

## CURRICULUM VITA

### DAINESS MASHIKU MAGANDA

Department of Comparative Literature  
146 Joseph E. Brown Hall  
University of Georgia  
Athens, GA. 30602  
706-542-9587  
[magandad@uga.edu](mailto:magandad@uga.edu)

#### EDUCATION HISTORY

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- 2012 Ph.D. Language and Literacy, University of South Carolina, Columbia, SC  
Dissertation Title: *Writing workshop as a strategy to create literacy resources and space for home language use in primary schools: A case study from Tanzania.*
- 2007 M. Ed. University of South Carolina, Columbia, SC., Program in Language and Literacy
- 2004 M.A Columbia International University Columbia, Columbia, SC  
Majored in Teaching English as a Foreign Language (TEFL) & Intercultural Studies
- 2004 M.A Columbia International University, Columbia, SC. Majored in English Bible
- 2001 B.S Columbia International University, Columbia, SC. Majored in General Studies

#### OFFICES & ADMINISTRATIVE RESPONSIBILITIES

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- 2016- Present Treasurer, Global Promotion of Swahili Language (CHAUKIDU)
- 2015- Present Secretary/Treasurer, South East African Languages and Literature Forum (SEALLF)
- 2014-Present Director, African Languages Program (AFLANG), CMLT Department, UGA
- 2014-Present Member, Special events committee, CMLT Department, UGA
- 2017- Present Chair, Publicity & Recruitment Committee
- 2014-Present Founder & Director, UGA Swahili Association (UGASWA)
- 2013-2017 Coordinator, African Studies Certificate Program (ASC), Institute for African Studies, UGA
- 2013-present Member, Curriculum Committee, African Studies Institute (ASI)
- 2013-2015 Board Member, Global Promotion of Swahili Language (CHAUKIDU)
- 2015 Chair, LOC for the 6<sup>th</sup> annual South East African Languages and Literature Forum (SEALLF)
- 2014 Chair, LOC for the 5<sup>th</sup> annual South East African Languages and Literature Forum (SEALLF)
- 2013-2014 IT Committee Member, CMLT Department

2014 Chair, Jamboree Spring Festival, CMLT Department

## PUBLICATIONS

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### Books

Maganda, D. (Ed). (2017). *The Language of Literature and the Literature of Language in Africa and the Diaspora*. Adonis & Abbey, Inc. London, UK.

Maganda, D. & Traore, K. (Eds). (2016). *Language and Literature: Vehicles for the Enhancement of Cultural Understanding*. Adonis & Abbey, Inc. London, UK.

Maganda, D. (2015). *Oline Swahili*. Random House Digital Publishing Group (RHDPG): a division of Random House, Inc. New York, NY.

Maganda, D. M., & Moshi, L.M. (2014). *The Swahili People and Their Language: A Teaching Handbook*. London, Adonis & Abbey Publishers.

### Book Chapters

Maganda, D. (*Under review*). Promoting African Languages and Culture through Service Learning in the US. Palgrave Mcmillan.

Maganda, D. (2017). Introduction: Persisting Discussions on Language Issues in Africa. In Dainess Maganda (Ed.) *The Language of Literature and the Literature of Language in the 21<sup>st</sup> Century Africa and the Diaspora*. London, Adonis & Abbey Publishers.

Maganda, D. (2016). Introduction: Why and How Should Culture be Taught? In Dainess Maganda and Karim Traore (Eds.) *Language and Literature: Vehicles for the Enhancement of Cultural Understanding*. London, Adonis & Abbey Publishers.

Maganda, D., Lisanza, E. M., Muaka, L., & Lugano, R. (2016). Using Music/Songs in the African Language Classroom: Ideas and Challenges, In Dainess Maganda and Karim Traore (Eds), *Language and Literature: Vehicles for the Enhancement of Cultural Understanding*, London, Adonis & Abbey Publishers.

### Peer Reviewed Articles

Maganda, D. (2017). Using Graded-Conversations to Enhance Language Learning and Student Collaboration. *Journal of Literature and Art Studies*, (JLAS), 7(12), 1647-1659. David Publishing Company, New York, USA.

Maganda, D. (2016). Conflicted Worlds of Multilingual Communities in Africa: Literacy Tangled in Words. *Journal of Language and Literacy Education* (JoLLE), 12 (1), 54-74. University of Georgia, Athens, USA.

Maganda, D. (2016). Enhancing Learning in Africa through Students' Collaboration with Parents, Teachers and Peers, *World Journal of Education* (WJE), 6 (1), Sciedu Press, Toronto, ON. Canada.

Maganda, D. (2015). Repositioning Teachers for Optimal Learning in Africa through Action Research. *Journal of Gender, Information and Development in Africa* (JGIDA) 3 (1 & 2), 115-139. Adonis & Abbey, Inc. London, UK.

- Maganda, D. (2015). The Scarcity of Literature Written in African Languages in American Libraries. *International Journal of Language & Literature*. 3 (1), 9-18. American Research Institute for Policy Development, New York, USA.
- Maganda, D. (2014). Empowering Students in Africa for Social Activism through Action research. *American International Journal of Contemporary Research*, 4 (10), 31-40. Center for Promoting Ideas (CPI), USA.
- Maganda, D. (November, 2014). Voicing Africa: Taking African Languages beyond Classrooms. *US-China Education Review A* 4 (11), 787- 798. David Publishing Company, California, USA.
- Maganda, D. (2014). Gloswahilization of the African Mind: Language Ideology in Action. *Scholars Journal of Arts, Humanities and Social Sciences (SJAHSS)*, 2(4B), 550-558. Scholars Academic & Scientific Publishers (SAS), India.
- Maganda, D. (2013). Using Literacy Practices to Promote Positive Perspectives of African Languages. *Journal of Modern Education Review*, 11 (3), 820-832. Academic Star Publishing Company. New York, NY.
- Maganda, D. (2012). Through His Eyes: How Culturally Relevant Texts Impacts Reading Experience. *South Carolina Middle School Association (SCMSA)*, 1-18. Available from [http://www.scmsa.org/index.php?option=com\\_content&view=section&layout=blog&id&emid=13](http://www.scmsa.org/index.php?option=com_content&view=section&layout=blog&id&emid=13)
- Maganda, D. (2016). Why Don't You Understand? *Journal of Language and Literacy Education (JoLLE)*, 12 (1). Georgia, USA.
- Maganda, D. (2011). We call her sister: we call him brother. *South Carolina International Reading Association (SCIRA) Reading Matters*, 12, 14.
- Maganda, D. (2010). Who am I? In K. Heugh & T. Skutnabb-Kangas (Eds.), *Multilingual education works: From periphery to the center*. Delhi: Orient BlackSwan.

## Poetry

## Newspaper Article

- Maganda, D. (December, 2017). More than communication. The debate on African languages in education and literature is also about dealing with the colonial past. Südlink (INKOTA letter).
- Maganda, D. (*Spring, 2018-accepted*). Simba in Athens Georgia: Bringing Swahili in American Communities and Beyond, LUGHA: African Language Teachers Association.

## PRESENTATIONS

- Maganda, D. (November, 2017). *Negative Aspects of Bargaining as Identity Indicator of Africans in America*. Paper presented at the African Studies Institute 5th Annual International Conference on Africa and its Diaspora (BICAID), Athens, Georgia.
- Maganda, D. (September, 2017). *Promoting African Languages and Culture through Service Learning*. Presented at the 8<sup>th</sup> annual South-East African Languages and Literature Forum (SEALLF), Chapel Hill, North Carolina.
- Maganda, D. (April, 2017). *Teaching and Studying about Africa: Our contribution*. Presented at the Association of African Studies Programs (AASP). 2017 Spring meeting, Johns Hopkins University, Washington, DC.
- Maganda, D. (2016). *Africans left behind in the language equation?* Presented at the 7<sup>th</sup> annual South-East African Languages and Literature Forum (SEALLF), Winston Salem, North Carolina.

- Maganda, D. (2016). *Using "BookBox" to Develop Reading Skills in African Languages*. Paper presented at the 28<sup>th</sup> Conference of African Language Teaching Association (ALTA), Atlanta, Georgia.
- Maganda, D. (April, 2015). *Enhancing Language Learning and Collaboration among Students* Paper presented at the 27<sup>th</sup> Conference of African Language Teaching Association (ALTA), Illinois, Chicago.
- Maganda, D. (October, 2015). *Writing in Swahili and other native languages in Africa: possibilities and challenges*. Paper presented at the 6<sup>th</sup> annual South-East African Languages and Literature Forum (SEALLF), Athens, GA.
- Maganda, D. (November, 2015). *Advancing Learning in Africa and the Diaspora: The Technology Advantage*. Paper presented at the African Studies Institute 3rd Annual International Conference on Africa and its Diaspora (AICAID), Athens, Georgia.
- Maganda, D. (November, 2014). *African women in the Diaspora: What contributes to their success?* Paper presented at the African Studies Institute 3rd Annual International Conference on Africa and its Diaspora (AICAID), Athens, Georgia.
- Maganda, D. (October, 2014). *Using songs in the African language classroom: ideas and challenges*. Paper presented at the 5<sup>th</sup> annual South-East African Languages and Literature Forum (SEALLF), Athens, GA.
- Maganda, D. (October, 2014). *Using graded conversations to enhance learning and collaboration*. Paper presented at the 5<sup>th</sup> annual South-East African Languages and Literature Forum (SEALLF), Athens, GA.
- Maganda, D. (April, 2014). *Poverty of books in African Languages*. Paper presented at the 26<sup>th</sup> Conference of African Language Teaching Association (ALTA), Illinois, Chicago.
- Maganda, D. (November, 2013). *Language Ideology: Prison and Key to the Revitalization of the African Mind*. UGA Institute for African American Studies & UGA African Studies Institutes APERO Africana Speaker Series, Athens, Georgia.
- Maganda, D. (November, 2013). *The Gloswahilization of the African Mind: example from Tanzania*. Paper presented at the African Studies Institute 2nd Annual International Conference on Africa and its Diaspora (AICAID), Athens, Georgia.
- Maganda, D. (October, 2013). *Poverty of Books Written in African Languages in America: A Wake up Call*. Paper presented at the 4<sup>th</sup> annual South-East African Languages and Literature Forum (SEALLF), Gainesville, FL.
- Maganda, D. (July, 2013). *Mbinu za Ukuzaji wa Kiswahili: Mfano Kutoka Chuo Kikuu cha Georgia*. Paper presented at the 3<sup>rd</sup> anniversary of VIJIMAMBO Blog, Capital Hights, Maryland.
- Maganda, D. (April, 2013). *Voicing Africa Beyond the Classrooms*. Paper presented at the 25<sup>th</sup> Conference of African Language Teaching Association (ALTA), Illinois, Chicago.
- Maganda, D. & Maganda, F. (December, 2012). *The Role of the Village in Building Stronger Families and Communities: a professor's perspective*. Paper presented at the Focus on the Family Conference, St. Stephen, SC.
- Maganda, D. (November, 2012). *The Anguish I carry and Mama Said Dance*. Poems presented at the Creative Writing and Oral Performance of the 25<sup>th</sup> Anniversary conference of African Studies Institute at the University of Georgia, Athens, GA.
- Maganda, D. (October, 2012). *More than grammar point: enhancing language teaching through life stories*. Paper presented at the third annual South-East African Languages and Literature Forum (SEALLF), Gainesville, FL.
- Maganda, D. (October, 2012). *Survival of African languages in America: fighting for a stronger voice and presence*. Paper presented at the third annual South-East African Languages and Literature Forum (SEALLF), Gainesville, FL.
- Maganda, D. (March, 2012). *Historical perspectives on the persisting need for supplemental books in Tanzanian schools*. Paper presented at Southern History of Education Society (SHOES), Tallahassee, FL.

- Maganda, D. (May, 2012). *A Qualitative Inquiry to find a Place for Minority Languages in Tanzanian schools*. Paper presented at the Ninth International Congress of Qualitative Inquiry (CQI), Chicago. Teachers of English (NCTE), Whole Language Umbrella summer institute. Columbia, SC.
- Maganda, D. (May, 2011). *We are learning to solve our own problems: Sweet fruits of participatory action research*. Paper presented at Eight International Congress of Qualitative Inquiry (CQI), Champaign- Urbana, IL.
- Maganda, D. (March, 2010). *Some say "Yes" but others say "No" to Swahili: The Struggle over Language Policy Implementation in Tanzania*. Paper presented at the 54th annual Comparative International Education Society (CIES), Chicago, IL.
- Maganda, D. (March, 2009). *A melody of words in worlds: A literacy need in Tanzanian rural primary schools*. Paper presented at the 53rd annual Comparative International Education Society (CIES), Charleston, SC.
- Maganda, D. (July, 2009). *Words in worlds: A literacy need in Tanzanian rural primary schools* Paper presented at the 20th annual National Council of

#### **ACADEMIC/PROFESSIONAL HONORS AND AWARDS**

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| 2018       | Franklin College Excellence in Undergraduate Teaching, The University of Georgia \$2,500  |
| 2017       | For greatly contributing to the career development of UGA students, The University of Georgia, Career Centre  |
| 2017       | Fulbright-Hays Group Projects Abroad (GPA) Short-Term program, Department of Education Grant \$86,810.  |
| 2016       | Fulbright-Hays Group Projects Abroad (GPA) Long-Term program, Department of Education Grant \$104,997   |
| 2016       | Service Learning Fellow Award, The University of Georgia \$2,500  |
| 2016       | Sustainable Curriculum Modification Award, The University of Georgia \$500  |
| 2015       | Fulbright-Hays Group Projects Abroad (GPA) Short-Term program, Department of Education Grant \$76,000   |
| 2015       | Sustainability Curriculum Modification Award, The University of Georgia \$500   |
| 2015       | For greatly contributing to the career development of UGA students, The University of Georgia, Career Centre  |
| 2015       | Outstanding Teaching Faculty Award, The University of Georgia   |
| 2014       | For greatly contributing to the career development of UGA students, The University of Georgia, Career Centre  |
| 2013       | Sustainability Curriculum Modification Award, The University of Georgia \$500   |
| 2010- 2011 | Two Thumbs Up Teaching Award: Making a difference in the education of students with disability, Student Disability Services, University of South Carolina                     |
| 2010       | African Studies Award: Walker Institute: African Studies Program, and College of Education: Instruction and Teacher Education department, University of South Carolina \$1500 |
| 2007       | Paul Berg Award: Department of Instruction and Teacher Education, University of South Carolina \$1000   |

## **COURSES TAUGHT**

### *SWAH 1010: Elementary Swahili I*

With little to no background in Swahili, this course provides students with basic knowledge of standard Swahili. It gives them a foundation in listening, speaking, reading, and writing the basic grammatical structures and the vocabulary essential for simple conversations based on simple dialogues in Swahili.

### *SWAH 1020: Elementary Swahili II*

This is a continuation of Elementary Swahili I. Students taking this course must have taken the first course of Elementary Swahili 1010. It puts more emphasis on register variation, advanced grammar, and culture. Presentation of language structure, conversation practice, listening, reading and writing exercises will be the mode of the class. The use of films, songs and stories will also be utilized to extend the cultural understanding behind the Swahili language.

### *SWAH 2010: Intermediate Swahili I*

This course puts emphasis on applying language skills to understand and analyse main ideas and significant details of materials in Swahili including, short stories, magazine articles, books, poetry, short novels, music, films, and plays illustrative of East African cultural aspects.

### *SWAH 2020: Intermediate Swahili II*

This course introduces students to Swahili literary texts, poetry, newspapers and magazines, as well as popular songs, radio broadcasts, and interview skills in Swahili. Context-based conversation, use of films and stories are utilized to extend the cultural understanding behind the Swahili language and its people.

### *CMLT/SWAH/AFST/ANTH 3001: The Swahili and the World I*

The course focuses on the strategic position occupied by the Swahili people, their natural resources, their skills and their rich cultural mix, while highlighting their significance and connection to modern civilization. Identity issues of African Americans in light of the Swahili people are particularly discussed.

### *CMLT/SWAH/AFST/ANTH 3020: The Swahili and the World II*

This course sheds light, challenges, dispels and expands on dominant perspectives regarding the Swahili culture and the formation, detainment of a linguistic and cultural identity. You will be intrigued, enlightened and amazed at the comparisons between the Swahili people and other people groups such as Arabs & Americans (especially African Americans). Economic, political and social classes pertaining to historical gender issues are also explored.

### *CMLT/AFST/ANTH 3030: Introduction to African Languages and Culture*

This course is designed to introduce students to African languages and cultures, their diversity and similarities while giving them background information related to language politics and language policy. More specifically, students will learn the languages, cultures, folklore, orature, and literature of East Africa and West Africa. Students learn about these cultures through literary works, art, and films/videos, storytelling as well as historical and critical essays/studies. At the end of the course, students are be able to: understand, explain, discuss, compare and contrast major groups of African languages, African oral traditions, major African writers and prominent Literature on Africa, meaning of culture and its manifestation in African Societies, key aspects of African culture such as Birth, Marriage, Death; Kinship, Family; Belief Systems; Art, Aesthetics; Music, Literature, Performance; Selected Cultures of East and West Africa (Traditional and Modern).

*CMLT 7010: Language Pedagogy for Less Commonly Taught Languages*

This is a theory into practice course for teaching less commonly taught languages (African, Asian, and Middle Eastern languages). It explores techniques and strategies for teaching listening, speaking, reading, writing and culture. This course provides hands-on information on best practices for teaching less commonly taught languages (LCTL) while allowing those who have taught for a while to develop their skills by tackling specific classroom issues they would like to explore.

**PROFESSIONAL EXPERIENCE**

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- 2012 - Present **Lecturer**, University of Georgia, Athens GA, The Department of Comparative Literature
- 2008 – 2012 **Adjunct Professor**: University of South Carolina, Columbia SC, Foreign languages Literatures and Cultures  
**Courses taught**: Swahili 121; Swahili 122
- 2007-2010 **Teacher Intern** for the M.Ed and Ph.D, University of South Carolina, Columbia SC, Instruction and Teacher Education (ITE)
- 2009 **Research Assistant**: University of South Carolina, Columbia SC, Instruction and Teacher Education (ITE)
- 2006- 2008 **Video Editor**: University of South Carolina, Columbia SC, Department of Instruction & Teacher Education
- 2006-2008 **Adjunct Instructor**, University of South Carolina, Columbia SC, English Programs for Internationals (EPI)
- 2006 - 2007 **Graduate Assistant**: University of South Carolina, Department of Educational Psychology & Language and Literacy

**Special Projects**

- 2016 External evaluator for Hybrid Swahili courses at the University of Florida, USA.

**PROFESSIONAL AFFILIATIONS**

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International Literacy Association (ILA)  
National Council of Teachers Association (NCTE)  
Comparative Education International Society (CEIS)  
South-East African Languages and Literature Forum (SEALLF)  
African Language Teachers Association (ALTA)  
Association for the Study of Middle East and Africa (ASMEA)  
International Society for Development and Sustainability (ISDS)

**SERVICE TO COMMUNITY**

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- 2013- present: EABC College and Career Class Instructor, Athens, GA
- 2012- Present: Black history month contributor/presenter, The Catholic Center, University of Georgia
- 2010- present: Sponsor and Board member: Nyalikungu primary school- Tanzania (East Africa)
- 2009- present: Committee Member: A chance through literacy, a non- profit organization
- 2003- 2012: International students' re-settlement educator, Columbia, SC
- 2003- 2012: Somali Bantu Refugees and East African Refugee translator, Columbia, SC

**LINGUISTIC SKILLS**

Proficient in English language  
Proficient in Swahili language  
Proficient in Sukuma language  
Semi proficient in Haya and Gogo

