratories of Howard University in pursuit of the mastery necessary to fulfill the institution’s mission to develop learning and wisdom to build the good society. They were initiated into the tradition of lifelong pursuit of learning for service to the local and global community. Current students in the Freshman Seminar course are heirs to this glorious tradition. This lecture aimed at initiating them into a full awareness of this tradition, reminding them of the high expectations of this institution, their ancestors, and future generations that they continue the legacy.

Practices of Freedom and Justice: A Charge to Keep
At the core of the ideas of wisdom, community responsibility, learning, and service is the expectation that those who have mastered and served must pass their wisdom and experience on to the next generation. This lecture highlighted the examples of women and men who, through their contribution to all forms of human knowledge, have kept the charge of modeling good character while laboring to build the beloved community.

Research and Methodology: Inscription as Liberating Practice
One of the goals of the course was “to encourage every entering freshman to pursue a lifetime of independent discovery, including the appreciation of the importance of research.” Indeed, once the commitment to academic excellence is successfully cultivated, it becomes clear that there is nothing as intellectually liberating as conducting research with integrity. This lecture introduced students to the nuts and bolts of research.
Howard students in the Class of 2015, regardless of school or college, have at least one thing in common—they all read the 2011 Freshman English Common Text *The Warmth of Other Suns* by Howard alumna Isabel Wilkerson (BA ’83). This year marked the ninth year of the Common Text Project and the second year for the Common Text Conference.

In addition to in-class work centered around the text, this year the Common Text Project included several learning community activities open to all students. Early in the semester, students had the opportunity to hear a lecture on the Jacob Lawrence Migration Series from Paul Ruther, Director of Teacher Programs at the Phillips Collection (which houses the odd numbers of the Lawrence series in its permanent collection), and Dr. Gwen Everett, Chair of the Department of Art here at Howard. Students also viewed the series when they visited the Phillips Collection.

C. Brian Williams (BBA ’91), and co-founder of StepAfrika! Dance company, discussed and showed video footage of the company’s recent tour inspired by Lawrence’s paintings. (Company dancers were required to read Willkerson’s text.) Other students visited the National Archives and received instruction in genealogical research.

Another successful learning community activity involved visits to the African American Civil War Museum. Museum curator Hari Jones offered students vivid stories of the often under-told (or untold) roles of African American Civil War heroes. He also helped students to understand the relation of the war to the Great Migration.

One of the most anticipated events was the author’s visit to Cramton Auditorium on November 14th. Speaking to a packed house at Cramton, Ms. Wilkerson shared with students her experience of conducting research for the book and the considerations that informed the book’s narrative structure.

The Common Text Conference, which was held on November 16th and 17th in the Blackburn Center Auditorium, showcased the work of 150 students, each of whom presented original research inspired by Wilkerson’s text. More than 200 students submitted essays for the essay contest.

**Notable essayists**

Notable essayists were Jarrad Washington, Khari Brooks-Maye, and Leighton Watson.

**Multimedia presentation category**

First place in the multimedia presentation category went to Taylar Lewis, Raven Taylor, and Ellington Barron for their movie recreation of scenes from the book.

**Oral presentation category**

First place in the oral presentation category went to Jamé Jackson. Derrick Spencer, Angel Gardener, and Mariah Black-Watson tied for second place.
One hundred and twelve students were selected to present their research at the seventh annual Undergraduate Research Symposium, held on Monday, April 2 in the Blackburn Center. Concurrent sessions of paper presentations and a single session of poster presentations allowed the students to share their research with the University community.

Students at all levels and across all disciplines were invited to submit abstracts in the areas of Fine Arts, Humanities, Social Sciences, Natural Sciences, or Interdisciplinary Studies. Students who were successful in having their abstracts accepted clearly articulated their research topics, offered summary commentary about the problem they were trying to solve or the phenomenon they were trying to explain and about the existing scholarship on their research topic, identified probable conclusions, and suggested the impact of their research on advancing knowledge production. Students were also paired with faculty mentors, who helped them develop their research and ensured the integrity of their presentations.

This year, topics ranged from “The Effect of Calcium on Geopolymerization” (Breannuah Bloomer) to “Double Consciousness as Moral Revolution: Tackling Racism and Stereotypes in Americans” (Christian Mallet) to “Mathematical Model of the Intercellular Biological Process of the Influenza A Virus” (Jasmine Hopkins).

First, second, and third place awards ($1,000, $750, and $500 respectively) were given to winners in each category (Fine Arts, Humanities, Social Sciences, Natural Sciences, and Interdisciplinary Studies) for their oral presentations, and three awards (first, second, and third place) were given for poster presentations.
A Fresh Spin on Pottery

Professor Winnie Owens-Hart of the Department of Art was recently in residency at the Fleisher Art Memorial in Philadelphia. During her tenure there, Professor Owens-Hart premiered a documentary film, “The Traditional Potters of Ghana: The Women of Kuli,” and led a workshop entitled “Pots in America: The Transcontinental Passing of an Ancient Tradition.” The film features the small pottery village in the Volta region of Ghana and potteries in Vuma, Ghana. Previously, Professor Owens-Hart has documented over eight different pottery villages, including those in Zaare, Ghana. Her documentary, along with her work in general, is a critical intervention in research on pottery villages. Historically, that research has tended to describe the work from these villages as “female and primitive.” Owens-Hart attributes these descriptors to the untrained Western eyes of non-ceramicists. Through her work in ceramics, Professor Owens-Hart hopes to expose students of ceramics to a host of different techniques used in Sub-Saharan Africa and to provide a link to ancestral pottery practices. Her workshop aimed to accomplish this task by providing students with numerous techniques not found in Western pottery-making traditions as a way to highlight the rich and highly-skilled tradition of the Ghanaian pottery villages and the culture out of which it emerges.

Professor Reggie Ray Dresses-Down Broadway

Theatre Arts faculty member, Professor Reginald Ray, served as the Costume Designer of the Broadway production of Lydia Diamond’s “Stick Fly.” The production, which starred Dule Hill, Mekhi Phifer, Ruben Santiago-Hudson, Tracy Thoms, Condola Rashad, and Rosie Benton, was produced by Alicia Keys and directed by Kenny Leon. After premiering December 8, 2011, the show had an extended run of 92 performances before closing on February 26, 2012, at the Cort Theatre. While Ray enjoys designing costumes for professional productions, his real passion is teaching Howard students how the world of theatre relates to the world at large: “I demand that my students realize the structure of the global society in which we live in order to create and redefine what we know as artistic values today.” Ray emphasizes research and setting personal goals to discover how his students, as artists, can sustain and manage the importance of ever-evolving creative artistic visions.
The 2011-12 school year has been quite a success for the Howard University Department of Music. In preparing for its Centennial Celebration in Fall 2013, the department has continued its tradition of excellence in the present academic year with its inaugural concert event to commemorate the upcoming centennial. The inaugural gala on February 26 featured masterworks from the 19th century as performed by faculty of the Department of Music. The department continued its contribution to the academic community by hosting the 2012 “Theory and Composition Symposium” March 26-30. The symposium featured several lectures on a range of topics and evening recitals showcasing a variety of musical genres.

The Department of Music is proud to recognize a host of achievements from alumni, students, and faculty. In the Fall of 2011, the alumni ensemble Afro Blue was a finalist on the primetime NBC program The Sing-Off. The group won two Wammie awards from the Washington Area Music Association for “Best Acapella Group” and “Best Video” for their song “Nature Boy.” Afro Blue also received a Spotlight Award from the association for bringing positive national attention to Washington, DC. The department congratulates graduating senior Rose Boomsma for receiving a Eugene V. Cota-Robles Fellowship to obtain a Ph.D. in Ethnomusicology at UCLA beginning in the 2012-13 academic year. Faculty member Dr. Karen Walwyn was a 2011-12 recipient of the Mellon-HBCU Faculty Fellowship at the John Hope Franklin Humanities Institute at Duke University, which promotes a year-long residency for faculty research.

In the spring of 2012, the department gave special recognition to Charlotte Holloman, a former opera singer and Coordinator of the Vocal Program at Howard, on her 90th birthday. Holloman also received a commendation from President Barack and first-lady Michelle Obama for her extraordinary career. Additionally, Mayor Vincent Gray recognized Holloman, designating March 24th as “Charlotte Holloman Day.”

The Department of Music was also pleased to host its 5th Annual Jazz Week Celebration April 9-15, 2012, as part of Jazz Appreciation Month.
The Department of Theatre Arts offered theatre lovers an extraordinary performance season—producing on the main-stage “Miss Evers’ Boys” and “Passing Strange” and “for colored girls” and “Our Lady of 121st Street” in the Environmental Theatre Space. The Spring Dance Concert, “Body Voice: Equilibrium,” featuring all new pieces, closed the season. Audiences at each show were awed by students’ and guest artists’ performances.

The building of an artistic season is based on a philosophical goal of pushing social or political issues to the forefront of debates and on the idea that theatre arts can be used to promote the possibilities of ideological change. This year, the faculty and staff continued its focus on challenging the students with intense immersive experiences.
The Division of the Humanities Explores the Significance of the Humanities in a Contemporary Age

On April 20, 2011, the Collaborative Research Committee of the Humanities Division sponsored the first in a series of panel discussions built around the theme, “Moral Traditions and Moral Revolution in Ethics, Aesthetics and Science.” Held on October 4 and November 9 respectively, these symposia took as their point of departure Kwame Anthony Appiah’s work, The Honor Code: How Moral Revolutions Happen. They engendered stimulating discussion and the exchange of intellectually provocative ideas regarding enigmas in science, engineering, politics and aesthetics. Exploring diverse approaches to defining concepts of morality in various traditions, the Collaborative Research Project resulted in a grant proposal that has been submitted to the National Endowment for the Humanities. Additionally, it led to the adoption of Appiah’s monograph as the 2012 Humanities Division Common Text.

Hosted annually by the departments of Classics, English, Philosophy, and World Languages and Cultures (the departments that form the Humanities Division), the Humanities Division Common Text project seeks to highlight the significance of humanities themes across disciplines. What can we learn about morality by exploring moral revolutions? What causes moral progress? These questions are at the core of this year’s selection, Appiah’s Honor Code. The activities for the project culminated on April 12 and featured a keynote address by Appiah on “The Humanities: An Education for Freedom” and student presentations on The Honor Code.

Creative Writing Professor Featured in Washington Post Magazine

Creative Writing and Freshman English professor Patricia Elam was featured in the January 15 issue of the Washington Post Magazine. Professor Elam, known around campus for her inimitable style, enlightened readers about how she blends her academic training—she holds an MFA and a law degree—with her passion—bringing imagination to life. Her creativity is evidenced not just in her fiction; she literally wears it. In the article, aptly titled “Jurist Prudence,” Professor Elam explores how she was turned off by the strict dress code courtroom lawyers must adhere to and how a career in fashion law just might lure her back to court.
Assistant Professor of Classics

Norman Sandridge has taken to heart the promotion of the idea (and ideals) of leadership here at Howard. He has initiated a course on “Leadership in Antiquity” that compels students to offer modern comparisons of leadership based on the qualities studied from ancient sources and to conduct interviews with individuals they deem to be leaders in some capacity.

Professor Sandridge’s pedagogy and his scholarship go hand-in-hand. His new book, *Loving Humanity, Learning, and Being Honored: The Foundations of Leadership in Xenophon’s Education of Cyrus*, forthcoming from Harvard University Press, is about the Athenian Xenophon’s biography of the legendary Persian king, Cyrus the Great, and the traits that distinguished him as a great leader of men: a soul that was most loving of humanity, of learning, and of being honored. Properly understood, however, these traits are invested with meaning from several contexts across time: the portrait of Cyrus resonates with distant Persian folklore but also challenges the contemporary conception of Plato’s Philosopher King. Xenophon’s text would go on to charm leaders and theorists from Scipio Africanus to Machiavelli to Thomas Jefferson.

Perhaps of greater significance is that this book seems to be the exposition of a grand, unified theory of leadership centered on Cyrus’s three superlative traits that form the foundation of other important traits like industriousness, justice, and piety. Moreover, this theory of leadership carefully addresses many problems of kingship, generalship, statesmanship, and estate management that were familiar to Xenophon’s fourth-century Athenian contemporaries. The lessons of this exposition and analysis of leadership are timeless and applicable on many levels even today.

Professor Sandridge is also developing a multimedia, collaborative, international, and intergenerational commentary to Xenophon’s *Education of Cyrus* (www.cyropedia.org). Beginning this fall, this commentary, replete with pictures, instructional videos, and other supporting documents, will be available to students at the very beginnings of their study of ancient Greek, and it will enable students of all ages, including the most advanced professors, to work together in the same place on questions of leadership, story-telling, and cross-cultural (ancient Greek and ancient Iranian) interaction.

---

**Sterling Allen Brown Endowed Professor Offers Students Master Classes**

With the support of a Challenge Grant from the National Endowment for the Humanities, the Department of English, in collaboration with the Humanities Division and the Department of Theatre Arts, continued to build on efforts to endow a Chair in the name of former Howard professor Sterling A. Brown. The Challenge Grant, which awarded the department $500,000 over five years, with a 2:1 matching commitment for support from the College and the University, enabled the department to inaugurate a professorship in anticipation of the Endowed Chair.

Dr. Eleanor W. Traylor, whose efforts have undergirded the initiative from its inception, was named the inaugural Sterling A. Brown Professor in English and the Humanities for the 2011-2012 academic year. In this capacity, Dr. Traylor organized a faculty seminar in the Fall and a student seminar in the Spring.

The faculty seminar, which was held bi-monthly from September to December, encouraged conversations on the theme “The Changing Face of US Politics.” Seminar participants included Drs. Bobby Austin (Sociology), Jean Bailey (Education), Greg Carr (Afro-American Studies), James A. Donaldson (Mathematics), Cain Hope Felder (Divinity), Daryl Harris (Political Science), Sylvia Hill (Administration of Justice), Lorenzo Morris (Political Science), Doug Taylor (English), and Dana A. Williams (English). Topics ranged from “The Framing Terms of US Politics” to “The Economy of Democracy: Toward a Truer Self” and used participants’ multidisciplinary perspectives to enliven the conversation.

The student seminar, structured as an *atelier*, in preparation for the April
20th production of "Steppin' Out of the Negro Caravan," offered students enrolled in an African American Literature undergraduate course a glimpse at how creative artists make meaning and interpret culture through a series of master classes offered by Paula Whetsel-Ribeau, Bernice Johnson Reagon (Ph.D. ’75), Myra Outlaw, Phylicia Rashad (BFA ’70), Avery Brooks, Debbie Allen (BFA ’71), George Faison, and Reggie Ray, among others.

The year of activities concluded with a multi-media production that brought to life key moments anthologized in Sterling A. Brown, Arthur P. Davis and Ulysses G. Lee's The Negro Caravan (1941), a seminal text in African American Literature. From Harriet Tubman to John Mercer Langston to Brown's "Strong Men," important figures in African American history and culture took center stage through performances by Debbie Allen, Lynda Gravatt, Avery Brooks, and Joseph Coleman. Current Theatre Arts students and faculty played crucial supporting roles as members of the ensemble, the dance troupe, and the band and as members of the staff supporting the year’s activities.

“Steppin' Out of The Negro Caravan” Celebrates African American History and Culture

Compiled by Eleanor W. Traylor, the 2011-12 Sterling A. Brown Professor of English and the Humanities, and directed by legendary dancer, choreographer, and director George Faison, "Steppin' Out of The Negro Caravan" debuted on Friday, April 20 in Ira Aldridge Theater under the artistic direction of Professor Denise Saunders-Thompson.

The multimedia production, which was inspired by Sterling A. Brown, Arthur P. Davis, and Ulysses G. Lee’s landmark anthology The Negro Caravan (1941), brought to life key texts from this anthology and starred Avery Brooks as the Griot and Sterling A. Brown, Debbie Allen (BFA ’71) as Harriet Tubman, Linda Gravatt (BFA ’71) as Langston Hughes’s “Madam,” and Joe Coleman as A. Philip Randolph. Joining the cast, too, were Howard professors Valerie Kehembe Eichelberger, Kim Bey, Calvin McClinton, and Toni Lombre, and students from the Department of Theatre Arts. Professors Darius Smith and Reggie Ray served as Musical Director and Costumes Designer for the sold-out production.

"Steppin' Out of The Negro Caravan," by its textual content, was conceived as a source for the evolutionary study of the critical issues of American social, economic, political, and aesthetic identity. Indeed, the journey of thought that the contemporary rendering of The Negro Caravan as a multimedia production implies arrived at a millennial moment when the face of American politics, whether viewed through the lens of an autopsy laboratory or through the re-constructive lens of cosmetology or those of archeological re-assembly, is changing. The challenge for scholarship and contextual creativity, "Steppin' Out of The Negro Caravan" affirmed, is re-imagination.

As one such re-imagination, the production itself was a confluence of voices and persistence of gestures uttering and signing the continued struggle and triumph, frustration, and re-determination of a people overcoming horror and seeking life, liberty, dignity, and values “overlaid and blessed with truth and love and peace.” The combined talents of the departments of Theatre, Music, Dance, English, Afro-American Studies, and the Chapel Choir (under the direction of Ned Lewis) and the spirit of collaboration with which the production was imagined ensured its success.

While the production was for one night only, a cine-poetic dvd that combines scenes from the production and behind-the-scenes footage from the master classes that were developed in preparation for the production will be available in the Fall.
On February 9, 2012, the Department of World Languages and Cultures sponsored a roundtable, “Afro-Hispanic Institute and Afro-Hispanic Review: 30 Years of Pioneering Black Studies” to commemorate the genesis of the Afro-Hispanic Review. The event honored several Afro-Hispanic Review scholars who represent the founding members. Dr. Ian Smart served as the keynote speaker, and Drs. Annette Ivory Dunzo, Shirley Jackson, James J. Davis, Clément Akassi offered remarks as well.

One of the first journals to fill a void in Hispanic Studies, Afro-Hispanic Review was established by visionary scholars at Howard 30 years ago. This leading journal continues to receive recognition as one of the major instruments in the “evolution of Afro-Hispanic scholarship” and publishes studies pertaining to the “literature, history, and culture of the African presence in the Hispanic world.”

A top ranked peer-reviewed journal, with an international focus on African and African Diasporan research, the Afro-Hispanic Review first appeared in 1982 under the leadership of members of the Department of Romance Languages at Howard University (currently Department of World Languages and Cultures). The late Dr. Stanley Cyrus initiated the journal’s establishment and served as its first editor in partnership with Dr. Ian Smart, its first managing editor. The journal’s beginnings included a stellar list of more than 20 national and international scholar/founders who supported this project philosophically and monetarily as a publication of the new academic press, the Afro-Hispanic Institute, based in Washington, DC. The Department of Romance Languages, along with the Afro-Hispanic Review, uniquely pioneered the dissemination of information on writings by and about Hispanic authors of African descent.

As early as 1936, Dr. Valaurez B. Spratlin, former chair of the Department of Romance Languages, heralded blacks in Spain through the study of the sixteenth-century poet Juan Latino, one of the first Africans to publish in a European language. Continuing this dominance, in the late 1970s the Department of Romance Languages established a Ph.D. program with a concentration in Afro-Hispanic and Afro-French Studies under the leadership of scholar-activists Drs. Martha Cobb (Comparative Spanish/French/English Studies) and Miriam Willis (Spanish and Latin American studies), both former chairs of the Department of Romance Languages.

In 1986, the Afro-Hispanic Review became an official publication of the University of Missouri-Columbia where Dr. Marvin Lewis served as editor for 20 years, and recently in 2005, the journal moved to Vanderbilt University, where it is currently supported by the Department of Spanish and Portuguese in collaboration with the Bishop Joseph Johnson Black Cultural Center and Dr. William Luis, editor. The journal follows its original mission and is described as a multilingual publication that “welcomes interdisciplinary work, book reviews, translations, creative writings and relevant developments as they relate to Afro-Hispanic experience.”

The founding members continue their involvement with this prestigious journal; Drs. Ian Smart, James J. Davis, Annette Ivory Dunzo and Shirley Jackson also serve on its Editorial Board. To learn more about Afro-Hispanic Review, visit www.afrohispanicreview.com.
Each summer, the College provides students an opportunity to study abroad in a range of countries. Using two different models—one where Howard faculty teach courses at a university or institution abroad and another where Howard faculty accompany students who study with faculty at a partner school or institution—the College’s Summer Study Abroad Program continues to grow, and more and more students are taking advantage of this unique opportunity. Students benefit immensely from such experiences, and their college experience is enhanced greatly by the interactions they have with peers from other cultures and different backgrounds. The study abroad programs also provide opportunities for Howard to build on and to expand existing relationships with other universities that share a mission of empowering students through cultural and historical awareness.

In 2011, students were accompanied by faculty to Spain, Dominican Republic, Italy, Jamaica, Germany, Kenya, Ghana, and South Africa. In 2012, students will travel to Greece, Nigeria, Belize, and Kenya.

Summer Study Abroad in South Africa
Students Reunite with South African First Lady Nompumelelo Ntuli Zuma

When Nompumelelo Ntuli Zuma, First Lady of South Africa, visited Howard in 2009, she casually remarked to students that they should be sure to stay in touch and to let her know if they ever visited her homeland. So, when the Summer Abroad in South Africa students arrived in Johannesburg last summer, the first lady invited the group to the state house in Pretoria, where she and President Jacob Zuma hosted the students. While meeting the President was certainly a signal moment of the program, students were also gratified by the daily class sessions (facilitated by Drs. Greg Carr and Dana A. Williams), by the cultural immersion experiences (with University of Capetown and University of Johannesburg students and at places like the South African Parliament, the Hector Pieterson Museum, and Robben Island), and by the research activities (in class and at the Mayibuye Archive and the Iziko South African Museums) the Summer Study Abroad in South Africa program afforded them. Each student presented his or her research project at the end of the program—Hainston presented an extended version of his project at this year’s annual Undergraduate Research Symposium, and Duverce continues to develop her project as a McNair Scholar.

Summer Abroad in South Africa
Student Research Projects


Macy Freeman: “Xenophobia in Contemporary South Africa”


Toria Simpson and Imani Hampton: “Post-Apartheid Achievement Gaps in South Africa”

Jevon Potts: “Narrating Rememories in Post-Apartheid South African Identity”

Samantha Obuobi and Brenda Duverce: “HIV/AIDS Stigma and Political Influences in South Africa”

Ionnine McNeil: “The Land of the People: An Effective Means of Native Land Restoration in Post-Apartheid South Africa”

LEFT: Summer Abroad in South Africa students at South African State House with President Jacob Zuma and First Lady Nompumelelo Ntuli Zuma

OPPOSITE: President Sidney A. Ribeau and First Lady Nompumelelo Ntuli Zuma in November 2009
As the University’s oldest and largest academic unit, the College of Arts and Sciences has long committed itself to upholding the University’s mission and its core values with an unparalleled resolve and with a limitless bounty of distinguished gifts. Its Dean, then, is the Captain of the Flagship, the finest among the fleet of schools and colleges that constitute Howard. On November 1, 1999, Dr. James A. Donaldson became Dean of the College of Arts and Sciences, and under his able leadership for the last twelve years, the College has stayed the course as the intellectual heart of the University.

Dean Donaldson joined the faculty at Howard for the first time in 1965, staying only a year, before joining the faculty permanently in 1971 as a professor in the Department of Mathematics. He served as Chairman of the department from 1972-1990 and played an integral role in its development of its Ph.D. program in Mathematics, the first and only doctoral program at a Historically Black College and University (HBCU).

Howard’s history with African American mathematicians is a storied one indeed. Kelly Miller (MA 1901; LLD 1903), who completed graduate studies in mathematics at Johns Hopkins and at Howard, was appointed Professor of Mathematics in 1890, and Elbert Frank Cox and Dudley W. Woodard, the first and second African Americans to earn Ph.D.s in Mathematics, were members of the faculty. Under their leadership, Howard began to develop a small cadre of African American faculty in the field. Dr. David H. Blackwell, perhaps the most famous African American mathematician, and Dr. George H. Butcher, who had earned the Bachelor of Science and the Master of Arts degrees from Howard in 1941 and 1943 respectively...
before earning the Ph.D. from the University of Pennsylvania in 1951, were among these faculty. It was Dr. Butcher, in fact, who hired Dean Donaldson, who was thought to be “one of the best African American research mathematicians.”

Like Miller, who became Dean of the College of Arts and Sciences in 1907, Dean Donaldson ushered in growth in the College—overseeing the modernization of the curriculum, expanding it special programs, developing new initiatives to support faculty and students’ pursuit of excellence, fortifying relationships with alumni, and increasing donor activity among friends of the College and the University community.

Among the many initiatives introduced through the College and completed during Dean Donaldson’s tenure are the publication of the seven-volume report on the New York African Burial Ground project, the development of more than ten summer study abroad programs, the unanimously approved (by students) assessment of a Study Abroad fee to support international travel and global programming within the University, the re-imagining of the Freshman Seminar program, the launching and expansion of the Undergraduate Research Symposium, and the presentation of highlighted activities of the College in The Flagship newsletter.

In the tradition of deans of the College of Arts and Sciences, Dean Donaldson will return to the classroom after a triumphant tenure as Captain of the Flagship. We salute his service to the University as Dean of the College of Arts and Sciences.
World Languages and Cultures
Study Abroad: A Power-Play

Before the New Millennium, faculty and student calls for department-sponsored study-abroad programs in languages and cultures spilled out of the proverbial “suggestion box.” Now, eleven years into the New Millennium, six such programs in Spanish, Swahili, French, and German are well beyond the drawing board stage.

Study-abroad figures prominently in the re-engineering of the Department of World Languages and Cultures (DWLC) and ensue from the department’s adopted mandate to “provide students with language and culture tools necessary to effectively navigate in an inter-connected world.” DWLC prospects have benefited from a broad array of national and international initiatives in international education that are viewed as part and parcel of international development, such as the United Nation’s Millennium Development Goals (2000), UNESCO’s “Education for All” project (2007), the United States National Security Education Program, under which sailed the Language Flagship Program, and the United States Department of State and Department of Education joint sponsorship of International Education Week to promote international education and global exchange. The 2012 celebration takes place November 12-16, while the 2013 celebration will be held November 18-22.

At too many American universities, an imbalance in language options exists and becomes more exaggerated with the close of each academic year. The forced exodus of yet another course of study serves to widen the wobble. Howard University, however, is in no way typical with complete course sequences in thirteen languages of the Americas, Europe, Africa, and Asia, and an expanding study-abroad program. Looking to continued growth and expansion of its program and to the development of appropriate facilities, the DWLC is encouraged by the mantra “if we build it, space will come.”

Under the leadership of Dr. James J. Davis, the Department has established Memoranda of Understanding with participating international universities and institutes. Since 2006, the Department has supported several study-abroad experiences for individual students who completed weeks of intensive studies in a critical or less-commonly-taught language in Russia, Korea, China, and Saudi Arabia.

Davis created the first fully operant study-abroad program in the Dominican Republic in partnership with Department of Spanish as a Second Language of the Pontificia Universidad Católica Madre y Maestra in Santo Domingo. So far, eighteen students have participated. At the same time that the Dominican Republic program was being created, agreements were being codified with the Modern Language School of the Universitat Autònoma de Barcelona in Spain.

Organized by Dr. Mercedes Tibbits and professor Esther Kahn, both natives of Barcelona, the program is entering its fourth successful year. Other programs are the Spanish Language and Tourism course at the Universidad del Mar in Oaxaca, Mexico, coordinated by Howard alumnus and professor Walter Hosey; the community-based Kiswahili immersion program at the Pwani University College and the Research Institute of Swahili Studies of East Africa in Kilifi, Kenya, coordinated by master teacher Mkamburi Lyabaya; and “Français et Théâtre,” an intensive French-as-a-second language program at the Université d’Avignon in France, coordinated by Dr. Jean-Jacques Taty. German language students have completed four-week programs in intensive language studies since 2009. The decision has yet to be made as to where to house the German language program coordinated by Dr. Cerue Diggs—in Bamberg, Germany, at the Otto-Friedrich University, or in Hamburg or Freiburg, Germany, at the Goethe Institute.

Language study abroad is the ultimate learning experience, possibly even before simply living abroad.
“Thinking outside the box” is the best way to describe what went on during a typical fifty-minute class session for the popular Spring 2012 course titled “Standing in My Grandfather’s Shoes,” an interdisciplinary course inspired by the plays of August Wilson. As a pilot course, it drew praise from its full roster of students and from its series of faculty participants alike. Jointly designed by English department professor and August Wilson scholar, Dr. Sandra G. Shannon, and professor Kim Bey, Chair of the Theatre Arts Department, this experiment in interdisciplinary teaching, learning, and research in the undergraduate classroom caught the attention of Howard students looking for a challenge. The team-taught course is the brainchild of the August Wilson Society, a faculty learning community founded at Howard in 2006 by a group of professors from across multiple disciplines that include African Studies, English, Philosophy, Theatre Arts, Psychology, Music, History, and Afro-American Studies. Members of this organization hold in common a desire to commemorate the life and legacy of one of America’s greatest playwrights: August Wilson.

A perfect opportunity to honor and preserve the legacy of this major African American playwright presented itself in the form of a Summer 2011 initiative funded by the Andrew Mellon Foundation to augment Interdisciplinary Undergraduate Research at Howard. The course offered a rigorous study of themes that emerge from Wilson’s Pittsburgh Cycle: (1) African Systems of Thought; (2) Impact and Implications of the Middle Passage; (3) The Great Migration: Mistake or Destiny (4) The Psychology of Slavery; and (5) Cultural Capital, Cultural Claims, and Cultural Commodification during the Harlem Renaissance. Each unit was taught by faculty members from a broad spectrum of disciplines who applied a different disciplinary lens to Wilson’s ten-play cycle in highlighting both triumphs and tragedies of African American life from 1904 to 1997. Contributing instructors included Drs. Terri Adams-Fuller (Anthropology), Greg Carr (Afro-American Studies), Jules Harrell (Psychology), Elizabeth Clark-Lewis (History), Anthony Randolph (Music) Sandra G. Shannon (English), Dana A. Williams (English), and professors Kim Bey (Theatre Arts) and Joe Selmon (Theatre Arts). This course also included embedded librarian Celia Daniel, who attended class lectures and engaged in direct, purposeful interaction with the students. She offered customized information along with consultation and research assistance throughout the semester.

When asked their candid assessment of “Standing in My Grandfather’s Shoes,” students offered uniformly positive verbal and written responses: “Divergent from the typical lecture based course,” they observed, this course created “an intellectual space filled with riveting discussion and exploration.”
Professor Folahan Ayorinde uniquely engages his Organic Chemistry students in and out of class by using a mobile and multipurpose lecture capture system known as Blackboard Collaborate (formerly Elluminate Live).

Lecture capture records classroom-based activities and makes the lectures available electronically (via multimedia digital webcasts such as WMV, MP4, and Java) to students at their convenience by posting the lectures on his Blackboard course management website. What is unique about Professor Ayorinde’s initiative is that he carries the complete lecture-capture system in his briefcase to any room to deliver his lectures; most lecture-capture systems require dedicated multimedia rooms. The Blackboard Collaborate software enables Professor Ayorinde to provide virtual office hours to students, to give problem-solving sessions in the evening, and to perform online recitations prior in-class examinations.

As Professor Ayorinde and his students have come to know first-hand, there are many benefits to digital learning—schedule flexibility, availability during nontraditional times, and course content to students on demand are high among these benefits.

To complement his approach, Professor Ayorinde uses SurveyMonkey to collect responses of students’ perception of the impact of his blended innovation to teaching and learning. He believes this is a scholarly activity for which faculty should be appropriately incentivized. According to his Fall 2011 survey, 84.9% of the 53 respondents would like to see similar digital content made available in all courses at Howard.

Similarly, 77.3% of the students responding strongly-agree or agree that recorded webcasts from online sessions increased their understanding of the material in the course. And 52.9% of the students agreed that the availability of lecture webcasts helped to improve their educational experience, while 49.0% of the students agreed that the lecture webcasts help students earn higher grades on exams. Unsurprisingly, 77.4% of students would highly recommend Professor Ayorinde to other students for the same course, with the same instructional and technological tools.
Health, Human Performance, and Leisure Studies Faculty and Students Present Research in China

Furthering the University’s global aspirations, faculty and students from the Department of Health, Human Performance, and Leisure Studies represented Howard at the Fifth Asia-Pacific Conference on Exercise and Sports Science (APCESS 2011) in Shanghai, China. Department Chairperson Dr. Doris Corbett delivered a main address entitled: "Reclaiming in Sport the Principles of Civility and Moral Behavior."

Graduate student Robert Green presented a research paper entitled "An Analysis of African American Parental Attitudes on Competitive Youth Swimmers." And undergraduate student Amelita Woodruff presented a research paper entitled "Resetting of Pain Threshold Levels of the Molecular Input to the Central Nervous System."

---

Department of Mathematics Holds Blackwell Memorial Conference

The Department of Mathematics held the David H. Blackwell Memorial Conference from April 19-20 on the main campus. Earning his Ph.D. at the tender age of twenty-two, Dr. Blackwell was the first African American scholar to be admitted to the National Academy of Sciences.

Evidence of Dr. Blackwell’s intellectual contributions is visible in many arenas, and scholars continue to build on that knowledge base. As a mathematician and statistician, he made phenomenal contributions to probability theory, statistics, and game theory.

Dr. Blackwell joined the faculty at Howard in 1944 and served as head of the department during his tenure here. In 1954, he joined the faculty at the University of California at Berkeley, where he became the first African American tenured professor there and where he spent the rest of his career.

This two-day conference brought together leading theoretical and applied mathematicians, statisticians, and other scientists to recognize and acknowledge Dr. Blackwell’s myriad contributions to scholarship in multiple areas and disciplines, to discuss how Dr. Blackwell’s work shapes and influences the field-at-large and their respective scholarship, to explore and develop new ideas and approaches to questions arising from mathematics and statistics, and to provide a forum for a diverse group of undergraduate students, graduate students, postdoctoral fellows and junior faculty to interact and collaborate with experts in the field of mathematics and statistics.

The conference was organized by the Department of Mathematics in collaboration with the University of California at Berkeley and supported by a grant from the National Science Foundation and the Army Research Office.
A Nobel Visit:
The Howard Chapter of the Society of Physics Students Hosts Dr. Eric Cornell

The Howard University Chapter of the Society of Physics Students (SPS) proudly hosted 2001 Physics Nobel Laureate Dr. Eric Cornell on February 22-23. Throughout his visit, he participated in a variety of activities, one of which included his description of the University’s international reputation among physicists.

Dr. Cornell was awarded the 2001 Nobel Prize in Physics, along with Carl E. Wieman and Wolfgang Ketterle for Bose-Einstein Condensation. As a postdoctoral fellow, he developed a way to combine laser cooling and evaporative cooling in a magnetic trap. This would lead to the first instance of synthesizing a Bose-Einstein Condensate, a low-temperature state in which matter stops acting like independent particles and becomes a single matter wave.

Dr. Cornell delivered two lectures, the first titled “Why is Warm Glass Stickier than Cold Glass?” and the second titled “Stone Cold Science: Bose-Einstein Condensation and the Weird World of Physics a Millionth of a Degree Above Absolute Zero.”

Dr. Cornell attended the Howard University Chapter of the Society of Physics Students grand opening of the undergraduate physics lounge in Thirkield Hall and presentations of graduate student research in physics and atmospheric sciences.

Dr. Cornell’s visit was the fourth time the department has hosted Physics Nobel Laureates on their visits to Howard. The 1996 Physics Nobel Laureate, Dr. Douglas Osheroff, visited the department in November 2010, the 1997 Physics Nobel Laureate, Dr. William Phillips, visited the department in March 2010, and the 2006 Physics Nobel Laureate, Dr. John Mather, visited the department in March 2009.
When asked how the Center for Pre-professional Education helps her achieve her career goal to be a physician-scientist, Gerneiva Parkinson proudly boasted: “[T]he Center for Pre-professional Education has numerous resources that are essential to a successful pre-medical career. The guidance given by Mrs. Julie Andrist at the pre-medical advising sessions has truly been a great assistance throughout my college years at Howard University. The center offers various workshops and seminars and advises members of the Health Professions Society and the Pre-Dental Society. These experiences provided me with strong networks of future health professionals. As a result of these experiences, I am more motivated to pursue my academic and career goals.”

At the age of four, Gerneiva knew that she wanted to become a doctor. As she observed the compassion and gentleness expressed by her pediatrician, Gerneiva became inspired to become a doctor herself. After conducting medical research as part of her requirements in the College of Arts and Sciences Honors Program, she decided that she also wanted to be a medical researcher. Gerneiva has participated in various research programs during academic and summer terms to prepare her for this future career as a physician-scientist.

In 2009, she completed a summer program at Yale University School of Nursing, where she shadowed a physician in breast cancer treatment. In Summer 2010, she conducted research on biodegradable plastics at Massachusetts Institute of Technology (MIT), as part of the MIT Summer Research Program. In Summer 2011, Gerneiva spent ten weeks at the Dana Farber Cancer Institute as part of the Harvard University Stem Cell Institute Internship Program. There, she focused on the progenitor cells of the human mammary gland. Gerneiva has always been “elated and encouraged” to experience such wonderful opportunities and sees them as previews to her future career as a Clinical Researcher.

Gerneiva is currently a Senior Biology Major/Pre-Medical scholar at Howard. She was inducted into the Phi Beta Kappa Honors Society in Spring 2011. But she’s not all academic—she served as a co-president of the Health Professions Society (HPS) in 2010-2011 and has been an active member of the HPS since her freshman year. She is currently the President of the Howard University Howard Hughes Medical Institute Undergraduate Program. And she periodically volunteers at the Howard University Hospital.

Gerneiva acknowledges that she is indeed embarking on a challenging career of a physician-scientist, but she also knows that it will be rewarding and that the rigorous curriculum at Howard, coupled with the support she has received from the Center for Pre-Professional Education, have prepared her well. She has been accepted into the M.D. programs of Yale University School of Medicine, Howard University College of Medicine, Washington University in St. Louis School of Medicine, and Northwestern University Feinberg School of Medicine for the upcoming fall semester.
Health Professions Society and Pre-Dental Society Give Back to the Community

Throughout the academic year, The Center for Pre-professional Education supported the Health Professions Society (HPS) and the Pre-Dental Society (PDS) service activities. In addition to providing valuable services to the community, the societies' outreach activities exposed pre-professional students to the diverse cultures of our nation's capital, while reinforcing their commitment to serve as leaders in the community.

The September 2011 service initiative included training members in suicide prevention, in collaboration with the University's Suicide Prevention Action Group. Dr. Donna Barnes of the University Counseling Center led this two-hour training, which was reinforced by skits for students to demonstrate what they had learned. Many of HPS's members received certification in this invaluable skill.

In October, HPS joined the Alliance for Lupus Research in their annual walk to raise money for medical research to provide better treatments for and to prevent and, ultimately, to cure Systemic Lupus Erythematosus (SLE), more commonly known as Lupus—a debilitating autoimmune disease. The Society, along with hundreds of other supporters, engaged in a 3.1 mile walk in Freedom Plaza in Northwest, DC, raising thousands of dollars for Lupus medical research.

Also in October 2011, HPS and PDS partnered with the National Museum of Dentistry in their Mouth Power Family Day. This day-long festival was a part of the Museum's pledge to help fight childhood obesity. Joining First Lady Michelle Obama's national “Let’s Move! Museums and Gardens” initiative, this program seeks to provide opportunities for millions of museum and garden visitors to learn about healthy food choices and promote physical activity. HPS and PDS members led some of the interactive exhibits such as hands-on brushing and flossing, where visitors were able to explore how a healthy mouth is part of a healthy body.

In January 2012, HPS's service initiative comprised assisting the National Kidney Foundation with performing Kidney Health Risk Assessment screenings, which measure an individual's risk for developing chronic kidney disease. This screening took place at the 19th annual NBC4 Health & Fitness Expo, DC—the largest free consumer health event in the country, with over 87,000 attendees during the two-day event. This was a great opportunity for pre-medical students to learn how to perform various health screenings such as urinalysis, blood, and glucose testing. With the help of HPS students performing height and weight measurements for body mass index (BMI) calculations, welcoming people, and getting their consent for the screening, the National Kidney Foundation was able to screen nearly 1000 people for kidney disease.

In February 2012, HPS members assisted the non-profit organization, “Food For All, DC,” which strives to provide food to those who are in need. Volunteers helped pack groceries and deliver food to clients such as elderly citizens and handicapped or single mothers with young children.

In March, HPS members served as mentors for Anacostia Senior High School’s annual Girl Talk Conference entitled “Beautifully and Wonderfully Made: Mind, Body and Soul.” This all-day event aimed to empower the high school’s young ladies by providing pathways to build positive self-esteem and to enhance independent thinking through dynamic, energetic, and fun workshops and group sessions.

An essential component of service rests in the building of communities based on trust, respect, and the recognition of the capacity in others. HPS strives to form solid communities that extend beyond Howard University. By forming alliances with others dedicated to building solidarity, HPS hopes to continue to foster a newfound appreciation for understanding other cultures and methodologies. Howard's Health Professions Society and Pre-Dental Society give real meaning to the University’s motto of truth and service by building the next generation of professionals driven not by competition but by service to others.
Profiles of Excellence in African Studies

Makeda Njoroge
(BA ’12 African Studies and Honors Program)

Makeda Njoroge recently served as a fellow in the University of California at Berkeley’s Public Policy and International Affairs Summer Institute. The program is designed to introduce future leaders to public policy as well as to prepare them for a graduate degree in this field. Njoroge took classes in Quantitative Research, Economics, and Public Policy. UC Berkeley’s Public Policy program provides fellows with policy modules where guest speakers, ranging from professors to government officials, come to discuss critical issues in public policy. Njoroge, who chose to serve as a law fellow in the program, also attended law lectures in addition to the three courses and policy modules. “This fellowship was particularly meaningful to me because it helped me narrow my career goals and exposed me to many perspectives in public policy,” Njoroge noted. “I eventually want to establish my own non-profit, so the insight into the way local government works is invaluable to me. The highlight of my summer experience was the many friends I gained through this program.” This summer, Njoroge will participate in UCLA’s Summer Mentorship in the International Engaged Social Sciences program in South Africa to continue her work in the field of African Studies.

Nana Brantuo
(BA ’12 African Studies and Honors Program)

During the months of June and July, Nana Brantuo was one of ten Schomburg-Mellon Summer Institute Fellows. Focusing on the global Black experience in the 20th and 21st centuries, the six-week program aims to engage scholars intellectually and is based in the Schomburg Center for Research in Black Culture - one of the largest research libraries dedicated to African and African descendant peoples. Nana has been accepted into the University of Maryland’s Minority and Urban Education Ph.D. program and was also awarded a McNair Fellowship at University of Maryland.

Making Latin America More Accessible to HU Students

As American-born children of Africa, many of Howard’s students sometimes consider the United States the center of the African diasporic world. Some are incredulous when they first learn that America imported perhaps only 5% of all captive Africans in the era of the transatlantic trade in humans. Of course, the key positions African Americans have occupied on the world stage reinforce this notion of African Americans’ centrality. While the Department of History offers a variety of courses that focus attention on African American contributions to diasporic history and culture, it is also committed to expanding students’ knowledge of the extraordinary and sometimes quite commonplace ways that diasporic populations elsewhere have shaped the history of African peoples outside the continent.

Increasingly, the department has focused on Brazil, which is the home of the largest population of people of African descent outside of the continent. Educational institutions in the South American country have partnered with Howard to host exchange students, and faculty from several disciplines across the University have participated in videotaped lectures that highlight the histories and cultures of both nations.

The department is also increasing the number of courses it offers in Brazil and Latin American history. At the undergraduate level, students can choose between a wide range of offerings, including: the History of Brazil, Colloquium on the History of Brazil, Africans in Early Latin American history, Seminar in Latin American history, Latin America to 1825, and Latin America Since 1825.

Dr. Ana Araujo, who teaches courses in Latin American and Caribbean history, holds two doctorates—one in history from the Université Laval (Canada) and the other in Art from the...
College of ARTS AND SCIENCES

Public History Program and School of Education Collaborate to Honor Dr. Darius L. Swann and Mrs. Vera Poe Swann

Although Brown v. Board of Education of Topeka declared school segregation unconstitutional in 1954, the Swann v. Charlotte Mecklenburg School System case moved desegregation from a post-Brown possibility to a concrete reality. In a rare public appearance, Dr. Darius L. Swann and Mrs. Vera Poe Swann spoke to students on February 14th in the Browsing Room of the Founder’s Library. The Swanns explained how a simple request—that their son James be allowed to transfer to a school closer to his home in 1964—changed the history of the United States.

In Swann v. Charlotte Mecklenburg School System (1971), the Supreme Court ruled that if desegregation necessitated busing, redefining school districts, and other corrective measures, these were measures that must be taken. The Swann case led to the widespread use of busing to end segregation and violent anti-busing protests in cities like Boston, Massachusetts.

The Swanns also explained how community-based organizers, local civil rights protesters, and NAACP lawyers like Julius Chambers confronted violence in their struggles against segregation.

The Public History Program and the Howard University School of Education honored the Swanns for their work as fearless and humble civil rights pioneers for more than sixty years and for their peerless leadership.

John and Eula Cleveland Endowed Chair in Afro-American Studies Named

On Wednesday, August 10, 2011, the first endowed chair in the Department of Afro-American Studies was named in honor of a $1.12 million gift from the estate of John and Eula Cleveland. The gift will support distinguished lectures and research initiatives in the department as part of a larger project to connect the field and discipline of Africana Studies to collaborative work across academic units at the University. At the formal announcement of the Chair, President Sidney A. Ribeau noted that “this is an important day for us, as we celebrate a sustaining gift that speaks to the Howard University identity. Times are tough. America is in crisis, and the world is in turmoil, but this gift says ‘keep doing the work that is important to us all.’” John Cleveland was the first African American to serve as an International Vice President of the International Brotherhood of Teamsters, and his wife, Eula, was the first African American woman elected to office in a local branch of the Teamsters when she took an office in Local 730 in Washington, DC.

Members of and lawyer for the Cleveland family are pictured with, L-R: Dr. Nesta Bernard, Vice President for Development; Dr. Greg Carr, Chair, Department of Afro-American Studies; Dr. James A. Donaldson, Dean, College of Arts and Sciences; and Dr. Sidney A. Ribeau, President, Howard University.
Department of Afro-American Studies New Faculty

The Department of Afro-American Studies took a major step in establishing itself as one of the country’s premier departments for the development of disciplinary Africana Studies by welcoming three new faculty members in the 2011-2012 academic year: Two of the additions, Mario Beatty, Ph.D., formerly Chair of African American Studies at Morris Brown and Chicago State Universities and Valethia Watkins, Ph.D., JD, formerly Chair of African American Studies at Olive Harvey College, hold Ph.Ds in African American Studies. The third hire, Andreas Woods, Ph.D., is one of only two African Americans to have earned a Ph.D. in Egyptology. Dr. Beatty, who is leading the department’s drafting of a proposal for MA and Ph.D. programs in Africana Studies, offered the department’s first course in Ancient Egyptian Hieroglyphs in the Spring 2012 semester, leading 40 students in the study of Middle Egyptian language as a foundational element for connecting classical African texts and practices to Africana Studies. Dr. Watkins, who has undertaken work as part of the Graduate School’s Women’s Studies Certificate program, is developing research and courses in the subfield of Africana Women’s Studies. Dr. Woods, who has also begun collaborative curriculum development work with faculty at the Howard University Middle School of Mathematics and Science, will teach advanced courses in Egyptian Language as well as develop research and new courses connecting Africana Studies to the STEM fields, with an emphasis on Mathematics.

Afro-American Studies Scholar Elected President of Association for the Study of Classical African Civilizations

On Saturday, March 24, 2012, Dr. Mario Beatty, Associate Professor in the Department of Afro-American Studies, was elected the third International President of the Association for the Study of Classical African Civilizations (ASCAC), following Jacob Carruthers (1985-1990) and Nzinga Ratibisha Heru (1991-2011). Founded in 1985, ASCAC is one of the country’s oldest and well-respected federations of academics, educators and community-based organizations dedicated to research, curriculum development, creative productions and active cataloging of various practices and epistemologies emerging from classical, medieval and contemporary African historical experiences.

Air Force ROTC Students Excel

The Howard chapter of the Air Force Reserve Officer Training Corps (AFROTC) continues to make its mark among Air Force ROTC chapters in the Washington, DC area and among Historical Black Colleges and Universities (HBCUs). Howard’s chapter, in fact, trains 60 cadets from eight universities in the Metro area; and half of these students matriculate as undergraduates at Howard. The University has also produced more general officers than any other HBCU. This year, eight Howard students were awarded AFROTC annual scholarships for scoring at least an 1100 on the Scholastic Aptitude Test (SAT) in math and verbal skills. Seven May 2012 graduates will be commissioned before assuming positions as officers at bases in the United States and around the world.
Army ROTC Continues Its Legacy as the Premier Program among HBCUs

Historically, Howard University has had a proud military tradition. General Oliver Otis Howard, a graduate of the US Military Academy, for whom the University is named, was a recipient of the Congressional Medal of Honor for bravery, and served with distinction during the Civil War.

Organized military officer training at Howard began prior to the establishment of an ROTC detachment in 1918. During the Spring of 1917, following the entry of the United States into World War I, a national Army Training Detachment was organized at the University to serve as a “center” for training Negro men for leadership in the then rapidly expanding Army. During the summer of 1918, the War Department expanded the detachment at Howard, bringing back many of the original members to serve as instructors at Howard and other institutions throughout the South.

Between 1922 and 1942, some 450 students became Army Officers as a result of their training at Howard. This group, which represented more than 50% of the Blacks holding commissions at the beginning of World War II, served valiantly between 1941 and 1945.

Prior to 1954, all Army ROTC cadets at Howard were trained for service in the Infantry. In 1954, a general military science curriculum was introduced that enabled the cadets to prepare for any branch/Career Field of the Army.

For the first time in the long history of Howard's ROTC program, females were enrolled in 1973 for the purpose of pursuing a commission in the United States Army.

Howard's Army ROTC program focuses on developing leadership and management skills, with the ultimate goal of commissioning graduated college students as Second Lieutenants into the United States Army, Reserve, or National Guard in a wide variety of career paths. Students participate in ROTC part-time while attending college full-time.

Howard consistently produces high quality trained and educated officers ready to lead in the Active Army, Army Reserve or Army National Guard. At last count, 17 Howard graduates have gone on to achieve the rank of General Officer, and many others continue to or have served in all levels of government and the business sector.
Tuesday, May 8, marked the banquet celebrating the 59th class of Phi Beta Kappa students at Howard University. The event, in which family, faculty, and friends joined together to honor these young scholars, denotes the culmination of many years of hard work, exceptional academic achievement, and dedication to the liberal arts and sciences on their part. This year's banquet speaker was Dr. John S. Wilson, Executive Director of the President's Initiative on Historically Black Colleges and Universities (HBCUs)—a fitting choice, given Howard's historic role within the Phi Beta Kappa Society.

Phi Beta Kappa is the most prestigious and one of the oldest honor societies in the United States. Its birth followed that of the nation. Founded in December 1776 at the College of William and Mary, the organization, for over 230 years, has recognized exemplary academic performance in the liberal arts and sciences through its 280 chapters. One of these, Gamma of the District of Columbia, has been housed at Howard since 1953 when it was founded by Alain Locke, Rayford Logan, and a host of other Howard luminaries. Among these were Robert Percy Barnes (Chemistry), William J. Bauditt (Mathematics), David H. Blackwell (Mathematics), Sterling A. Brown (English), Will Mercer Cook (Romance Languages), Arthur P. Davis (English), Owen Dodson (Drama), Collerobe Krassovsky (Sociology), Edward E. Lewis (Economics), Allen D. Maxwell (Astronomy), Roscoe L. McKinney (Anatomy), Merze Tate (History), Caroline F. Ware (History), Max Judd Wasserman (Economics), and Leon E. Wight (Latin and French).

Howard disputes with Fisk University the honor of having been the first chapter to be established at an HBCU. Through such chapters as these, the Phi Beta Kappa Society champions and fosters the value of study in the liberal arts and sciences as the best preparation of students for life and leadership in the years after graduation. Among its over half million living members are a number of U.S. Presidents, Supreme Court Justices, U.S. Senators and Congressional Representatives, academic professors and administrators, business executives, and men and women in all walks of life who continue throughout their lives to cherish the life of the mind and intellectual activity.

Joining their ranks this year is an accomplished list of graduates from a wide array of programs across the College of Arts and Sciences, several of them with double majors.

Members of the 59th class of Gamma of DC, Phi Beta Kappa

Monica Adedeji, Biology and Psychology
Nathaniel Alabi, Biology
Cynthia Asike, Political Science
Eboni Blenman, Political Science and Spanish
Christina Bodison, Biology
Cassandra Booker, Political Science
Nana Afua Brantuo, African Studies
Aldel Brown, History
Michelle Brown, Biology
Mia Carey, Anthropology and Sociology
Janene Cielo, Psychology
Devin Cromartie, Biology
Alexandria Croom, Mathematics
Amber Demery, Psychology
Heba Elnaiem, Biology and Physics
Lauren Fotsing, Biology
Kascha Fuller, Biology
Lydia Galbreath, Political Science
Jasmine Ginn, Human Performance
Ishah Gordon, Anthropology
Brandon Graham, English
Natasha Graves, Health Education
Sheena Hall, Political Science
Jerrica Hampton, Psychology
Brittany Hanlin, Sociology
John Harris, Psychology
Kyle Henne, Economics
Sabian Hill, Afro-American Studies and English
Ashley Hunt, Political Science
Loriel Johnson, Health Education and Human Performance
Joshua Johnson, Psychology

Breanna Jordan, Psychology
Nicole Lee, Psychology
Desiree Luckey, Sociology
Seshat Mack, Chemistry
Richa Mandlewala, Anthropology
Camille McCallister, Biology
Teneisha McIntyre, Psychology
Dallas McKinney, Art
Haben Mebrahtu, Sociology
Rene Morgan, Sociology
Brittanie Morris, Biology
Havian Nicholas, Sociology
Makeda Njoroge, African Studies
Abdulquadri Olawin, Biology
Larissa Ollivierre, Political Science
Oyetewa Oyerinde, Human Performance
Amanda Patterson, Biology
Dominique Rice, Mathematics
Keyaara Robinson, Chemistry
Cherelle Rozie, Political Science
Kyle Simmons, Political Science
Tomisha Stanford, Spanish
Brianna Stokes, Psychology
Raisa Stovell, Biology
Amelia Swygert, Anthropology
Tynika Thomas, Psychology
Matthew Thornton, Political Science
Xzania White, Psychology
Verice Williams, Administration of Justice
Britney Wilson, English
Amelia Woodruff, Human Performance
Represented by this year’s initiates are Administration of Justice, African Studies, Afro-American Studies, Anthropology, Art, Biology, Chemistry, Economics, English, Health Education, History, Human Performance, Mathematics, Physics, Political Science, Psychology, Sociology, and Spanish. There are 62 new members of Phi Beta Kappa in all on Howard’s campus this year, or about 10% of the liberal arts and sciences graduates (see complete list on facing page). They were inducted into the Chapter and the Society in two ceremonies, the first one held in November, the second one in March, each of which was followed by a lecture in Gamma of DC’s “Liberal Arts Education Roundtable” series. For the Fall induction ceremony, the Chapter joined the English department in welcoming Pulitzer Prize winning author Isabel Wilkerson to Howard for a “Conversation” about The Warmth of Other Suns. The second induction ceremony featured Mr. Stacy D. Williams, Executive Secretary in the Office of the Haiti Special Coordinator in the U.S. Department of State, speaking about the rewards of international service.

At both ceremonies, Gamma of DC also recognized up and coming younger scholars who show great promise of academic achievement. In November the Chapter recognized 22 sophomores who had maintained a perfect 4.0 throughout their freshman year with Alain Locke Awards, in the hopes of encouraging them to continue their excellent work. Among these students were Dylan Bezzini, Lauren Bolden, Kyle Burton, Kia Byrd, Daksh Choudhary, Nnemoma Chukwumerije, Tearra Dunns, Arie Gaines, Tonique Garrett, Lotanna Ikeotuonye, Eric Imes, Samuel Kealey, Lorna Koumou, Firdoos Mukati, Justin Nalos, Eric Phu, Simone Sealy, Dirai Seretse, Saundrea Shropshire, Ashlei Wells, Jade Williams, and Aamir Zariwala.

In the spring the Chapter co-sponsored an essay contest with the Thursday Luncheon Group, an association of African American diplomats in the State Department that has established several scholarships honoring the international service and mentorship of Ambassador Terence A. Todman. Sophomores and juniors were asked to pick a current topic in international affairs and reflect on the challenges to diplomacy it presented. Kyle Burton and Ariel Gaines, both Fall 2011 Alain Locke recipients, won the two $500 Todman Book Scholarships, which were given out by Mr. Williams, President of the Thursday Luncheon Group, after his Roundtable lecture. The Chapter gave additional $50 awards to the other finalists, including Tonique Garrett, Theodore Otey, and Brianna Carter.

The 59th class of Gamma of DC will be moving on to other adventures, from fellowships to graduate school to research positions to community service. Among them will be one graduate, the Bayton Scholar, singled out every year by the Chapter as the one with the highest GPA (4.0) and highest number of courses in the liberal arts and sciences. This year Cassandra Booker earned that honor and the $1000 prize attached to it, which is derived from a bequest left to the Chapter for this purpose by Dr. James A. Bayton (Psychology). With her as she walks out of Howard to show the world what she can do will be 61 other exceptional students. The chapter congratulates them all.

Ms. Corenthia Sartin joined the staff in the Educational Advisory Center just prior to the beginning of the 2011-2012 academic year. Ms. Sartin is a native Washingtonian who grew up in the shadow of Howard University. She earned a Bachelor’s degree from Bennett College in Greensboro, North Carolina, where she was selected as Ambassador of the Year. She completed her graduate education at Argosy University in Arlington, Virginia, with a degree in counseling. Her zeal for providing information and assistance to others is evident in her interactions with students in the College.
Caribbean Studies Program
Hosts Earl Lovelace

The Caribbean Studies Program, in collaboration with the departments of English and Philosophy, welcomed home Trinidadian author Earl Lovelace, who read from his new novel *Is Just a Movie* to a standing-room only audience in the Hilltop Lounge in the Blackburn Center on March 22. *Is Just a Movie*, which features Black Power’s rebellious youths Sonnyboy and Singer King Kala, explores their lives and adventures at a critically significant moment of Trinidadian history.

At the pinnacle of a brilliant literary career that has won him literary honors, among which are the Commonwealth Writers Prize and the recent One Caribbean Media (OCM) Bocas Prize for Caribbean Literature, Lovelace offered the audience a most memorable reading of his blended patois-inflected narrative, showing both the story’s seriousness as well as its humor.

Lovelace attended Howard as an undergraduate from 1966-67. In addition to six novels—most notable among them *The School Master, The Dragon Can't Dance, Wine of Astonishment*, and *While Gods are Falling and Salt*—Mr. Lovelace has published a collection of short stories (*Brief Conversion and Other Stories*), a collections of plays (*Jestina’s Calypsos and Other Plays*), a collection of essays (*Growing in the Dark*), and has co-produced the movie “Jobell and America” with his daughter Asha.

Honors Program’s Kyle Burton Receives the Luard Scholarship

Kyle Renard Burton, a Junior Biology major and Chemistry minor from Saint Louis, Missouri, was recently named a 2012-13 named English-Speaking Union Luard Scholarship recipient. Kyle, who continues to maintain a 4.00 grade point average, will spend his junior year abroad as a visiting student at the University of Oxford Magdalen College in London studying Physiology and Philosophy. Kyle has also been the recipient of the Laureate Scholarship, the Dean’s List Award, the Phi Beta Kappa Alain Locke Award, and the National Society of Collegiate Scholars award.

Kyle’s commitment to service is as remarkable as his academic record. He is the Vice President of Programming for Phi Delta Epsilon International Medical Fraternity DC Alpha Chapter, Honors Council Representative of the College of Arts & Sciences Honors Association, an Ambassador of Freshman Leadership Academy, and a Religious Fellowship Council Representative of Christian Brothers United.

While serving is one of his top priorities, Kyle has invested time and energy into helping create a better quality of life for our tomorrow through advanced research. Under the guidance of Dr. Mark Burke, he has performed research in Biophysics and Physiology at Howard University’s College of Medicine. He has also conducted research training in DNA Recombinant Methodology at the National Institutes of Health. Kyle will also continue research this summer at the Brigham & Women’s Hospital Summer Training and Academic Research and Scholarship Program under the supervision of faculty from Harvard Medical School.
For more than 15 years now, the Washington Baltimore Hampton Roads–Louis Stokes Alliance for Minority Participation (WBHR-LSAMP) program has provided exceptional educational opportunities for students and works continuously to increase degree production at all levels for its seven HBCU partner institutions. Established in 1993, the WBHR-LSAMP program aims to increase the number of underrepresented minority students who choose careers in STEM fields; to substantially increase their numbers in earning B.S. degrees and subsequently continue their education by pursuing M.S. and Ph.D. degrees in STEM disciplines; and to work with community colleges to facilitate transfer of students to four year universities. Seven HBCU partner institutions form the working alliance—these include Howard University serving as the lead institution, Bowie State University, Hampton University, Morgan State University, Norfolk State University, the University of the District of Columbia, and Virginia State University.

WBHR-LSAMP alliance partners offer participants varied opportunities to participate in a number of skill and knowledge building activities including tutoring, research studies, symposia, international travel, and other activities. Alliance partners work in various ways to increase community college transfers to partner institutions—sponsoring scholarships and programs for students and establishing Memorandums of Understanding, Articulation Agreements, and STEM Transfer Agreements. Partners also plan and host activities designed to increase transfer rates of students from community colleges into STEM majors at the alliance schools.

The students’ accomplishments and the increasing number of degree programs and graduates demonstrate the alliance-wide benefits participants receive. WBHR-LSAMP’s broad scope covers high school, community college, undergraduate, and graduate level programs; and alliance partners continue to rank in the top 50 producers of all STEM degrees for African Americans in the nation. While working in the WBHR-LSAMP program, students have achieved many honors. Howard students Bethtrice Thompson, Michael Ongele, Omar Tulloch, Bianca Bailey exemplify the successful fulfillment of the goals and strategies of this program.

Michael Ongele was recently awarded the Minority Travel Fellowship Award, given to students to facilitate their attendance at the Experimental Biology 2012 conference in San Diego, where outstanding students participate in numerous scientific sessions focusing on innovative science in Anatomy, Physiology, Biochemistry, Pathology, Nutrition and Pharmacology sessions and over 400 exhibitions.

Architecture major and WBHR-LSAMP participant Omar Tulloch, along with team members from the Department of Art Interior Design, won the 2011 “MADE: In America Student Design House” competition sponsored by The Washington Design Center and the MADE: In America Foundation. The Design House challenge encourages young designers to interpret classic American interior design for the 21st Century. Omar and his teammates (Naada Favitsou-Boulandi, Karen Ennis, Alicia Johnson, Naomi Black and Bretagne Blair) competed against four schools from the Washington region: Anne Arundel Community College, James Madison University, George Washington University, and Montgomery College. Under the leadership of Mark Watkins, assistant professor of interior design, the students designed an Old World Library and custom fabricated everything from the millwork to wall and window treatments.

Bethtrice Thompson, a 4th year Ph.D. student in Biology and WBHR-LSAMP Bridge to Doctorate Fellowship participant, received an award at the Minority Access 12th National Role Models Conference for her contributions to research in Osteogenesis Imperfecta (OI), also known as brittle bone disease. She was also awarded a 2012 NIH Graduate Student Research Award (NGSRA) for having one of the best posters presented at the 8th Annual NIH Graduate Student Research Symposium on January 11, 2012.

Bianca Bailey, a former WBHR-LSAMP student and a current Senior here at Howard, was selected as a Champion of Change by President Barack Obama. Bianca is one of 12 recipients nationwide of the Champions of Change honor, which is designated to students who lead in the effort to recruit and retain girls and women in science, technology, engineering, and math (STEM) fields. In January of this year, Bianca traveled to Sudan’s University of Khartoum to lead a team of researchers and to present Howard’s Engineers Without Borders (EWB) work as a model of success. As the president of Howard’s chapter of EWB, Bailey has volunteered for the last two years in Kenya and has worked on development projects in Brazil and Haiti. She also volunteers and serves as the operational manager for Girls Inc. of the Washington Metro Area, based on Howard’s campus.


L-R: Michael Ongele, Omar Tulloch, Bethtrice Thompson and Bianca Bailey
Looking for Ways to Support the College?

Contribute to These Fundraising Campaigns

The Alpha Kappa Alpha Sorority, Inc. Founders Centennial Endowed Scholarship Fund

The Sterling Allen Brown Endowed Chair in English and the Humanities

The James A. Donaldson Endowed Scholarship Fund

To contribute to these or other development initiatives of the College, please contact Mr. Muhammad Abdur-Rashid, Director of Development for the College, at 202-238-2518 (or 1-877-860-GIFT) or via email at mabdur-rashid@howard.edu. Or visit www.coas.howard.edu/development.html for more information about the College's development initiatives or and www.coas.howard.edu/buildingalegacy/howtogive.html to make a donation online.