#WeAreCOAS

College of ARTS AND SCIENCES

the flagship NEWSLETTER
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.
Letter from the Dean

It is my distinct honor and privilege to present this edition of the Flagship.

Historically, the College of Arts and Sciences (COAS) is the oldest and largest academic unit within the University. The Divisions of the Natural Sciences, the Humanities, the Social Sciences, and the Fine Arts comprise the educational pillars of the College.

The stellar faculty of the College is composed of recognized scholars in their respective academic disciplines. They are devoted to providing innovative teaching and active research experiences of the highest caliber to the students. COAS faculty mentor the students who greatly benefit from faculty expertise, and our students are inspired to learn and to achieve at their fullest potential.

The College maintains a sound curriculum of studies for majors and minors that lead to Bachelor of Arts and Bachelor of Science degrees. In addition, the general education program of study for students throughout the University is grounded in the College. The exemplary Honors Program is located in the College and provides rigorous academic opportunities for our students. There are also several Institutes and Centers within the College, a few of which are featured in this edition.

New educational initiatives are a priority of the College. As a result of intensive efforts, the College recently received approval from the Board of Trustees to offer a degree program in Interdisciplinary Studies. This new and exciting department will facilitate a 21st century curriculum that will include studies in bioethics, community development, environmental science, religious studies, and many other new areas. Be sure to take a close look at the article highlighting this new addition of which we are especially proud.

The College serves thousands of students throughout the University as it provides multiple basic foundation courses for all degree-granting programs. Students are afforded ample opportunities to learn in enriched educational environments. Ultimately, their exposure to avant-garde information, intellectually stimulating programs, and advanced technology equips them to excel, achieve, and become very competitive. Nanotechnology; literary criticism; municipal and federal affairs; bioinformatics; classical art, history, and literature; world languages; Africana Studies; and other areas are samples of disciplines to which the students are exposed, some of which we have featured here.

In addition to rigorous academic challenges, the College successfully engages students in a variety of leadership and service oriented co-curricular activities. The expert advice that is provided assists the students in realizing their potential and in understanding their future role as productive members in their communities. Students also become aware of their responsibility to address and solve problems that involve global issues.

Excellence in leadership, truth, and service are the premises upon which the College flourishes. It is the continuing goal of the College to embolden the students to succeed, achieve, and accomplish. Our students also participate in a variety of events and activities that include varsity athletics; art exhibits; theatrical performances; sociology, political and scientific projects; music recitals, and research presentations.

As the College continues to effectively meet challenges before us, the faculty, students, and staff are committed to making the College of Arts and Sciences the best and first among equals.

A special invitation is extended to alumni to visit the College at any time, and the ongoing support by alumni is always appreciated.

Congratulations to our graduates and to all of our students, faculty, and staff for a wonderful school year. We look forward to even greater success in the coming semesters.

Sincerely,

CLARENCE M. LEE, PH.D.
Acting Dean, College of Arts and Sciences
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Economic Advancement Center
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Theater Arts
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Howard University Bookstore

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The theme for the 2014-15 Theatre Arts season was “Top of the Heap,” and that is where the students found themselves from the beginning to the end. The season opened with George C. Wolfe’s adaptation of Zora Neale Hurston’s short story “Spunk,” directed by Denise Hart. “Spunk” features three different vignettes that take an introspective look into the African American experience of the mid-early 20th century life. Looking at the African American experience in the 1990s was the Howard Player’s production of Anna Deveare Smith’s “Fires in The Mirror.” Both productions were performed in the newly christened Al Freeman, Jr. Environmental Theatre Space, which was debuted with a staged reading of LeRoi Jones’s (aka Amiri Baraka) “Dutchman,” featuring Lamman Rucker. Freeman starred in the original groundbreaking production of “Dutchman” in 1967.

The season continued with an all-black critically acclaimed production of Tennessee Williams’s gripping drama “Not About Nightingales,” performed in the Ira Aldridge Theatre, under the direction of Eric Ruffin. A three-act play focused on detailing the experiences of black prison inmates, “Not about Nightingales” poignantly delivered the message that black lives...
matter, at a time of increasing incarceration and police-related murders of African Americans. The cast of "Not About Nightingales" was lead by Ryan Jamaal Swain and Olivia Russell in the roles of Boss Warden and Eva Crane, respectively. Swain, in particular, drew critical acclaim for his slimy portrayal of the corrupt and bigoted prison warden.

The metaphoric theme "black lives matter" inside "Top of the Heap" took on a different form in the second half of the season with a 5-star reviewed, all-black production of Cole Porter's classic musical, "Anything Goes," directed by Raymond Caldwell. The production sought to represent African Americans of the 1930s in a fantastical light to prove that Black people can
exist in more worlds than slavery and oppression. Swain and Russell also headlined the cast of “Anything Goes,” where Russell belted out timeless Porter classics in her comedic and upbeat portrayal of evangelist-night club singer Reno Sweeney. The “Anything Goes” ensemble as a whole was very lively and electric as they tap-danced and sang their way through Porter’s tricky score. The DC Metro Theatre Arts review made a special mention of the cast, positing that they will be the future stars of Hollywood and Broadway.

The season concluded with the annual dance showcase entitled “Emerge” and with another 5-star review. The DC Metro Arts review read: “What I saw [at Howard University’s dance concert] was so impressive in conception and execution, so powerful in its impact, and so beautiful in each detail that I nearly forgot this was academia.” Students demonstrated choreography by celebrated guest artists including Maverick Lemons, Jennifer Archibald, and Francesca Harper. The showcase also featured the choreography of faculty members Ray Mercer (The Lion King) and Asante Konte (Kankouran), and student choreographer Bre Seals. New to the faculty, Royce Zachery brought his skill and expertise as an American Ballet trained dancer by showcasing “Keuchen,” an en pointe ballet highlighting that brown girls, indeed, do ballet. Brown girls do ballet is a reference to “Brown Girls Do Ballet,” the dance webzine, which featured the department’s dance students for their 28 Days of Dance campaign. The season was also capped by an exclusive visit from world-renowned and history-making ballerina Misty Copeland. Copeland signed two of her newly released books Firebird, a children’s book, and her New York Times bestseller Life in Motion: An Unlikely Ballerina.
The 2014-2015 academic year has produced a myriad of groundbreaking events in the Howard University Department of Music. In the fall semester, Afro Blue, Howard's premier a capella jazz vocal ensemble performed at the Congressional Black Caucus Jazz Concert with internationally acclaimed pianist and Department of Music alumni Geri Allen. In December, Afro Blue performed live for the 2014 NPR Christmas Special (which was nationally aired) and released their much anticipated Christmas CD titled *An Afro Blue Christmas*. This spring, they collaborated with the Cantante Chamber Singers and had performances at the Apollo Theatre in New York City and the John F. Kennedy Center for the Performing Arts.

The highly sought after Howard University Choir and Howard University Chorale, under the direction of legendary conductor Dr. J. Weldon Norris, performed for the opening celebration of the Magna Carta exhibit at the Library of Congress and for the unveiling ceremony of the Robert Robinson Taylor Black Heritage Series stamp also at the Library of Congress. In March, the men of the Howard University Chorale joined forces with the ladies of Spelman College, performing with Patti Labelle at the BET Honors Awards. This spring, the Chorale was also invited to perform at the White House with famed artists Aretha Franklin and Shirley Caesar.

In fall 2015, internationally renowned jazz pianist Cyrus Chestnut will join the piano faculty. Professor Chestnut has performed with such artists as Dizzy Gillespie, Kathleen Battle, Aretha Franklin, Freddie Cole, and Chaka Khan, with over twenty featured recordings to his credit.

Last fall, SAASY, Howard's female jazz vocal ensemble was featured at the DC Commission on the Arts and Humanities 28th Annual Mayors Arts Awards. SAASY was also featured at the 1st Annual Rosemary Williams Breast Cancer Brunch and performed for the Coalition of 100 Black Women Sisterhood Luncheon.

The Howard University Jazz Ensemble (HUJE), under the direction of Professor Fred Irby III, has performed several notable concerts this season. This spring, the HUJE also performed a concert at the National Portrait Gallery and was invited to perform at the Mandell Theater at Drexel University.
On January 31st, the Department of English collaborated with the Shakespeare Theatre Company (STC) to host more than 30 poets from the D.C. area at the University bookstore. Each poet was selected by the Shakespeare Theatre Company (STC) for its "Poets are Present" poetry residency. The event featured readings by select resident poets and Howard students (Angel Dye, Carmin Wong, and Reya Roussel) and faculty (Dr. Shauna Kirlew) and was followed by a reception where all of the poets connected for the first time.

The “Poets are Present” poetry residency was developed by STC in conjunction with David Ives’s adaptation of The Metromaniacs—a French farce about the length people will go to for the love of poetry. As part of this unique theatre/poetry exchange, STC hosted a poet a night throughout the play’s February and March run. After recommending students for the residency, Dr. Dana A. Williams, Chair of the Department of English, coordinated with Teddy Rodger of STC to organize an event at Howard where all the poets could meet each other and share their work.
Evolving Classics into the 21st Century

The field of Classical Studies is evolving into the twenty-first century, even as the major organization for the discipline has recently recast itself as the Society for Classical Studies. Instructors, scholars, and students in the Department of Classics engage in research, lectures, and conversations about the plurality of peoples, cultures, and ideas associated with the ancient Mediterranean region, as well as the broader extension of these studies into the modern era.

The Department of Classics is pleased to welcome Dr. Segun Ige as a Visiting Assistant Professor in the department. Dr. Ige studied Classics under Professor William J. Dominik at the University of Natal (now the University of KwaZulu-Natal) in South Africa, where he wrote his thesis titled “The Rhetoric of Gender in Cicero: Oratorical Hegemony and the Manipulation of Gender Identity.” After completing a post-doctoral fellowship in Durban, South Africa, Ige taught, mentored students, and consulted at various universities, including the University of KwaZulu-Natal, the University of Cape Town, and the University of Pretoria. Ige is the founder of the African Association for Rhetoric and is currently editor of the African Journal of Rhetoric and Balagha: Essays in African Rhetoric. An avid photographer and bass player, Ige brings his enthusiasm for leadership development, public communication, and gender discourse to Howard University by teaching classes on rhetoric, law, and politics.

Dr. Segun Ige.

Dr. Norman Sandridge, Associate Professor in the Department of Classics, is completing a year-long fellowship in residence through Duke University’s Humanities Writ Large program. For this fellowship he is working with colleagues in Digital Humanities to improve the ways scholars contribute to an online commentary to an ancient leadership text, Xenophon’s Education of Cyrus, written c. 365 BCE (see www.cyropaedia.org). Sandridge is also working with colleagues in psychology on a long-term research project on personality disorder and ancient leadership, beginning with the example of psychopathy. His initial thoughts on the subject may be read on Medium.com: https://medium.com/@normansandridge/our-ancient-ambivalence-toward-the-psychopathic-leader-7c1c5a9cb4eb

Dr. Arti Mehta and Dr. T. P. Mahadevan participated in a February dinner and discussion event hosted by Harvard University’s Center for Hellenic Studies in association with the Embassy of India. Conversation centered on papers comparing literary and cultural traditions in ancient India and Greece, given by Dr. Greg Nagy (Harvard University), Dr. Doug Frame (Center for Hellenic Studies), Dr. Pathak and Dr. Mehta.

Dr. Caroline Stark, Assistant Professor in Classics, in February accompanied members of the Classics Club to New York City to view an exhibition of Romare Bearden’s A Black Odyssey. Almost twenty students traveled up to Columbia University for the exhibition, which featured Bearden’s late-twentieth century interpretation of the epic about home-coming through multimedia collages as well as watercolors. The previous October, Stark had organized a panel on online education for the Classical Association of the Atlantic States Fall 2014 Meeting in Washington, D.C. The panel initiated lively discussion between panelists.
including Sandridge and Mehta, and audience members about the many possibilities for online education of the Classics. More recently Stark returned from Berlin where she chaired a panel on “Renaissance Responses to the Lives of Ancient Poets” at the Renaissance Society of America’s Annual Meeting. Stark has been awarded a Spring 2016 fellowship at Harvard University’s Center for Hellenic Studies in Washington, D.C., for her Digital Humanities project on “Receptions in Black: An Online Open Resource for Black Classicism and Receptions of the Ancient Mediterranean in Black World Studies.”

DR. CAROLINE DEXTER delivered the 2015 Thirteenth Annual Frank M. Snowden, Jr. Memorial Lecture, which she titled “Blacks in Antiquity Revisited.” The series was initiated by Dr. Rudolph Hock, former chair of the Department of Classics, in honor of Dr. Frank M. Snowden Jr., former chair and Dean of the College of Arts and Sciences and winner of the National Humanities Medal. In 1970 Snowden presented his groundbreaking work *Blacks in Antiquity*, which investigated the ancient Greek and Roman attitude towards peoples of African descent with whom they came into contact from a very early period. He painstakingly analyzed ancient literature—Greek, Roman and Early Christian—for references to Ethiopians and others. Dexter’s slide lecture focused on the archaeological and artistic evidence that Snowden used to confirm his conclusion that while the ancient world was color conscious, with carefully observed representations of those whom the ancients called Ethiopians, there is no evidence of color prejudice, nor was there any discrimination on the basis of skin color. Dexter’s presentation also included a discussion of more recent scholarship, with some revisionist interpretations of the same works of art.

DR. ALEXANDER TULIN, Associate Professor, Department of Classics, was instrumental in organizing one of the new interdisciplinary majors being housed in the equally new Department of Interdisciplinary Studies in the College of Arts and Sciences. Tulin is the coordinator/director of this new major, whose purpose is to serve as a focus for an interdisciplinary humanities cluster that will bring together, for comparison and analysis, diverse cultures across diverse time periods (ancient and modern). Additionally, Tulin is currently serving as the Chair of the Humanities Division (2014-2016).
The Humanities Division Spring 2015 Common Text Project Explores W.E.B. Du Bois, Rhetoric, and Transformational Leadership

This Spring, as a part of the Humanities Division Common Text Project, the African Association for Rhetoric and faculty of the Humanities Division collaborated to host a symposium on Rhetoric, Transformational Leadership, and W.E.B. Du Bois April 3-4 in the Howard University Founders’ Library Browsing Room. The symposium welcomed students and scholars from the D.C., Maryland, and Virginia area, as well as scholars from as far as Pennsylvania, Florida, Kentucky, and South Africa.

The Humanities Division adopted W.E.B. Du Bois’s *The Education of Black People: Ten Critiques—1906-1960*, which was also the Fall 2014 Freshman Seminar Common Text, as its common text and developed the symposium as a way to facilitate conversations on the role and limits of rhetoric in producing transformational leadership. As the organizers Dr. Segun Ige, Visiting Professor in the Department of Classics, and Dr. David Green, Assistant Professor of English and Director of First-Year Writing, note, “W.E.B Du Bois well knew the persuasive and generative use of discourse was central to pushing communities toward civic action and strategic reform. Scholars of rhetoric have come to understand that transformation and leadership are, in part, produced through rhetoric designed to encourage an important rethinking of social processes and civic action.” Indeed the goal of the symposium was met as it facilitated unique conversations across a variety of national and international perspectives that considered what leadership might mean in our present moments.

The keynote speakers for Friday included former interim dean of the College of Arts and Sciences Dr. Segun Gbadegesin, Dr. Rhea Lathan (Florida State University), and Dr. Gerald Horne (University of Houston). The first day of the symposium also featured a student panel where undergraduates Alexander Lawson, Marcha Chaudry, and Esau White presented papers on elements of classical rhetoric and the public sphere responding to issues in the current age. There was also a multidisciplinary roundtable discussion, which featured remarks from Drs. Joshua Myers, Amy Yeboah, Greg Carr, and Ian Smart, examining Du Bois’s influence across academic disciplines.

Saturday’s events featured a panel of scholars Kaitlyn Patia (Penn State), Earl Brooks (Penn State) and Caroline Stark (Assistant Professor of Classics) who analyzed Du Bois’s seminal work *The Souls of Black Folk* and elements, such as the “Forethought,” “Afterthought,” and the “Sorrow Songs,” that inform the rhetorical strategies Du Bois uses in that classic text. Dr. Keith Gilyard (Penn State University), who served as the keynote speaker for day two of the symposium, discussed the ways Du Bois’s philosophy of education intersected with John Dewey’s philosophy of education. Gilyard outlined ten tenets of both men and showed how rhetoric informed their ideas and philosophy. Saturday also included a featured roundtable discussion that featured local activists Jessica Solomon, Alayna Smith-McFee, Mazi Mutaga, Chioma Oruh, and Allyson Carpenter to discuss activism and community work in our current moment. The symposium concluded with remarks by the final featured speaker Dr. Adam Banks (University of Kentucky).
The Howard University chapter of Sigma Tau Delta, an international English Honor Society founded in 1924, inducted its newest members on Thursday, April 16. Dr. Sandra Shannon serves as the chapter’s faculty sponsor.

Wilson Appointed to NIH Clinical Ethics Committee

Dr. Yolonda Wilson, Assistant Professor in the Department of Philosophy, has been appointed to the prestigious Clinical Ethics Committee at the National Institutes of Health. This important committee meets monthly to discuss ethical issues that arise with patient care, families, clinicians, and researchers. The committee also discusses critical current issues in bioethics research.

Sigma Tau Delta English Honor Society Inducts Its Newest Members

The Howard University chapter of Sigma Tau Delta, an international English Honor Society founded in 1924, inducted its newest members on Thursday, April 16. Dr. Sandra Shannon serves at the chapter’s faculty sponsor.

Dr. Sandra Shannon, faculty advisor, Tiajuana L. Tillman, Ciara Grubbs, Khaliah Peterson-Reed, Diamond Flowers, Angel Dye, Sylvester Johnson III, Andrea Bush, JoBrena Bleach, and Ad’e Oluokun.
The Department of English welcomed poet and photographer Thomas Sayers Ellis as the Sterling Allen Brown Professor of English and Humanities for the Spring 2015 semester. 

Author of *The Maverick Room* and *Skin, Inc.: Identity Repair Poems* (Graywolf Press), Ellis has taught at Sarah Lawrence College, the University of San Francisco, and Wesleyan University and has served as a visiting writer at the University of San Francisco. His poems and photographs have appeared in numerous journals and anthologies such as *The Paris Review, The Nation, Massachusetts Review, Poetry, Tin House, Transition* and *Best American Poetry*. 

Ellis is a recipient of the Mrs. Giles Whiting Writers Award and the Salmon O. Levinson Prize for "Vernacular Owl," an elegy-homage to Amiri Baraka. And during his tenure as Brown Professor, Ellis was awarded a Guggenheim Fellowship, which is offered to "mid-career" artists "who have already demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts." Ellis, who is also a faculty member for Cave Canem, a premiere institution for African American poetry, a co-founding member of the Dark Room Collective, and the founder of Heroes Are Gang Leaders—a band of poets and musicians—received the rare and coveted Creative Arts fellowship in Poetry. 

As Brown Professor, Ellis led two writing workshops—one on poetry and images and another on poetry and sound—for Howard students in January. In February, he offered a public conversation, "The Hip Hop in Go-Go’s Pocket: A Crank-Shaped Lecture," at the University bookstore. In March and in collaboration with the DC Commission on the Arts and Humanities, Ellis was in conversation with Howard faculty member Dr. Meta D. Jones (author of *The Muse Is Music: Jazz Poetry from the Harlem Renaissance to Spoken Word*). Supported by the the Division of Fine Arts, this conversation was attended by students and faculty, and the exhibit, which featured Ellis's image on loan from the DC Commission, remained available for viewing through April. Ellis’s professorship culminated with a tribute concert featuring the band Heroes Are Gang Leaders in honor of Amiri Baraka during National Poetry Month and in collaboration with the department’s Sterling Brown/Lucille Clifton/Amiri Baraka Poetry Series.

Thomas Sayers Ellis Offers Students a Range of Programming as Spring 2015 Sterling Allen Brown Professor of English and the Humanities
Beyond the Borders: Students Talk about Cultural Diversity

On March 11, 2015, the Department of World Languages and Cultures, in collaboration with the Humanities Division Common Text Project 2015, hosted the university community at a student panel on cultural diversity.

Elijah Babil (double major French/Arabic); Dominique James (double major French/English); Rajae Gayle (German as elective); Alexander Matthews (Spanish minor); Autumn Talley (Spanish minor); and Barbara Rogers (Swahili minor) see cultural diversity as inherently positive, insofar as it points to a sharing of the wealth embodied in different cultures. As students who study language and understand its impact, the panelists encouraged the student audience to be open and accepting to learn new things as it may help shape our thoughts and beliefs not only about others but ourselves as well.

In her remarks addressed to the student audience, the panel organizer, Dr. Derayeh Derakhshesh, Professor of French in the Department of World Languages and Cultures and departmental Humanities Division Representative for the 2014-2015 academic year, also emphasized the importance of cultural diversity, echoing the panelists’ message. She urged the students to engage in intellectual and cultural life inside and outside the university, encouraging them to travel, as exposure to a different culture promotes learning beyond the traditional classroom and can be transformative and inspiring. Derakhshesh noted, “Cultural Diversity allows us to gain a new perspective on the lives of others around us as well as around the world. Celebrating our differences and our common interests helps us to be stronger and more united.”

Formative assessments taken by the students who attended indicate that they found the panel insightful and thought provoking. Their interaction with the panelists, one student noted, “really inspired and motivated (them) to travel and to study abroad.” The consensus is that they would like to see similar activities on globalization by their peers. In the words of one student, “The panel was very special because it was a student panel. When students share, the connection is incomparable.”

Another student commented, “I loved the panel. It was awesome hearing some of my peers give testaments of their experiences. The panel definitely boosted my enthusiasm.”
A Howard Classics’ Excursion to Romare Bearden: A Black Odyssey in NYC

This February, with support from a grant from the Classical Association of the Atlantic States, seventeen students from Dr. Caroline Stark’s Greek Literature in English courses and from the Classics Club traveled to New York City to see a special exhibit on Romare Bearden’s series of collages and watercolors on Homer’s Odyssey, A Black Odyssey, at Columbia University’s Wallach Art Gallery. In addition, students were able to attend a day-long symposium, which was part of a lecture series coordinated around the exhibit.

This exhibit, organized by the Smithsonian Institution Traveling Exhibition Service in cooperation with the Romare Bearden Foundation and Estate and DC Moore Gallery, featured the influential work of the African American artist Romare Bearden (1911-1988), alongside other prominent works inspired by the Odyssey from Columbia’s Rare Book and Manuscript Library, including a 1935 special edition of James Joyce's Ulysses that was illustrated by Henri Matisse and a 1983 volume of Derek Walcott's Poems of the Caribbean illustrated by Bearden. Dr. Robert G. O’Meally, the Zora Neale Hurston Professor of English and Comparative Literature at Columbia University, curated the exhibit. "In creating a black Odyssey series, Bearden not only staked a claim to the tales of ancient Greece as having modern relevance, he also made the claim of global cultural collage— that as humans, we are all collages of our unique experiences," said O’Meally. "Indeed, Bearden does not merely illustrate Homer—he is Homer’s true collaborator, and he invites us as viewers to inherit Homer’s tale and interpret it as our own."

The Howard students took "selfies" alongside the art as part of a class project and wrote about their reactions to Bearden’s work and the ways these scenes from the Odyssey hold relevance for them today, whether in scenes of homecomings and reunions, in emotional departures, in quests of identity, in scenes of conflict, in escapes from contemporary life, or in the majestic beauty of song and dance. Samiah Ross-Wheatley, a sophomore nursing major from Detroit, noted the connection between the sensuous modern dancing style “Calypso,” popular in the Caribbean, and the beautiful nymph who holds Odysseus captive on her idyllic island for seven years. Gabrielle Oliver, a freshman English major from Silver Spring, MD, took a picture of herself in front of Bearden’s quote explaining why the characters were black and discussed the many ways Bearden’s art captures important symbols representative of Black culture. In response to the image The Sirens’ Song (1977), Oliver said, "By making the Sirens different shades of brown and playing instruments (in contrast to Odysseus and his men who are all colorless), Bearden is telling those who look at his artwork that color and music is valued in Black culture, which is true because most West African cultures believe that the world was born with and of sound." Many of the students remarked that Bearden’s use of African dress, symbols, and landscapes made the images more meaningful and relatable to the modern experience. Jared St. Amant, a senior biology major from Prince George's County, Maryland, said “Bearden’s relating Odysseus’s journey in Home to Ithaca (1977) to that of African Americans in this country is important because it makes something typically seen as purely European, such as the Odyssey, and shows that it is also African. It relates the past to the current condition of black people in America through both the style of art and the context of the epic it is depicting. Although Odysseus has made it to Ithaca his journey is still far from over, just as the journey of African Americans towards equality and progress is still far from over.”

Howard University is privileged to house several works by Bearden on campus, and the catalogue of the Black Odyssey exhibit, written by O’Meally, is in the reference room of the Moorland-Spingarn Research Center in Founders’ Library. A mural entitled, Communications, is on display in the Gallery Lounge in the Blackburn Center, and a painted collage Early Morning (1967) is in the University art collection.
Over the winter break (Dec 2014 – Jan 2015), Assistant Professor of Biology Kenneth A. Hayes, freshman undergraduate Zahra Mansur, and a Ph.D. student Kevin E. Sribner II spent six weeks in Uruguay conducting research with collaborators and students from the Southwestern University (SWU) in Texas and international researchers from Uruguay.

The research experiences that these students took part in was sponsored by the National Science Foundation International Research Experiences for Students (IRES) program under the direction of two SWU professors. The program gives undergraduate and graduate students from U.S. institutions the opportunity to carry out international research projects in host countries with the goal of educating a globally engaged science workforce. Both students developed independent projects collaboratively with Hayes and Burks and researchers from the Universidad de la República, Museo Nacional de Historia Natural and Dirección Nacional de Recursos Acuáticos (the equivalent of the U.S. Fish and Wildlife Service) in Uruguay. All projects developed as part of this three-year program focus on the ecology, evolution, and systematics of a group of freshwater snails commonly called “apple snails.”

Apple snails are abundant in lakes and wetlands of South and Central America, but a few species have become major invasive pests in Southeast Asia and parts of the United States. In fact, apple snails are known to be the number one rice pest in Asia, causing millions of dollars in damage to this important staple crop. In the U.S., particularly Florida, Texas, and Hawaii, these pests cause major ecological damage to fragile wetlands by consuming native plants and competing with native snails and other invertebrates.

Mansur’s project, which she is continuing over the next year, is focused on the multiple paternity analysis and sperm competition in one particular species of apple snail, *Pomacea canaliculata*. This species is known to store sperm for months, and Mansur was addressing the question of whether or not multiple matings with different male partners result in multiple paternities and then examining how the order of mating may affect sperm usage. This is an important question for understanding the maintenance of genetic diversity in this species, a factor that often plays a vital role in invasive success.

Scriber, whose dissertation research focuses on aquatic ecology of invertebrates, used his time in Uruguay to develop a collaborative project examining the feeding ecology of apple snails in lake systems in their native range. Using stable isotopes, he is examining what apple snails eat in these native ecosystems. Once he has determined their position in the food web in their native range, he will use these data to determine if shifts in diet play a major role in facilitating their invasion success in non-native habitats in the southeast United States where they are causing major ecosystem damage.

Both Howard University students and three students from SWU got hands on experience in a wide range of field biology techniques and had the opportunity to share their research ideas with researcher from across the country at the Congreso Uruguayo de Zoología. The real world international experiences offered by this program and others like it provide the opportunities for Howard students to develop into global science leaders and to showcase the excellence in teaching and research that is a hallmark of Howard University.
Prehistoric giants like *Tyrannosaurus* and *Triceratops* are iconic dinosaurs, ingrained in popular culture and the focus of intense research, but how did dinosaurs get their origin? How did a small group of lowly reptiles come to spread across the earth and dominate ecosystems for hundreds of millions of years?

For the past two years, Howard students have traveled west to Ghost Ranch, New Mexico, with Dr. Nathan Smith, Assistant Professor of Biology, to unearth the answers to these questions. There, about an hour’s drive from Santa Fe, on a scenic ranch made famous by the paintings of Georgia O’Keefe, lies the Hayden Quarry, an enormous bone-bed containing the skeletons of dinosaurs and a diverse array of other vertebrates from the Triassic period (roughly 212 million years ago). Since 2006, Smith and a collaborative team of researchers have led expeditions to collect these fossils and document their anatomy, taxonomy, and evolutionary context. The team has published two papers in the prestigious journal *Science* describing new species of dinosaur and dinosaur-like creatures from the site. This research has helped to re-write the story of early dinosaur evolution and suggests that dinosaurs co-existed with their more primitive dinosaur-like “cousins” for millions of years. The team’s analysis of dinosaur biogeography and ecology has also revealed that the transition to dinosaur-dominated communities occurred earlier in higher latitudes than it did in regions near the equator. A new paper from the team describing an enigmatic Triassic reptile group, the Tanystropheidae, has just been published in the *Journal of Vertebrate Paleontology*.

In 2013, Howard students Aaron Harrison (Biology, Undergraduate) and Thomas Boddie (Biology, Graduate) accompanied Smith to the dig site to help collect fossils, and Biology undergraduates Lorraine Kabert and Didi Okon joined the 2014 team. In addition to making new dinosaur discoveries, students are trained in field methods, anatomy, geology, and vertebrate paleontology. After painstaking work carefully removing skeletons from the quarry, fossils are transported back to Washington, D.C., for further preparation and analysis in Smith’s new research lab in E. E. Just Hall. Here, an army of eager undergraduate students (Chidera Alim, Lauren Cooper, Moriam Falade, Osayi Ize-Iyamu, Lorraine Kabert, Yah Kamei, Zachary Mills, Didi Okon, Nicole Osunsanmi, and Jared St. Amant) spend time meticulously removing rock from the ancient bones, making new discoveries themselves and revealing secrets that have been waiting 212 million years to be told.

Smith’s research on Triassic vertebrates has been supported by grants from the National Science Foundation and the National Geographic Society. For more information about the Ghost Ranch fieldwork and fossil research, visit Smith’s academic website http://expeditions.fieldmuseum.org/antarctic-dinosaurs/nathan-d-smith-phd or the National Science Foundation’s website for the special report on *Tawa*. 
Charlene Lawson graduated *magna cum laude* from Howard University with a B.S. in Chemistry in 2009. As an undergraduate student at Howard, she participated in undergraduate research in the laboratory of Professor William Stockwell. During this period, she successfully performed air-sampling research at the University’s Beltsville research site. She subsequently performed analysis of laboratory data to better determine the oxidation rates of sulfur dioxide and aerosol formation. Her results indicated that aerosol is formed faster and at greater concentrations than calculated by current air quality models. For this research she won an award for best student paper at the 12th Annual Environmental Chemistry Student Symposium at Pennsylvania State University.

Lawson has a strong interest in scientific research and its applications to society’s problems. After completing the undergraduate degree, she continued studies for the Ph.D. in Chemistry under Stockwell. Lawson’s graduate studies were supported by both NOAA/NCAS and NASA grants. Her results, published as three outstanding articles in peer-reviewed journals, will affect air pollution control strategies for megacities around the world.

As a student at Howard, Lawson participated in several prestigious internships, including one at Brookhaven National Laboratory, where she performed studies on alternative fuels. She also pursued prestigious internships at the U.S. Environmental Protection Agency and at Sandia National Laboratory. Both of these internships involved the application of science to solve environmental and security problems that are important to the nation.

After obtaining the Ph.D. in 2014, where she was recognized as a student exemplar, Lawson accepted a job as an environmental consultant at Shell Oil in Houston, TX, where she currently works in the Shell Technology Center.
Undergraduate Research Experiences Leave a Lasting Impression on These Senior Psychology Majors

Christian A. Mallett is a graduating senior, Psychology major, with an Afro-American Studies minor. Throughout his time at Howard, Mallett has been dedicated to academic achievement. He is a member of both the Beta Kappa Chi Scientific Honor Society and Golden Key International Honor Society. He has been on the Dean’s List since his freshman year, as well as a member of the Charles R. Drew Hall’s Honor Society. As a recipient of the Lucy Moten Fellowship, Christian conducted research in Oaxaca, Mexico. In addition to receiving the fellowship, he spent the spring semester of his junior year abroad in Granada, Spain. Committed to service and his faith, Christian served two years as the president of Howard University’s Catholic campus ministry, the Newman Club. As a sophomore, Christian participated in Alternative Spring Break, mentoring elementary and high school students in Memphis, Tennessee. Before entering Howard, Christian earned the highest rank in the Boy Scouts of America, Eagle Scout, a lifetime award.

When he arrived at Howard four short years ago, pursuing the Ph.D. in Psychology was not at the top of his list of things to do. While he intended to pursue and Master’s degree in Social Work and to be a therapist for individuals in underserved communities, he was less sure about being a researcher, in part because he had never had that experience before. But after working in Dr. Angela P. Cole Dixon’s “Social Justice and Decision-Making” lab during his junior year, he began to consider a career in research seriously. The support Dr. Cole Dixon and the graduate students provided and the fact that they encouraged him and made him feel completely confident in his ability to be a successful researcher was the game-changer for him. “The beauty of the kind of experiences I could have only at Howard,” Mallett notes, “is matching my unparalleled classroom experience with relevant hands-on experiences about things I care about. The lab afforded me the independence to do things on my own, but I was also meaningfully mentored and rewarded for my progress.”

At the end his junior year, he also worked in a clinical psychology lab at UCLA. While home for the summer, he simply emailed Dr. Vickie Mays, inquiring about any research opportunities she might have in her lab for the summer. He was foremost interested in her research on mental health disparities in minority populations. After a brief phone interview with him, Mays checked his references, his Howard professors, and Mallett began to work with her and continued to support her research even after returning to Howard for his senior year. While he enjoyed his experience working in the lab at UCLA, where his project management skills were enhanced and where he deepened his knowledge of minority health research, Mallett was excited to return to Howard to serve as the senior undergraduate lead for Dr. Cole Dixon’s health decisions projects.

Now more experienced with research, Mallett looks forward to working with Dr. Jules Harrell in the fall when he will enter the doctoral program in Clinical Psychology, doing psychophysiology research on stress and trauma. Mallett notes, “Getting a Ph.D. in Clinical Psychology will allow me to serve people from different angles—as a researcher, a therapist, and a professor.” He plans to use his knowledge as a clinician and researcher to address cultural disparities in mental health challenges.

Like Mallett, Ja’Mesha Morgan is a graduating senior majoring in Psychology. But she also majored in Administration of Justice. While excelling in the classroom, Morgan, a native of Dallas, Texas, has remained committed to leadership and service both on and off campus. She is a Howard University Legacy Scholar, Children’s Defense Fund Beat the Odds – Pat & Emmitt Smith Charities Named Scholar, and a member of the College of Arts and Sciences Honors Program.

When she was not engaged in campus leadership activities, Morgan has always had a keen interest in the intersection of human behavior and social deviance. When she came to Howard and declared a double major, she was sure that law school was in her immediate future and that she would eventually work in underserved communities to combat the
school-to-prison pipeline, prison privatization, and mass incarceration. Her work in Dr. Cole Dixon’s “Social Justice and Decision-Making” lab helped Morgan see the need for research-based solutions to these social issues and to look for ways to use research to complement the judicial process. “The use of quantitative data analysis to analyze everyday phenomenon was very interesting to me,” Morgan noted. “Working with Dr. Cole Dixon and her graduate assistants gave me a newfound respect and appreciation for research. Working in the lab has left me well equipped for a career in any field of research. I have learned the importance of research that can be applied to everyday life experiences.”

Then, the summer after her junior year, Morgan had the opportunity to participate in the Behavioral Health Preliminary Academic Reinforcement Program sponsored by Howard's College of Medicine. Being in that program allowed her to complete a proposal and to submit a poster for pharmacological treatment of cognitive development in schizophrenic patients. As a COAS Honors Program student, Morgan also completed an honors thesis that fortified her skills in writing her research findings.

Morgan will begin law school at the University of Southern California in the Fall. She plans to continue to use research as an avenue to explain and provide solutions for everyday experiences. One major at Howard was not enough for this future community leader, so no one is surprised that one postgraduate degree is not enough for her either. After she receives the Juris Doctorate from USC, she plans to earn a Ph.D. in Psychology and begin a rewarding career as a legal advocate for minority communities and as a researcher committed to understanding and combatting social deviance in America’s inner cities.

Comprehensive Sciences Presents Lecture and Open Class Series

The Comprehensive Sciences department has presented a series of lectures and an open class to inform the University community about scientific issues during 2014-2015.

Lecture topics that have been presented include “Bacterial Colonization of Biotic Surfaces under Physiological Field Conditions,” “The Use of Computers and Computer-Based Skills in the Federal Government,” “Optical Telescopes Used in Astronomy,” “COAS Division D Courses,” and “Protein Structure and Function.” These presentations included current topics in the biological and physical sciences, astronomy, and computer science.

These lectures were presented by faculty and a guest speaker who are recognized scholars in their respective disciplines. Presenters were Dr. Patrick Ymélé-Léki, Department of Chemical Engineering; Mr. Aleem Boatright, PE, U.S. Department of Energy; Dr. Demetrius Venable, Department of Physics and Astronomy; Dr. Charles Hosten, Department of Chemistry; and Dr. Leon Dickson, Department of Biology.

Informative Open Class sessions on Cloud Computing were also sponsored. The sessions were facilitated by Mr. Patrick Saget, Computer Science laboratory coordinator. Participants received information that explained “cloud” computing as it represents a means of sharing computing resources rather than complete reliance on local servers or personal devices to facilitate applications. The Cloud provides unlimited access to information anywhere and at any time.
Physics Majors Attend National Conference in Baltimore

The Department of Physics and Astronomy had 17 physics majors to attend the Annual Conference of the National Society of Black Physicists (NSBP) in Baltimore, MD, from February 25 – March 1, 2015. NSBP, a professional society, hosts the world’s largest gathering of African American physicists and physics students. With over 600 participants, the conference provided a platform for physicists to present their latest scientific discoveries and for students to showcase their research. Dr. Marcus Alfred, Associate Professor of Physics, who organized the Howard group, expressed that attending the NSBP conference was crucial for undergraduate African American physics majors. Howard students delivered oral and poster presentations in areas such as condensed matter physics, quantum phenomena, and astrophysics to professional physicists and other physics students from around the country.

A highlight of the conference was the keynote address delivered by physicist and Nobel Laureate, Dr. William D. Phillips, of the National Institute of Standards and Technology. Dr. Rasheen Connell and Dr. Angelina Amadou recruited future graduate students and researchers for the department. Kenisha Ford, a doctoral student, used the conference to sharpen her presentation skills while presenting her work that deals with using vibrational modes to examine thermodynamic properties. Undergraduate physics majors Sergio Smith (sophomore), Aara’L Yarber (junior), and Janelle Holmes (junior) gave poster presentations on their research projects. Senior physics major Tabia Muhammad received a special award from the Hilton Hotel and NSBP to attend the conference.

Faculty member Dr. Kimani Stancil was invited to present his latest research on nanomaterial assembly and functionalized nanoscale engineering, which was published in Applied Physics Letters. Dr. Quinton Williams, department chair and Professor of Physics, also a Past-President of NSBP, said “the NSBP conference is a vital part in the development of aspiring black physicists and is a major component in the professional development and well-being of African American physicists.”
Recovering the “Howard School” of International Relations

In September 2014, the Department of African Studies convened a panel discussion on Howard University-based scholars in the 1930s through 1950s who wrote on race and empire in international relations. Co-sponsored by the Moorland-Spingarn Research Center, the Department of History, the Department of Political Science, and the Department of Afro-American Studies, and in conjunction with the American Political Science Association Meeting, the panel introduced critically important new scholarly work on what scholars are now referring to as the “Howard School” of International Affairs, which includes the research and scholarship of Alain Locke, Ralph Bunche, Rayford Logan, E. Franklin Frazier, Eric Williams, Lorenzo Turner, and Merze Tate. These scholars represent an African American (and Afro-Caribbean) internationalist tradition and, at the time, the only sustained critique of the hierarchy of the international system and the role that race played in buttressing it.

The panel brought together a group of distinguished political scientists and historians, including Professor Dianne Pinderhughes of the University of Notre Dame, Professor Charles Henry of the University of California, Berkeley, Professor Robert Vitalis of the University of Pennsylvania, Professor Barbara Savage of the University of Pennsylvania, Professor Pearl Robinson of Tufts University, as well as Drs. Krista Johnson and Robert Edgar of the Department of African Studies, Lorenzo Morris of the Department of Political Science, and Greg Carr of the Department of Afro-American Studies. The session served to spearhead a dialogue on the contributions of the “Howard School” to the fields of International Relations, African Area Studies, and African American Studies. A subsequent panel was organized for the March 2015 meeting of the National Conference of Black Political Scientists, where Pearl Robinson and Johnson presented, along with professor Michael Frazier from the Department of Political Science. A larger conference that aims to re-claim and re-position the “Howard School” of International Relations is being planned to coincide with the celebration of Howard’s 150th anniversary in 2017.
The first and flagship college of Howard University has served as the heart of the Howard learning enterprise, pumping the University’s life’s blood of collaborative undergraduate and graduate learning, throughout its far-flung limbs since its birth. The College of Arts and Sciences (COAS) has nurtured and supplied University-wide faculty, student, staff, and administrative leadership; it has fired and fed Howard’s intellectual and artistic output of imagination and enlightenment for a nation and a people; and it has modeled the practice of commingling academic excellence and community service in ways that exemplify the true mission and meaning of Historically Black Colleges and Universities in the United States, Africa, the Caribbean, and Latin America.

Today, the United States and the world cannot escape the racial, cultural, economic, and political challenges that have plagued the country since its beginning. In this historical moment, the country and the world stand at a nexus that requires a re-thinking of the political and economic coordinates of the age of European domination. In a world increasingly unwilling to submit to the old orders and established under the proposition of “Equal Justice for All,” the flagship college of Howard University and its ways of knowing and being matter more to its various local, national, and global communities than ever.

This edition of the Flagship presents the College as a whole, an international village of faculty and students drawn together by a shared pursuit of knowledge and service and perpetually dedicated to the true enterprise of a liberal education. As COAS leaders from Kelly Miller to Frank Snowden to the current generation of intellectuals and servants have reiterated in their lives and work, such an education has as its enterprise the pursuit of deep, critical, and transformative humanistic thinking and concomitant action, no matter the discipline.

Everyone engaged by COAS emerges from the experience transformed, from those being graduated in May 2015 to those who may never be graduated from Howard but who took courses, attended symposia, lectures, or community programs to those who benefitted from work done beyond the campus by COAS faculty, staff, and students. An inter-generational flood of Howard alumni, learning from the faculty of the College, currently occupy key positions across the global range of media, science, the arts, policy, law, and human society. As all of them would attest, #OneCOAS speaks to the principle that our real work of engendering social transformation commences once our work radiates beyond the University.

Each department and division of the College spent the 2014-15 academic year in dogged pursuit of this work of individual and collective intellectual and social transformation. From their first days on campus, the Class of 2018 spent three months reading, analyzing, debating, and internalizing W.E.B. Du Bois’s *The Education of Black People* in the groundbreaking COAS Freshman Seminar. The research question teams of students, led by faculty mentors, were called upon to answer in the course was *how have communities thought and acted to create their education system, especially in relation to the role of elders and apprentices?* Faculty from across the University and every college have come, as they always do, to COAS for living-learning experiences through our courses, symposia, artistic performances, and service initiatives. The results have been, as always, nothing short of remarkable. The planted seeds will flower in ways limited only by the imagination of the young people who have been forever awakened to their responsibility to each other and the world.

In these pages, you will glimpse the creative brilliance of the faculty and students of the Division of Fine Arts; learn of paradigm-shifting efforts to refine language and deep reading by faculty and students in the Humanities; be made aware of the resetting of paradigms for studying networks of human community by scholars in the Social Sciences; and see how thinkers in the Natural Sciences have advanced our understanding of our physical being and responsibility to the material environments we inhabit and impact. The divisions as COAS leaders... of intellectuals and servants have reiterated in their lives and work, such an education has as its enterprise the pursuit of deep, critical, and transformative humanistic thinking and concomitant action, no matter the discipline.
of the College, now more than ever, allow the interdisciplinary power of #OneCOAS to attract the attention and fire the imagination of prospective students and faculty eager to connect their dreams and determination to the Howard University. And that is why we have resisted the urge to turn our focus exclusively to the season of commencement, festive and affirming though it may be. Indeed, we celebrate the graduates of 2015. But we do well to be ever mindful of the notion that graduation is but one moment in a series of ritualistic ones prompting us to reflect on what has been done and then to renew our determination to do much if not all of what lies ahead.

In this historical moment, when educational policymakers seem bedeviled anew with as-yet ill-defined vocational enticements voiced by the sirens of the corporate marketplace, the College of Arts and Sciences continues to embody a uniquely-STEAM undertaking, integrating Science, Technology, Engineering, Arts, and Humanities. As Fareed Zakaria has written in his newly-published *In Defense of a Liberal Education*, “I now realize that what I gained from college and graduate school, far more lasting than any specific set of facts or piece of knowledge, has been the understanding of how to acquire knowledge on my own” (78). The synergy of teaching and learning in the College, replicated through service in communities across the country and world by its students and faculty, exports this lesson in liberal education to places where its denial has presaged the threat of the death of hope among people whose lives depend on that hope.

From Ferguson, the touchstone of a year of cities in crisis that ushered in the Fall semester, to Baltimore, uprising as the Spring semester came to a close, to the cities and towns of the U.S. and the sister countries that make up the homes of our students, staff, and faculty, the College understands intimately that we are comprised of people whose families and communities suffer gross inequity, inequality, and injustices. #OneCOAS stands for the proposition that they have sent us to this place to do a work that must ultimately represent and justify their sacrifices. We matter because they matter; we are one because they are.

As you read the pages of this issue of the Flagship, reflect on the words of W.E.B. Du Bois, spoken at Howard University’s commencement of 1930. They apply not only to the women and men being graduated in this season; they apply, in fact, to all who have studied, written, and worked in community in the College and, through it, Howard University:

You not only enter, therefore, today the worshipful company of that vast body of men upon whom a great center of learning, with ancient ceremony and colorful trappings, has put the accolade of intellectual knighthood; but of men who have become the unselfish thinkers and planners of a group of people in whose hands lies the economic and social destiny of the darker peoples of the world, and by that token of the world itself.

You are invited to join the spirit and work of #OneCOAS—today and forever more.
The Power of Partnership: Economics Department Joins with OIC/DC to Help D.C. Youth Accomplish Their High-Tech Dreams and Many Bright Futures

A new technology training program in Washington, DC, launched by Opportunities Industrialization Center of DC (OIC/DC), the Howard University Center for Urban Progress (HUCUP), and the D.C. Department of Employment Services (DOES), is turning the lives of local youth around by providing them access to new technology jobs, as evidenced by the success stories of participants in the Youth Tech – A+ certification program.

The 28-week Youth Tech program consists of 3 phases. In Phase One, which is 12 weeks, students learn the fundamentals of computer technology, installation, and configuration of PC operating systems, laptops, and related hardware and basic networking, as well as the skills required for configuring mobile operating systems. Students are required to take and pass the national certification exam for A+ computer repair given by CompTIA before going to Phase Two. In Phase Two, participants attend work readiness classes and employability training provided by DOES. And in Phase Three, they complete a 12-week internship at Howard University or a private sector IT company (or another higher education institution or employer in the local area) to receive practical on-the-job training to expand their IT skills. After Phase Three, students are placed into full-time unsubsidized jobs. The ultimate goal of the program is to provide training and skills development to out-of-school District youth aged 18 to 24 and to enable them to obtain CompTIA A+ 801-802 certification and lucrative full-time employment in the IT industry.

This technology workforce development program employs LearnKey’s nationally recognized, effective web-based, self-paced, and hands-on curriculum on all topics related to the fundamentals of computer technology, networking connectivity, and network administration as well as email. The training is provided at the HU Center for Urban Progress’s workforce development training center in the Reeves Building in a state of the art computer-based training classroom facility with 25 workstations and office space for program staff and administrators.

Youth participants in the OIC program receive financial stipends during the 28-week program, with the amounts increasing in value from the 12-week occupational training module to the work readiness training phase and internships. Students are required to participate for up to 30 hours a week over 5 days throughout the course of the program. To prepare them for the real world of employment, participants’ stipends are cut if they do not show up for project activities on time. They are also required to submit leave requests if circumstances arise that necessitate them to be absent or take time off.

To qualify, program participants must be over 18 years of age, be referred and deemed eligible by DOES, have a high school diploma or GED, and test on CASAS at the 9th grade level in reading and math. To date, 90% of the graduates of the program have lived in Wards 7 and 8. In addition to the A+ curriculum and hands on training, program participants are exposed to IT professionals who make presentations as guest speakers as well as to program graduates who return to describe their professional successes and how the OIC program improved their personal and professional development. Participants are also provided one-on-one counseling and job mentoring.

When they were asked to identify the factors that contributed to their successful completion of the program, participants described the experience as “all-in-one instruction… because [Youth Tech director] Mr. [Spencer] Washington made sure we were studying. They encouraged us and asked for 100%.” Participants also stated that Mr. Washington and other OIC staff made sure they showed up every day and helped instill the discipline needed to ultimately sustain full-time employment. A frequent comment is that the program perpetuated a “family environment” because administrators regularly told youth they could succeed. Recent Youth Tech graduate Brice Thomas* also says she appreciated having the flexibility to complete the coursework at her own pace.
Internships are another feature that program participants say contributes a lot of value to their OIC experience as well as their future possibilities. Mark Miller said he never envisioned that he would be working at Howard University. He calls the HU connection “a huge step” for him, mainly because after he completed his internship in the campus iLab, he was offered full-time employment in the University’s Enterprise Technology Services Division in November 2014. Miller noted that working on Howard’s campus has given him a different perspective on higher education, especially because after one year of full-time employment, he will qualify for free tuition at the University. He says he’s “blessed to be in this situation… to be able to pursue information technology and take his skills to the next level.”

Following the completion of his internship and the A+ certification program, Nick Braxton was employed at Howard University’s College of Medicine completing data analysis. Working full-time at Howard, Butler has become an expert on the use of Sharepoint and Laserfish for data entry and digitizing files. He says the OIC program changed his life, providing practical IT training, allowing him to compete for better jobs and become financially independent. Braxton says, “As soon as I completed OIC, I got a job; I got a car and I got my own place.”

Youth Tech graduate, Anthony Lewis, is considered another OIC success story, as he had a GED and no additional educational experience before completing the program in December 2013. He is currently a manager in Howard University’s iLab and continues to provide mentoring and tutoring to current OIC program participants to support their successful 801 and 802 A+ certification. Christian Lee, who completed his IT internship at Howard, was offered jobs at Cognosnte, a health IT company, and at Verizon, where he is currently employed as a Fiber Customer Service Analyst. Lee says the work experience at Howard helped him gain skills and made him more marketable for IT jobs.

Brice Thomas is one of two young women who have completed the OIC training program to date. Thomas says that before she heard about the program, she was unemployed and discouraged, having dropped out of a 4-year university and a community college. She remembers that OIC’s instructors and program administrators encouraged her to complete the training program because women are so underrepresented in the IT field. While 57 percent of occupations in the workforce overall are held by women, only 25 percent of jobs in computing occupations are held by women. In addition, the Computing Research Association reports that fewer than 12% of Computer Science bachelor’s degrees were awarded to women at U.S. colleges and universities in 2010-11. Following her internship, Thomas was promoted from an entry-level position to a data manager, and she plans to complete an MBA program and become a successful network engineer, aspirations she says she could not have imagined before she completed the OIC A+ certification program in September 2014.

OIC DC CEO and President F. Alexis H. Roberson says program participants are encouraged to “think big… that nothing holds them back,” that “certification is just the beginning to opening doors for them.” When designing the program, Robeson says she was looking for a new model – something innovative to motivate District youth to believe in themselves and improve their employability, and she decided a partnership between OIC and Howard University was the best way to go. She describes the active collaboration between a community based organization and historically Black college/university (HBCU) as what makes OIC’s Youth Tech program unique and particularly effective, as Howard has provided a professional setting for the IT training and exposure to a college environment. Robeson says the HUCUP collaboration is successful because both organizations have extensive experience providing workforce training and investing in out-of-school youth.

Howard University Center for Urban Progress Executive Director Rodney Green, who also chairs the Department of Economics, describes OIC’s A+ plus program as very synergistic with HUCUP’s mission – to address urban challenges through university-community partnerships. Green describes the Youth Tech initiative at the Reeves Center as, “a perfect partnership because OIC and HUCUP have been collaborating for years, and we have a lot of respect for the progress OIC has made helping to alleviate concentrations of unemployment in some of the hardest hit wards of the city, especially among African American youth.”

OIC DC and the Howard University Center for Urban Progress responded to a DOES Youth Tech RFP and received a grant from DOES in 2013 to implement A+ training and certification. Now in its second year of operation, there’s a waiting list for program slots. Because the program is so successful, Robeson says she’s hopeful it will receive long-term support, so that more youth can benefit and exert leadership in new technology fields. Robeson also hopes the model will be scaled up throughout Washington, DC, as well as in the 45 cities that are part of Opportunities Industrialization Center of America.

4 Participants’ names have been changed to protect their privacy.
The Department of African Studies received a grant of $1.7 million from the US Department of Education under the Title VI National Resource Centers (NRC) and Foreign Language and Area Studies Fellowship (FLAS) programs. The 4-year grant establishes Howard University as one of 10 National Resource Centers for African Studies, including Yale, University of Florida-Gainesville, University of Illinois-Champaign, Boston University, Harvard University, Michigan State University, UNC-Chapel Hill, UW-Madison and University of Minnesota.

The grant is designed to help U.S. institutions of higher education to strengthen the capacity and performance of American education in foreign languages, international and area studies, teacher preparation and outreach to K-16, and four-year and community colleges.

In addition to supporting African language and Africa area related teaching at Howard and outreach to DMV area K-16 and post secondary institutions, the grant provides Foreign Language and Area Studies (FLAS) fellowships to graduate as well as undergraduate students across all schools and disciplines at Howard to undertake African language training and pursue Africa related course work/research in their own fields/disciplines. With support from the grant, additional African languages—Zulu and Amharic—were added in Spring 2015 to the existing Swahili, Arabic, Wolof, and Yoruba language courses in the Department of World Languages and Cultures.

FLAS fellowships provide academic year tuition and a stipend in the amount of $33,000 for 5 graduate students per year, and $25,000 for 2 undergraduate students per year. In addition, the grant provides 5 summer fellowships of $7500 to both graduate and undergraduate students at Howard and other U.S. universities. Summer fellowships are tenable only at an approved Africa NRC institution or study abroad project.

The Director of the Howard University National Resource Center for African Studies is Dr. Robert Edgar, Department of African Studies; the Assistant Director is Dr. Wheeler Winstead; and the African Language Program Coordinator is Professor Mkamburi Lyabaya, Department of World Languages and Cultures. Dr. Helen Bond of the Department of Curriculum and Instruction is the liaison to the School of Education, and the Outreach Program Coordinator is Ms. Brenda Randolph. The center is currently housed on the 4th floor of the Howard University Center.
The Department of History: Living Carter G. Woodson’s Vision

One hundred years ago, in September 1915, Carter G. Woodson, the son of former slaves, and future member of the faculty at Howard, led the founding of the Association for the Study of Negro Life and History. The organization was established to ensure that the experiences of people of African descent would be researched and valued in an environment where the significance of the contributions of black people to human history had been denied. Although the name has been updated—it is now the Association for the Study of African-American Life and History (ASALH)—the commitment that Dr. Woodson and the founders had a century ago continues to find centrality in Howard’s History Department.

The Department observed its own centennial last year with an alumni symposium that featured the scholarship of our graduates and the academic work of our current students, including undergraduates. The presentations covered the spectrum of fields in which we train students in the Department. Prominently featured were topics on the African Diaspora, a field pioneered here at Howard, as well as the history of the United States, Africa, Latin America and the Caribbean, public history, and women’s history.

Howard alumni are keeping Dr. Woodson’s vision alive outside of the halls of the academy as well. They serve as archivists at the National Archives, as superintendents of national historic sites and monuments, and as curators and directors of private and state museums and historic places. At each of these sites our graduates are playing central roles in interpreting and disseminating the history of people of color.

In addition to training our students to research and preserve black history, members of the faculty of the History Department offer their own contributions to Dr. Woodson’s cause. They continue to publish scholarly books, articles, and book chapters that illuminate our understanding of the history of Africa and of the experience of people of African descent in Diaspora. The Department hosts a monthly seminar on the effects of slavery that features scholars from across the Washington Metropolitan area, which convenes to discuss pre-read papers on various Diasporic topics. Members of the faculty have been invited to national and international conferences to present papers on their current work and have served as consultants and principal investigators for local, national, and international projects. They continue to conduct international research in the Diaspora on topics such as slavery and public memory, emancipation, protest movements, and the military experiences of minorities in a European context. They provide on-air commentary for historical programming and to participate in documentaries that have aired on national media and in exhibitions in repositories and museums across the nation.

The Department of History remains closely associated with Dr. Woodson’s organization. The current president of ASALH is a member of the History department, while History faculty and alumni serve on the association’s Executive Council. Graduate students in History routinely present papers at its annual conference and attend the February luncheon, which launches the theme for the yearlong observance that begins during African American History Month. As ASALH begins a new century of commitment to the study of the life and history of people of African descent, the Department of History celebrates the organization’s work and reaffirms its own commitment to the cause.

Dr. Daryl M. Scott, center, Professor of History and President of ASALH, presents on a panel for a White House forum.
Air Force ROTC Graduates Professional Officers

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 Historically Black Colleges and Universities (HBCUs). Detachment 130 trains over 60 cadets from eight universities in the Metro area. Many of these students matriculate into the program from Howard and are students enrolled in COAS. Howard University adheres to a long-standing tradition of producing premiere leaders and servants to the nation. The detachment has produced more general officers than any other HBCU in history. This May, 13 cadets will graduate and commission as professional officers, embarking on a challenging and rewarding career path.

Profiles of Excellence in Air Force ROTC: Tenaugrie Malone

Originally from Carmel, Indiana, Tenaugrie Malone will be commissioned as a missile operations officer and second lieutenant in the U.S. Air Force following graduation this May. Over the past four years, she immersed herself in all areas of student life, contributing as a leader and ambassador to COAS, Howard University, and the nation.

Since coming to Howard, she has been actively involved in the COAS Student Council as a board representative and executive team member. Malone also served as a student senator and the financial chair for Howard University Student Association. She is an active member of the Political Science Honors Society and the Vice President of Howard’s Student NAACP chapter.

Malone’s involvement as a student leader complimented her pursuits in Air Force ROTC. As a junior and senior, she held cadet leadership positions that included oversight of training for more than 60 cadets. After being competitively selected by the Air Force, she attended Field Training, which is the biggest milestone for any cadet. Malone excelled, earning the “Superior Performer” award as a top member of her class. She was handpicked to return the following year as a training assistant and instructor, supporting development of over 800 students.

Through all of her success, she remains committed to serving others. Malone believes the most valuable lesson she learned was the concept of servant-leadership. “I learned the importance of not just taking care of yourself, but of other people,” she reflected. “Having humility as a leader is very important.” When asked about her proudest accomplishment as an Air Force ROTC cadet, she immediately thought of the legacy her class would leave behind. “ROTC isn’t just an internship or a job; it is more than that. It is a community where bonds are formed. I’m most proud instilling that idea of community and family into the next generation of cadets.”
Howard University ROTC cadets were privileged to attend this year’s 2015 Black Engineer of the Year Award’s (BEYA) Star & Stripes Dinner, a military star-studded event featuring many eminent African American leaders in the U.S. military from the rank of Lieutenant to General. This year, the Air Force hosted the Stars and Stripes dinner, and they did so with fervor. It was a spectacle to behold as even Generals and Admirals came out of their normally serious shells and danced to their favorite tunes.

BEYA is an annual event held to highlight the successes of blacks in STEM careers that are often overlooked because of small professional numbers. The conference was a three-day event, and the Stars & Stripes dinner was held on Friday to celebrate the notable black STEM officers. The following day, a career fair was held where workshops and networking events were offered. The event concluded with the highly anticipated National Black Engineering Gala. Air Force Vice Chief of Staff, General Larry O. Spencer, remarked that in order to remain the greatest military power in the world, engineers must be cultivated to perform research and develop new technologies.

This year, the Army Stars & Stripes award recipient was Brig. General Ronald F. Lewis. General Lewis graduated with a degree in mechanical engineering from the United States Military Academy. He currently serves as the deputy commanding general of support in the 101st Airborne Division. Howard University would like to congratulate General Lewis on this prestigious award.

On Thursday, February 5, 2015, the Commanding General of the Military District of Washington, Major General Jeffery Buchanan, began his day differently than a general typically would. Major General Buchanan is in charge of one of the nine major commands in the Army, and instead of conducting his usual morning PT session or sitting in on important meetings with major ramifications, he chose to share some of his knowledge and wisdom with a small group of the future leaders of the Army. In a classroom at Howard University, Major General Buchanan spent his morning talking to the cadets of Bison Battalion about to the Army of the past, the Army of the future, and the importance of being an efficient leader.

Major General Buchanan began by simply asking a question to the cadets present. “What is the difference between a leader and a manager?” he asked. While all the cadets stated qualities that separate a leader from a manager, the one key difference that Major General Buchanan spoke on was being a leader by example. Major General Buchanan explained to the cadets that “Soldiers want to have the best lieutenant; they want to brag about you. It is an officer’s job not only to be the standard bearer for his or her unit but also to lead from the front of that unit.”

Major General Buchanan also spoke on a topic unique to most cadets in the Bison Battalion— the fact that African American officers are the minority in the Army; however, the
Bison Battalion Hosts General Officer Leadership Forum

On Saturday, September 13, 2014, during the Howard University football home opener, the Bison Battalion hosted the United States Army Parachute Team, “The Golden Knights,” for a parachute demonstration from about 4,000 feet into Green Memorial Stadium.

Lieutenant General Bob Ferrell, Army G6/Chief Information Officer, and Lieutenant Colonel Crede Lyons, Bison Battalion’s Professor of Military Science, conceived the idea to have the Army’s future leaders be mentored by its current senior leaders during a senior leader mentorship forum. Since Howard University holds a prestigious reputation for academic excellence and frequently offers a platform for discussions concerning global issues, Howard seemed to be the perfect venue for the Bison Battalion to host such an event.

Although the initial concept involved three ROTC programs within Cadet Command’s Fourth Brigade, it was not long before this small concept blossomed into having seven programs within the Maryland, D.C., and Northern Virginia area and seven Army Staff Directorates and over 300 Cadets participate. The forum consisted of an initial icebreaker, a panel discussion, and a question and answer portion. ROTC Cadets from various demographics and Military Science levels had the opportunity to socialize and network with Army’s senior leadership.

Once LTC Lyons provided a brief welcome and overview, the much-anticipated forum was underway. LTG Ferrell gave opening remarks and was followed by LTG Thomas P. Bostick (Chief, Corps of Engineers), LTG James C. McConville (Deputy Chief of Staff, G-1), LTG Flora D. Darpino (Army Judge Advocate General), MG Gary H. Cheek (Assistant Deputy Chief of Staff, G-3/5/7), MG Luis Visot (Chief of Staff, Army Reserve, COL Vinett E. Gordon (Deputy Chief, Army Nurse Corps, Office of the Surgeon General), and BG Peggy Combs (Commanding General of U.S Army Cadet Command). As each panel member provided brief remarks about their respective area and various perspectives on the direction of the Army ROTC, Cadets displayed looks of deep interest and intrigue. Remarkably, the aisles filled up quickly with as many as 60 Cadets once the question and answer portion of the forum was underway. The Q&A session fostered important dialogue between the two generations of Army leaders.

“Words can’t even convey the great gratitude I felt when seeing all eight senior leaders who took the time out of their busy schedules to answer our questions,” said Cadet Patricia Goldman (MSII). Cadet Michael Thompson (MSII) added, “Networking with and receiving insight and knowledge from General Officers about military operations, their positions, and experiences was invaluable.”

The leader panel finally concluded with closing remarks provided by Dr. Wayne Frederick. The senior leader mentorship forum was well received by all in attendance. Based on the feedback Cadets provided, it is likely that the University will hold similar events and provide the university community with such meaningful opportunities in the future.
Department of Economics Sponsors Inequality, Capitalism, and Racism Conference

During the Fall 2014 semester, The Economics Department hosted a bold and innovative conference with dynamic speakers grappling with social and economic questions brought to the fore by the social and economic turmoil the U.S. has been experiencing.

The global economic crisis of 2007-09 and the social movements it fostered, from the Occupy and Indignados movements to the Arab Spring, once again put the question of the viability and stability of capitalism into play. The publication of and publicity around Thomas Piketty’s book *Capital in the 21st Century* likewise put the critique of capitalism at the top of social agendas and reawakened interest in the historic work of Karl Marx.

An intensification of long-standing racism in economic, political, and social terms also motivated the conference since it coincided and interacted with the economic crises, similarly raising questions about the prospect for racial equity and equality.

The Ferguson atrocity and its multiple, parallel cases throughout the country were touchstones for the broad offensive against African American workers and students in all aspects of life. Speakers noted that mass incarceration, mass deportations, and widespread urban gentrification likewise raised serious questions about whether there can be racial justice within a capitalist framework.

Conference speakers argued that, as these challenges grow, the debate over alternatives to capitalism likewise must grow. Once-socialist countries’ return to capitalism has led some to question whether any alternative is possible. Not satisfied with such defeatism in the face of looming imperialist war, intensified racism, and economic crisis, commentators noted that there are forces at work attempting a renewal of “big picture” solutions. For instance, Alain Badiou’s work, *The Idea of Communism*, brought over a thousand intellectuals together in London in 2009 to discuss a renewed vision of a classless society, while revolutionary organizations like the Progressive Labor Party, having recently established circles in over 20 countries, are attempting to advance an egalitarian, anti-racist, international vision of working class power on a global basis.

Speakers included professors from Howard University Departments of Economics, Sociology and Anthropology, and Afro-American Studies and from the North Carolina A&T Department of Liberal Studies and featured important commentary from several Howard University students.
During the Spring 2015 semester, Dr. Bahiyah Muhammad, assistant professor of Sociology and Anthropology, taught a new course: SOCI 113: Inside-Out: Crime and Justice Beyond the Wall. This class provided students with a unique opportunity to explore issues of crime and justice from inside a correctional facility. The Inside-Out Prison Exchange Program brought together students from universities and students who are incarcerated to learn about and discuss topics such as the causes of crime, victims, the rationale of the criminal justice system, restorative justice, the prison industrial complex and the cradle to prison pipeline. Through the readings and dialogue, inside and outside students integrated their theoretical knowledge with lived experiences. A crucial goal of the course was to help students critically analyze and challenge the current system in the U.S. that has resulted in higher incarceration rates than other similar countries.

Dr. Rubin Patterson Publishes *Greening Africana Studies*

Dr. Rubin Patterson, Professor and Chair of Sociology and Anthropology, exhibits scholarly excellence with the publication of his new book addressing environmental studies and the black experience.

“*Greening Africana Studies* is an innovative and creative book emphasizing the need to successfully integrate analyses of environmental issues that continue to impact the lives of people of African descent into the academic literature published by Africana scholars. Patterson’s book, which seeks to situate the issue of environmental studies within the much broader discussions, trajectories, and realities that are the primary focus of the discipline of black studies, includes useful public policy recommendations that can be implemented to improve conditions in minority communities. This is an important work written at a critical time in the historical development and survival of the African American community.”

—Dr. Bessie House-Soremekun, Director of Africana Studies, Indiana State University, Purdue University at Indianapolis
The Department of Afro-American Studies Has Another Banner Year

Consistent with the disciplinary thrust of Africana Studies, the Department of Afro-American Studies continues to forge relationships between the University and local, national, and international communities pursuing academic excellence and social responsibility. During the 2014-15 year, and in continuing collaboration with faculty and students across the College and University, departmental faculty members continued to serve as part of the COAS Freshman Seminar leadership team and joined colleagues in initiatives ranging from the Howard University School of Law’s “Beyond Ferguson” symposium to the August Wilson Society’s March 2015 collaboration with the D.C. Public Schools to build curriculum around the newly-released PBS documentary “August Wilson: The Ground on Which I Stand.”

Faculty and students in Afro-American Studies engaged a wide scope of publics, offering expert analysis on historical and contemporary subjects across a range of media outlets, including WHUR and WHUT, National Public Radio, News One Now, Al Jazeera USA, CNN, CCTV, the Atlanta Black Star, the Washington Post and The Huffington Post, among others. Faculty served as keynote speakers and/or panelists in conferences and symposia hosted by The New America Foundation, the Center for Black Writing, the Institute of the Black World-21st Century, the National Black United Front, the National Coalition of Blacks for Reparations in America, the Association for the Study of African-American Life and History, the Modern Languages Association, the National Council for Black Studies, and the Association for the Study of Classical African Civilizations. Departmental faculty also delivered visiting lectures at the University of Houston, Essex County College, St. Augustine’s University, Winston-Salem State University, Georgetown University Law Center, and Northeastern Illinois University, among other places.

The Department’s Alternative Spring Break course enrolled student leaders from Howard’s ongoing Alternative Spring Break initiative, which added St. Louis, Missouri, as a service site to Baltimore, Chicago, Detroit, Haiti, Memphis, New Orleans, and Washington, D.C. The course is modeled in part on the Department’s practicum course, mandatory for majors, in which students develop their ability to link cutting edge intellectual work to improving the life chances of people in difficult circumstances.

From February through April 2015, in collaboration with the Founders’ Library, the Department co-sponsored the Africana Film and Discussion Series. Guest commentators (ranging from Marion Christopher Barry to Dr. Timothy Jenkins and Dr. Sandra Shannon) helped Howard students, faculty, and community members analyze documentaries from across the African diaspora. The Department also participated by leading a post-screening discussing of Sam Greenlee’s “The Spook Who Sat By the Door” at NPR in February 2015.

In April, the Department represented Howard at the Harlem funeral of the noted scholar/activist Yosef ben-Jochannan, with two faculty members serving as co-authors of the New York Amsterdam News special edition tribute to the late pioneer.

The current holder of the Department’s John and Eula Cleveland Endowed Chair in Afro-American Studies, former Vice-President for Academic Affairs and legendary scholar Dr. Andrew Billingsley, completed work on his memoirs and papers, which will be published by the University of South Carolina Press in 2016. In addition, the Cleveland Chair sponsored and/or co-hosted visiting lectures by Dr. Gerald Horne and Dr. Jeremiah A. Wright, Jr.

Two Spring 2015 graduates, Khari Brooks-Maye and Kevin Ward, were inducted into Phi Beta Kappa, continuing an unbroken string of departmental inductees stretching over the last decade. A departmental minor, Tiffany Brockington, won an award at the second Howard University Research Day, following 2014 winner, Afro-American Studies major Sheneese Thompson.

Finally, the department joins the College, the wider Howard community and national and international network of scholars, artists and community leaders in wishing Mr. E. Ethelbert Miller renewed and broader successes as he departs from the University after 47 years of combined scholarship and service as a student and employee. Mr. Miller, one of the country’s best-known poets and Director of the department’s Afro-American Studies Resource Center since 1974, was inducted into the Washington, D.C. Hall of Fame in April 2015, the latest in a long series of distinguished awards and recognitions.
Phi Beta Kappa is the most prestigious academic honor society in the United States. Established in 1776 at the College of William and Mary, today it has 283 chapters nationwide and 60 alumni associations. The Gamma of the District of Columbia Chapter at Howard University initiated its first members in 1953. The Society recognizes exemplary academic performance 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 creative writers, as well as men and women in all walks of life who have pursued the "love of learning" well beyond their years of formal education.

Gamma of DC Chapter members are invited for membership in the fall and spring semesters of senior year. The induction is followed by a university-wide keynote address. Through its Liberal Arts Education Roundtables, the chapter seeks to highlight benefits and strengths of intellectual growth through the studies in the liberal arts and sciences. Last fall, Dr. Franklin Knight, Leonard and Helen R. Stulman Professor of History (emeritus) at Johns Hopkins University, addressed new members and Dean's List honorees together. More recently, Dr. John Lindesay, Professor of Physics at Howard, presented a topic entitled "Identity and the Universality of Cosmic Existence." At the annual banquet this year, parents, friends, and faculty joined the nominees for a keynote address by Dr. Ivory Toldson, Deputy Director of the White House Initiative on HBCUs (on leave from the School of Education at Howard).

This year's inductees include:

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<td>Tweodros Weldeamlak</td>
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College of ARTS AND SCIENCES
Staff Retreat Encourages Professional Development and Builds Community

Just before the start of the academic year, approximately 70 staff members attended the first annual COAS Staff Retreat. Held at the School of Divinity, the all-day retreat, featured speakers from several departments and support units on campus. Plenary speakers included Dr. Segun Gbadegesin, Kathryn G Brown, from the Professional Development and Leadership Academy, and Professor Denise Hart, who was the keynote speaker.

Afternoon break-out sessions featured workshops with Dr. Ivor L. Livingston, Professor of Sociology, who presented on stress management; Dr. Greg Carr, Associate Professor and Chair of Afro-American Studies, who presented on the topic “Influence without Authority”; and Lieutenant Colonel Crede Lyons, Chair of Military Science-Army ROTC, who presented the session “Lead by Serving.”

Ms. Kym Wilson, Director of Recruitment, facilitated the session on faculty onboarding procedures; Mr. Howard Rawle, Executive Director of Procurement/Contracts and the Financial Service Customer Care team, helped staff understand how to get vendors paid; and Brian K. Jordon, Deputy Chief of Campus Police, shared tips with the group on safety and security.

The retreat provided staff with many opportunities for professional development with the range of informative break-out sessions and presentations. Importantly, too, the retreat allowed many to meet and interact with colleagues who they had spoken with for years but who now had faces to go along with well-known names.
Allyson N. Carpenter is an Honors Program student who is a trailblazer amongst her peers. Finishing her second year at Howard as a Political Science major and Community Development minor, she has applied her skills and talents to win various prestigious scholarships, honors, and awards. Carpenter’s honors include receiving the English-Speaking Union Luard Morse Scholarship, the Root’s Young Futurists Award, the Joint Base Myer-Henderson Hall Gospel Service Keeper of the Community Award, and membership to the National Society of Collegiate Scholars. Her gregarious nature has positioned her to be the District of Columbia’s youngest elected official as an Advisory Neighborhood Commissioner in 2014, a Legislative Intern in the Office of Senator Sherrod Brown of Ohio, and an Ambassador for Black Entertainment Television.

Her leadership role is also recognized across campus. In addition to serving as the Vice President of the Freshman Board for the College of Arts and Sciences, Carpenter also serves as President of the Political Science Society and Deputy Chief of Staff for the Howard Undergraduate Student Association. Her political acumen and oratory skills, coupled with a passion for service, have created platforms for her to serve as a panelist for a variety of on campus and off campus events and afforded her the opportunity to introduce the First Lady of the United States, Michelle Obama, at the White House’s Women of the Movement event.

Seeing Carpenter’s commitment to being an advocate for social justice in organizations like Elect Her and Youth Voices, First Lady Obama recognized Carpenter’s role in encouraging young women of color to pursue elected office. Later this year, she will speak on another issue that is of concern to her – affordable housing – at Al Sharpton’s National Action Network Conference 2015 in New York. As election season heats up, Carpenter hopes to be elected as a delegate for the Democratic National Convention, and she looks forward to continuing to pursue a political career in her home state of Ohio.

First Lady Michelle Obama greets Carpenter after Carpenter introduced Mrs. Obama at “Celebrating Women of the Movement” in the East Room of the White House.
**The Center for Pre-professional Education’s Pre-health & Medical Student Leaders: A Mentor and Mentee Network**

The Center for Pre-professional Education (CPE) sponsored pre-health student leaders and Julie Andrist (Associate Director) to attend the Annual Medical Education Conference of the Student National Medical Association (AMEC-SNMA) in New Orleans from April 1-5, 2015. The pre-health scholars received useful information about MCAT preparation, medical school admissions requirements, personal statement writing, and interviewing for medical program admission. Students also attended panel discussions on a variety of topics, including medical education and health related careers. The AMEC-SNMA Conference was an amazing experience for all who attended and provided numerous opportunities to learn, connect, and become empowered. Many students reported that the conference renewed their drive to do what it takes to be a competitive applicant, scholar, and leader among physicians.

Pre-health student leaders also had the opportunity to meet with minority medical students and admission directors from various U.S. medical schools. The conference was very supportive and encouraging of the success of minority students in healthcare. A number of interactive workshops opened students’ eyes to all the possibilities that a career in medicine has to offer. While in conversation with current medical students, pre-health students received insight into a range of medical schools, and students also met many medical students and physicians who will likely be their future mentors.

During the conference, student leaders had the opportunity to meet with many Howard University alumni who are currently enrolled in various medical schools across the nation. Some of them are attending top institutions, such as Harvard, Perelman (Univ. of Penn.), Michigan, George Washington, and Duke. Many Howard alumni are also serving in many leadership positions in the SNMA chapters of their medical schools. Pre-health students had the amazing experience of being able to connect with these medical students who went through similar challenges and who were willing to share how they powered through their struggles to get to where they are now. Having now begun their tenure in medical school and finding success there, Howard alumni expressed their appreciation to the staff and advisors of the Center for Pre-professional Education for preparing them for this phase of their journeys. Outstanding alumni also highly recommended the pre-health students to participate actively in CPE’s programs. All of them stated that the CPE at Howard University fosters students to become better candidates for medical school and the future medical educators and leaders of tomorrow.

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**LSAMP: A Look at the Next Generation of STEM Leaders**

Preparing to enter their 22nd year of activity, the Washington Baltimore Hampton Roads Louis Stokes Alliance for Minority Participation (WBHR-LSAMP) is looking forward to continuing its mission to increase the quality and quantity of historically under-represented students who successfully complete baccalaureate degrees in science, technology, engineering, and mathematics (STEM). Following the established LSAMP model, alliance institutions and their students are making a significant contribution to the attainment of a diverse, internationally competitive, and globally engaged workforce of scientists, engineers, and well-prepared citizens.

Each semester applications pour in for the LSAMP Undergraduate Research Program where students are provided with varying resources to increase persistence in their STEM field of choice. A generous stipend, hands-on lab research with a faculty mentor, and peer tutoring are just a few of the program benefits. Students are also supported to travel nationally and internationally to present their research at conferences and symposia.

Approximately 30% of WBHR-LSAMP students enroll in graduate degree programs. Many of these students go on to complete their advanced degree utilizing the two-year Bridge-to-the-Doctorate (BD) program. Participation as an undergraduate LSAMP student is required for acceptance into the BD program. The WBHR alliance is pleased to announce that 7 of its BD students graduated with Ph.D.s in 2014, including Bethtrice Thompson and Kimberly Mason.

With funding from the National Science Foundation, the WBHR-LSAMP takes a multidisciplinary approach to student development, retention, and creating partnerships among colleges, universities, national research laboratories, business and industry, and other federal agencies. Research shows students who participate in LSAMP are better prepared to obtain advanced degrees in STEM.

The WBHR Alliance has conferred more than 16,000 B.S. degrees to historically under-represented students since its inception in 1993. More information on LSAMP program can be found by visiting: www.howard.edu/lsamp
The Center for Pre-professional Education’s Tutorial Sessions Help Students Earn Top Scores in Science Courses

The Center for Pre-professional Education (CPE) is excited to introduce comprehensive tutorial services (in-person and live instructions on-line) for Biology, Chemistry, Organic Chemistry and Physics for all students.

The committee of the CPE has selected five stellar junior and senior pre-health students to tutor their peers Monday through Friday from 9 am to 5 pm. Weekend hours are also available for students on-line. Tutors excel academically and also participate actively in various leadership and research and community activities. The Center's tutorial services are funded and sponsored by the WBHR-LSAMP.

Sometimes, even pre-health students have a difficult time improving their academic skills in science courses. Howard students can receive tutoring in the basic sciences, such as biology, chemistry, organic chemistry and physics. In addition to helping students grasp the material of their science courses, our tutors also share effective study habits and learning skills in order to help students excel in their courses.

When we asked some tutees about our tutorial services, Noble, a junior biology major, stated that “CPE's tutors were able to clear up a lot of confusion, and these tutorial sessions help me to improve my grades. Alana [Jones], has helped me get a better understanding of certain concepts.” Paul, a transfer student with a sports medicine major, noted how CPE's tutors helped him to become a more effective learner. He said, “If I didn’t come to these tutorial sessions, my grades would be a mess! Miah [Davis] helped me to get a better understanding in organic chemistry.”

Visit the Center to meet with your tutors and pre-professional advisors at the Howard University Center, room 518.

Tsipporah Christopher
Biology Major, Chemistry Minor
Hometown: Los Angeles, CA

Tsipporah Christopher is a senior biology major, chemistry minor at Howard University. She is from Los Angeles, California. Tsipporah is a pre-medical student and plans to take the MCAT during the summer of 2015. When she is not studying for classes or the MCAT, she spends a lot of her time volunteering. Tsipporah is involved in a mentor program called “Teen Life Clubs” (TLC) where she teaches local high school students healthy decision-making skills and sexual education. She also assists elementary school students with their reading and comprehension skills through Reading Partners. On campus, she serves as the Co-President of the Health Professions Society/ MAPS. She also assists the center for Pre-professional Education to promote various programs and activities for pre-health students. She is also involved in a natural health organization, Wingz of Lyfe, and serves as the Community Outreach Chair. Tsipporah has high hopes in spending time examining the health care system in China with the HU China Connection. In her free time, she finds time to play the trombone with the Howard University Showtime Band, trains for half-marathons, and explores Washington, D.C. Tsipporah is an aspiring surgeon. Many people do not know that when she was born, she was only half a pound! She hopes to one day work in the field of pediatrics. She has three younger siblings—two younger sisters and a baby brother. She has a growing passion for the environment and the impact it has on our health. Interestingly enough, she watches ecological and environmental documentaries for fun. She has dreams of one day traveling the world and experiencing different cultures to make a change.
Lauren Larkin
Chemistry Major, Biology Minor
Hometown: Cleveland, OH

Lauren’s career goal is to become a Pediatric Hematologist/Oncologist where she can combine her passion for children and medicine. She is not the first person in her family to attend college because she’s the youngest of three; however, Lauren is the first person in her extended family to pursue a career as a physician. Her interest in specialization stemmed from her experience shadowing various pediatricians in diverse fields, including hematology/oncology, during her senior project in high school at the world-renowned Cleveland Clinic. Lauren admired the patients she was able to observe. She was particularly affected by the oncology patients because even though they had terminal illnesses, they were so full of life and lit up the room. While a student at Howard, Lauren has conducted biochemical and organic chemistry based research in the chemistry department. This past summer she was a participant in the 2014 NSF-sponsored International Research Experiences for Undergraduates (REU) program “Indigenous America to Indigenous Borneo (IAIB): Adventures in Biology and Biodiversity (Malaysia).” Apart from the research experience, she says, “The certain qualities you gain from becoming an international traveler are not ones that one can learn in a classroom.” Lauren is also involved with Meccathon, Ohio Club, HPS/MAPS, and MedLife. While touring at Howard with her mind set on another institution, she came upon a common phrase, “Howard was not my first choice, but it was my best choice.” Still till this day, Lauren agrees with the statement that ultimately influenced her decision to attend Howard University. Howard is where she transformed as a person and thrived academically. Lauren said that the advice and many resources that she received from the center for Pre-professional Education and pre-health advisors have prepared her to become a competitive candidate for medical school. She feels comfortable asking questions and confident that she will receive thoughtful guidance through her medical journey.

Miah Davis
Chemistry Major, Allied Science Minor
Hometown: Columbia, SC

For Miah, a career in medicine is the unique opportunity to combine her passions of caring for people and science together. Since childhood, she knew that she wanted a career in which she could continuously challenge herself while directly changing the lives of people for the better. While a student at Howard, Miah assisted in research projects within the Department of Chemistry dealing with electrochemical characterizations of novel and innovative chemical compounds. Among her other key experiences at Howard were volunteering at the George Washington Hospital in Northwest D.C., participating in noteworthy and groundbreaking research at the Naval Research Laboratory and shadowing physicians as well as administrators in public health fields. The culmination of her experiences and accomplishments in each position further affirmed her passion and intrigue for the sciences as well as a career that entailed this along with a great societal impact. She has sought to serve others at Howard through tutoring and mentoring within the Department of Chemistry as the Secretary and Community Service Chair of the Howard University Student Affiliate of ACS. Miah became involved with the Center for Pre-professional Education during her freshman year when she was invited to join the Health Professions Society/MAPS, which is tailored towards helping pre-professional students become more prepared for their profession of choice. With the caring advice of Mrs. Julie Andrist along with the resources of the Center and opportunities provided by the society, Miah was much more adequately prepared for her preparation and application to medical school in the fall of 2014. Miah is a 2011 National Achievement Scholar, a 2012 Inductee to the National Society of Collegiate Scholars, and a Laureate Scholar at Howard. Miah has also received awards in her major for her academics and service, and she has remained on the College of Arts and Sciences Dean’s Honor Roll throughout her matriculation at Howard. “As I embark on this next phase of professional schooling towards my ideal career in medicine, I will never forget the unmatched preparation and dedication to my success that I found at Howard University. I am convinced that there is no other institution in the United States as qualified to prepare young, aspiring African-Americans towards the greatness they desire.”
Alana Jones

Latin and Chemistry Double Major
Hometown: Opelika, Alabama

Although she had always loved the idea of being a physician, Alana did not recognize her passion for medicine until she volunteered with Dr. Sandra Ford at a rural health fair in a park in Lowndes County, Alabama, when she was in high school. That day, working in the June heat among the poor and sick to provide free medicine, clothing, and health screenings, Alana realized that medicine was the best way to integrate her interest in science with her compassion for people. Since her matriculation, Alana has been a student leader. During her freshman year, she participated in the HHMI-sponsored SEA-PHAGES microbiological research program in the Department of Biology. When she served as the secretary of the Alabama Club, she worked closely with the club president and advisors to revival the organization’s on-campus presence and boost freshman engagement. She also volunteers every summer with Ford and the Spirit of Luke Charitable Foundation Black Belt Health Fairs. Her experiences with Ford have taught her about minority health disparities and the need for primary care physicians. Alana believes that continuous service to those in underprivileged areas is the best way to create change, and she has been humbled her experiences.

Alana plans to pursue an MD/PhD with research interests in pediatrics and epidemiology. This past summer she completed the first of two summers in a NIH-sponsored biomedical research program at the University of Alabama-Birmingham Medical School and will travel to San Antonio, TX, in November to present her research at ABRCMS. Alana’s honors include the Laureate Scholarship, membership in the College of Arts and Sciences Honors Program, National Society of Collegiate Scholars, and Dean’s List 2012-2014. She credits her attendance of a pre-med orientation and the information shared at the Health Professions Society/MAPS meetings during her time at Howard (both of which were sponsored by the Center for Preprofessional Education) for giving her the tools to make herself a competitive medical school candidate.

Melanie Swang

Biology Major, Chemistry Minor
Hometown: Yorba Linda, California

Melanie is a premedical student, aspiring to one day become a neurosurgeon. She first developed an interest in becoming a physician when she was eleven years old. A competitive figure skater since the age of four, Melanie constantly found herself in doctors’ offices due to injury. It was this exposure to and constant immersion in the medical field that first sparked her interest in a medical career. In fall 2014, she was accepted into the six-year BS/MD program. Currently, Melanie is also a research assistant in a neuroscience and neurodevelopment lab at the Howard University, College of Medicine. Melanie is a violinist in the University Symphony Orchestra. When she has the time, Melanie loves cooking and baking for her friends. Melanie also loves to volunteer in her free time. She is a GED tutor for So Others Might Eat (SOME). She conducts both individual and group sessions, teaching biology, mathematics, reading, and writing. On weekends, she also works in SOME’s dining room, preparing and serving meals to the guests. In the short year since she first arrived at Howard, she has grown as a person, a student, and a responsible leader. Melanie said “from the beginning of my Freshman year, the Center for Pre-professional Education has fostered my growth and development in my journey toward a medical career. The Center has provided me virtually every resource I need in order to competently navigate through the medical school application process, including mock interview opportunities, free practice MCAT exams, and discounted MCAT courses. The staff at the Center have all been extremely patient with me, answering all of my questions and providing me with exceptional guidance in order to help me succeed in my academic and professional endeavors.”
COAS Introduces Its New Interdisciplinary Studies Majors

Beginning in the Fall 2016, students in the College of Arts and Sciences will have the option of building their own majors in the highly anticipated Interdisciplinary Studies program to be housed in the newly established Department of Interdisciplinary Studies (ISD). The major was created to provide new academic pathways for students to meet personal, institutional, national, and international needs.

There are two general pathways through which a student may pursue an interdisciplinary studies major. In an established programmatic interdisciplinary major, a qualified and accepted student follows a flexible existing scheme of requirements. Each programmatic interdisciplinary major has several interdisciplinary major core courses and other existing courses from collaborating departments. Each is staffed by faculty from COAS and from other colleges. Existing programmatic interdisciplinary majors include Interdisciplinary Religious Studies, Community Development, Bioethics, International Affairs, and Interdisciplinary Humanities. Additional programmatic interdisciplinary majors are in preparation. Among those are Environmental Studies and Neuroscience.

Interdisciplinary Religious Studies offers students a broad and informative introduction to the academic study of religions. The program is organized around the overarching theme of the varieties of religions, religious experiences, and connections between the ordinary and extraordinary aspects of life. Students are exposed to diverse religious traditions and the shared unifying and cohesive beliefs and assumptions in our pluralistic society and world. Issues of origins, history, ideology, and contemporaneity are approached through the lens of religious and theological studies, the physical and social sciences, and the humanities and in the contexts of the African, African Diasporan, and African American experience as well as other religious groups and traditions.

Community Development Interdisciplinary majors will study human and economic development activities in disadvantaged areas, engaging all of the social science. Many will practice disciplines in business, education, and health affairs and will intern with community-based organizations and local government offices. Community-based non-profit groups lead community development activities to enhance the physical, economic, educational, and social assets of low-asset neighborhoods, thus empowering residents to gain greater control over their future and enhance family and individual capacities.

The Bioethics Interdisciplinary major prepares students to engage personally and professionally with some of the most challenging moral questions in medicine, clinical research, biotechnology, and the life sciences. This major also involves participation by faculty from the College of Medicine, the College of Nursing and Allied Health Sciences, and the School of Law. Graduates will be prepared for careers in clinical research, regulatory affairs, education, and policy making as well as in traditional graduate degree fields.

The International Affairs Interdisciplinary major will allow students to explore, interpret, and understand events of global significance through an interdisciplinary lens. By merging the perspective from several different disciplines in innovative paradigms, students will learn to analyze and think critically about issues that affect human rights, peace, and stability. This major is designed to train productive future leaders endowed with a passion for learning, a strong belief in global justice and equity, and a sense of service to humanity.

The Interdisciplinary Humanities major is informed by a commitment to the deepening of self-awareness, both of individuals and of communities, through literature, philosophy, language, and the arts. Interdisciplinary Humanities draws together the expertise of the departments of Classics, English, Philosophy, World Languages and Cultures, Anthropology, Afro-American Studies, and others, for an interdisciplinary study of these aspects of human culture from the ancient civilizations of Egypt, Greece, and Rome, up through contemporary Modernism and Afro-Modernity. The role of the humanities in modern society is often challenged. But while science and technologies improve our lives, it is the humanities that make life worth living.

The Interdisciplinary Environmental Studies program will prepare students for leadership positions in environmental research, education, and outreach, and the Neuroscience Interdisciplinary major under development will prepare students for a variety of careers in domains that cut across key disciplines contributing to our knowledge of how the sciences interrelate to increase our understanding of the brain.

The second option for students interested in Interdisciplinary Studies involves having students propose an individualized major. These majors will be individually proposed by students, in conjunction with their proposed advisor-mentor and supervisory committee, with clearly delineated program goals, coursework schemes, academic experiences, and other criteria as requested.

While current students will not be able to take Interdisciplinary Studies as a major, many of them are excited about the possibilities the major will offer future students at Howard. One student excitedly noted, “This new major will be one more great thing about being a student at Howard.”
Cobb Lab Has an Active Year

The 2014-2015 year has been a success at the W. Montague Cobb Research Lab. The unit has brought on key staff, developed a new website, and mentored an array of new generation researchers. Now under the direction of Dr. Fatimah Jackson, the lab continued the tradition of excellence emphasized by Dr. W. Montague Cobb in establishing the laboratory and displayed some of its research projects during Howard University's Research Week. This year, ten Cobb Research Laboratory student researchers presented their findings in either poster or oral presentation formats.

Currently the Cobb Research Lab has approximately 25-30 researchers, 16 affiliated faculty, and an Advisory Board comprised of individuals representing varied departments and colleges. The research laboratory contains two unique collections: the Cobb Collection and the New York African Burial Ground. The Cobb Collection is comprised of 699 human skeletal remains and 265 remnant osteological materials from African Americans from the D.C., Virginia, and Maryland area from the 19th and 20th centuries.

The New York African Burial Ground Collection (NYABG) contains soil samples around the gravesites of African and African Americans from the 17th and 18th century and archived bone fragments and teeth from the interred humans. Cobb Lab researchers now have the capacity to apply histological, molecular, biochemical, and computational techniques to these two collections that will provide new and ground breaking information about Africans and African Americans origins, genetics, general biology, and their daily lives.

In February of 2015, the Lab premiered the scholarly Journal, The Backbone, the official journal of the W. Montague Cobb Research Laboratory. This first issue featured multiple essays and abstracts on topics relative to the Cobb Research Lab. With the help of Dr. Carolyn Shuttlesworth, Chioma Oruh, and Nicholas Guthrie, the Lab staff was able to generate an outstanding premier issue that has been posted on the Cobb Research Lab's new website, www.cobbresearchlab.com.

Articles in this first issue included an essay on the role of the Cobb Collection in understanding African American health disparities, an article on Arab-African American relations, a review of the biological anthropology perspectives of Dr. Montague Cobb, and an excerpt from a semi-autobiographical book by a local Washington, D.C. author.

The Lab newsletter, the Cobb Research Lab News, is published twice a year, with a special issue of the newsletter published this year to support fundraising efforts.

To facilitate expanded research initiatives, the Lab has broadened its research team to include an assistant curator (Christopher Cross), a webmaster (Nicholas Gutherie), an administrative assistant (Sherese Taylor) and The Backbone journal editor (Dr. Carolyn Shuttlesworth). Our Advisory Board has been enlarged to include Dr. Clive Callender (Medicine) and Dr. Donna Grant-Mills (Dentistry) along with Dr. Dana A. Williams (English), Dr. Greg Carr (Afro-American Studies), Dr. Clarence Lee (Biology), Dr. Georgia Dunston (NHGC), Dr. James Donaldson (Mathematics), and Dr. Ivor Livingston (Sociology).

The Lab has had multiple collaborators with the Dental School (hosting of SMDEP students and dental residents), the National Park Service (field studies in Grand Canyon National Park), and the University of Copenhagen (ancient DNA workshop planning). Each collaboration will help investigate further, through scientific research, the lives of Africans and African Americans. The hope is not only to advance the information on these populations through research in the STEM disciplines but also to tell the stories that were heretofore untold using the humanities and social sciences.

Funding for research in the Lab this year has come from the National Park Service (two Cooperative Agreements). Jackson and staff have also applied for RCMI-P3 funding and are currently working on a NSF BIGDATA interdisciplinary research initiative.

External publications this year from the Lab's staff have included the following contributions:


The August Wilson Society Cultivates New Ground for Local High School Teachers

On Saturday, March 7, 2015, Howard University’s August Wilson Society (AWS) offered a teacher training workshop in conjunction with the August Wilson Education Project (AWEP), a national education outreach initiative to provide high school educators with resources to engage their students in meaningful ways about the life, work, and cultural impact of Pulitzer Prize winning playwright August Wilson. The impetus for this extensive outreach effort was directly linked to the February 2015 release of the PBS American Masters documentary, August Wilson: The Ground On Which I Stand. AWEP’s emphasis upon teacher training workshop, which is jointly funded by WQED Pittsburgh and PNC Bank, sponsored programming in four major cities in the United States: Washington, D.C.; Chicago; Atlanta; and Pittsburgh. The Washington, D.C., teacher training initiative took place, first, on the campus of Howard University and, one week later, at the Folger Shakespeare Library.

Members of Howard University’s August Wilson Society—including Afro-American Studies Department chair, Dr. Greg Carr; Psychology professor, Dr. Jules Harrell; History Department professor, Dr. Elizabeth Clark-Lewis; English Department professor, Dr. Sandra Shannon; Theatre Arts Department Chair Professor Kim Bey; and Founder’s Library Chief Reference Librarian Celia Daniel—took the lead during the day-long series of teacher training workshops entitled “Cultivating New Ground: An August Wilson Teacher Training Workshop.” Conceived and coordinated by Shannon, the 9 a.m. to 3:30 p.m. event drew a crowd of curious high school teachers from the Washington, D.C., metropolitan area. These educators who gathered at the Howard University Middle School of Mathematics and Science had firsthand access to a condensed version of the August Wilson: The Ground On Which I Stand documentary as context for the workshops that followed.

Immediately thereafter, the program took on a classroom atmosphere when high school teachers were invited to sit in chairs normally occupied by students and were essentially taught how to use multiple strategies for “unpacking” layers of meaning in some of Wilson’s most demanding yet most impactful plays, such as Joe Turner’s Come and Gone and Jitney. Bey’s presentation, entitled “Sparking Creative Lesson Plans Using August Wilson’s Canon,” stimulated teachers’ imaginations to devise winning lesson plans for their students out of the wealth of references on Wilson’s work that is now available to them. Carr led teachers through a discussion of how to build curriculum that connects students to African ways of knowing in their lives and in Wilson’s plays in a presentation entitled “Our Oriki Has Come and Stayed: (Re)creating Identity Through Vocal and Visual Invocations in Joe Turner’s Come and Gone and Beyond.” Harrell’s presentation, entitled “A Way of Understanding Life”: Using August Wilson’s Plays in Social Science Courses,” employed a cross-disciplinary approach to Wilson’s plays as a way to teach students about social science approaches to incarceration and mental illness. Clark-Lewis’s presentation, “The Homeland of His Soul”: An Oral History of August Wilson’s Pittsburgh,” channeled the presence of living historian and lifelong Pittsburgh native Mrs. Juanita King as a teaching device. As Clark-Lewis noted, Mrs. King situates August Wilson in his community, frames history around America’s Shakespeare, and chronicles the authentic voices found in his works. In her presentation entitled “Tour of the Teacher’s Resource Library for Teaching the Plays of August Wilson,” Shannon took high school teachers on a virtual tour of essential resources and reference material that she deems essential to promoting a deeper understanding of Wilson’s work. Finally, Daniel’s workshop presentation entitled, “Engaging High School Students in the Use of the 21st century Library,” shared information on the digital holdings in Founder’s Library that offer teachers suggestions on designing lessons for research projects on August Wilson and that give students hands-on knowledge of innovative search strategies.
As a means of demonstrating the benefits of exploring meaning in Wilson's plays through performance, student actors from Howard University’s Department of Theater Arts—under the direction of Professor Eric Ruffin—brought to life several riveting scenes from Wilson’s The Piano Lesson, Seven Guitars, Joe Turner’s Come And Gone, and Radio Golf. Gregory Chambers, a gifted jazz pianist and graduate student in the Music Department, provided jazz accompaniment on his keyboard that underscored and reminded teachers that music plays an integral role in Wilson’s plays and can be used as an additional portal for discovering new meaning—especially for adolescent students these teachers encounter.

AWS members welcomed insights on teaching Wilson from University of Maryland at College Park Professor of Theatre, Dance, and Performance Studies, Dr. Scott Reese, who offered a workshop on “Scene Work and Developing Character in Joe Turner’s Come and Gone.” Reese’s engaging workshop explored various ways of approaching scene study for high school students. Mr. Brian Johnson, Language Arts Instructor at the Howard University Middle School of Mathematics and Science, inspired teachers with an application of the German aesthetic concept Gesamtkunstwerk as a window for understanding the various forms of art that coalesce to make it a total work of art—most notably in Joe Turner’s Come and Gone more so than in any other Wilson play.

At the close of the day’s program, teachers expressed their appreciation for the wellspring of teaching ideas offered on August Wilson's plays. Each also walked away with several tangible teaching resources in the form of August Wilson Education Project “tool kits” that contain, among other items, helpful reference details and a poster delineating the timeline for all ten of Wilson’s plays.

Economics Department’s Center on Race and Wealth Leads National Initiatives to Bridge the Racial Wealth Gap

As a research arm of the Howard University Department of Economics, the Center on Race and Wealth (CRW) enriches the national dialogue, research, and policy formation with regard to asset building, wealth accumulation, and racial wealth disparities.

Most recently, Dr. Haydar Kurban, Associate Professor in the Department of Economics and a Fellow of the CRW, along with his graduate research assistants Adji Fatou Diagne and Charlotte Otabor, have received widespread recognition for their new study on the economic impact of payday lending in four southern states. Kurban has been interviewed by several news outlets both here in D.C. and in some states in the south and has done on air interviews on WHUR’s “Daily Drum” Insight segment and with WPFM FM radio. This study finds that payday lenders seek out low and moderate-income communities in which to locate, while highlighting the economic costs of these predatory practices to these vulnerable communities. While noting, “payday lending is an ongoing way of life in many states,” the study finds that many criticisms of payday lending practices are warranted and that while some states have introduced new laws to curtail the predatory practices of payday lenders, “much more needs to be done to protect vulnerable consumers from these harmful business practices.”

The Economic Department's CRW supports the Ford Foundation's initiative on Building Economic Security over a Lifetime by assessing the research and technical assistance needs of the Initiative's state and regional asset building coalition grantees and enlisting a team of experienced researchers at universities across the country to conduct studies on asset building issues of interest to the coalitions.

Research assistants from the graduate economics program at Howard University provide support the work of these academic researchers. The Center’s location in an economics department and in Washington, D.C. uniquely positions it to bring a wide array of economists and public policy advocates into the debate.

Since 2007, the CRW has been carrying out research on various topics related to racial wealth disparities and asset building in low-wealth and minority communities. CRW researchers have tackled topics such as community-based asset building, housing and land loss in African American communities, the benefits and impacts of cooperatives, the cost of eliminating asset testing in California’s TANF program, mortgage lending patterns and discrimination, variation in AP class availability in Oklahoma high schools, and the correlation between AP class enrollment in Oklahoma high schools and college enrollment and retention. Led by its Louisiana asset building coalition partner (LABEST), the CRW is slated to launch a public education campaign in Baton Rouge, LA, this spring focused on Children’s Savings Accounts. It also is currently doing research for the California coalition, EARN, that will help them to develop new dedicated revenue streams to fund matched savings accounts that will increase savings for low-income individuals and families in California. The CRW is also assisting Alabama Asset Building Coalition in assessing the efficacy of an alternative small dollar loan program administered by a community development credit union in Birmingham, Alabama.

Dr. Charles L. Betsey and Dr. Rodney D. Green are principal investigators on the Ford Foundation grant. Dr. Janet Griffin-Graves is the program director.

College of ARTS AND SCIENCES
TOP: Dr. Rodney Green confers with a colleague.

MIDDLE LEFT: Session leaders lead a conference workshop.

MIDDLE RIGHT: Dr. Charles Betsey addresses the audience.

RIGHT: A working group contemplates solutions.
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