

ERICKA A. ALBAUGH

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EDUCATIONAL BACKGROUND

Duke University Durham, NC	Ph.D. in Political Science: May 2005 Fields: Comparative Politics, International Relations Area Specialty: Africa	1998-2005
Fletcher School of Law and Diplomacy, Tufts University Medford, MA	M.A. in Law and Diplomacy: May 1998 Certificate in International Development Fields: Political Theory, Comparative Political Development Thesis 1: <i>Ethnicity in the Evolution of African Political Development</i> Thesis 2: <i>Federalism in Three African States</i>	1996-98
Pepperdine University Malibu, CA	B.A. in International Studies, April 1993 Year-in-Europe Program, Heidelberg, Germany	1989-93 1990-91

TEACHING EXPERIENCE

Duke University Durham, NC	Visiting Assistant Professor, Department of Political Science <ul style="list-style-type: none">• <i>Ethnic Conflict</i> – Fall 2006• <i>Introduction to Comparative Politics</i> – Spring 2006• <i>Society and Politics in Africa</i> – Fall 2005	2005-2007
Duke University Durham, NC	Teaching Assistant, Department of Political Science <ul style="list-style-type: none">• <i>Comparative Politics</i> – Fall 2001 (Wilkinson)• <i>Ethnic Conflict</i> – Fall 2001 (Wilkinson)• <i>Identity Politics</i> – Spring 2002 (Wilkinson)	2001-02
Tufts University Medford, MA	Teaching Assistant, Department of Political Science <ul style="list-style-type: none">• <i>International Relations Theory</i> – Fall 1997 (Mufti)• <i>International Relations Theory</i> – Spring 1998 (Eichenberg)	1997-98

DISSERTATION

Title *The Colonial Image Reversed: Advocates of Multilingual Education in Africa*

Committee Chair: Donald L. Horowitz, Comparative Politics and Law, Duke University
Robert O. Keohane, International Relations, Princeton University
Steven I. Wilkinson, Comparative Politics, University of Chicago
Catharine Newbury, Comparative Politics/Africa, Smith College

The dissertation examines the recent trend in several African states toward the use of more local languages in early education, a curious phenomenon given empirical and historical preference for linguistic homogeneity in nation-building. The explanation for these recent changes rests on a combination of external, ideational factors and internal, enabling factors: namely, the changing ideas and strategies within France toward educational language medium in its former colonies and the activity of missionary linguists producing literacy materials for other purposes. These explanations challenge prevailing assumptions that attribute policy changes to ethnic demographics and democratic bargaining.

PROFESSIONAL EXPERIENCE

Duke University Durham, NC	<i>Research Assistant</i> , Department of Political Science • Provided research assistance for Donald Horowitz on ethnic politics, riots, electoral laws and constitutional design	1998- 2001
World Peace Foundation Cambridge, MA	<i>Research Fellow</i> • Edited World Peace Foundation Publications • Researched issues of conflict and peace worldwide	Summer 1998
Department of State, American Embassy Bissau, Guinea-Bissau	<i>Intern</i> • Evaluated the economic, political and social performance of the new government • Researched effects of religion and ethnicity on political development	Summer 1997
Pepperdine University Malibu, CA	<i>Assistant Director</i> , Corporate and Foundation Grants • Assisted in coordinating University's overall relations with granting agencies • Wrote proposals, fund-raising requests and reports • Researched funding sources; participated in planning strategies • Designed and maintained database to access contact history with granting agencies	May 1995- May 1996
World Vision (Relief and Development Organization) Monrovia, CA	<i>Resource Specialist</i> , Office of Advocacy and Education • Wrote curricula, brochures, advertising, speeches, correspondence on topics of poverty and its alleviation • Served as editor and proof-reader for all office publications • Supervised support and contract staff <i>Project Coordinator</i> , Office of Advocacy and Education • Edited articles, papers, curricula, and correspondence • Organized, managed Advocacy & Education resource center • Used QuarkXpress for newsletter and brochure production	June 1994- April 1995 June 1993- May 1994

GRANTS AND FELLOWSHIPS

Spencer Foundation	<i>Fellow</i> , Dissertation Fellowship for Research Related to Education	2004-05
Duke University	<i>Recipient</i> , International Dissertation Travel Grant - France	Summer 2004
Duke University	<i>Recipient</i> , International Dissertation Research Funds - Ghana	Summer 2003
Foreign Language and Area Studies (FLAS)	<i>Recipient</i> , Award for advanced study of French and use of French for Dissertation Research in Cameroon and Senegal	2002-03
Social Science Research Council	<i>Fellow</i> , Pre-dissertation Award: 3 months intensive language study (Univ. of Wisconsin, Madison); one semester area coursework; 6 months exploratory research in Cameroon	2001-02
Pew Foundation	<i>Younger Scholar</i> , Three-year award for tuition and stipend	1998-2000
Pepperdine University	<i>Regents' Scholar</i> , Four-year academic award	1989-93

PUBLICATIONS AND PRESENTATIONS

- Albaugh, Ericka**, "Language Choice in Education: A Politics of Persuasion." *Journal of Modern African Studies* 45:1 (forthcoming, Sept/Oct 2006).
- Albaugh, Ericka**, Review of *Mobilizing the Masses: Gender, Ethnicity, and Class in the Nationalist Movement in Guinea, 1939-1958* by Elizabeth Schmidt, *Journal of Interdisciplinary History* (forthcoming, August 2006).
- Albaugh, Ericka**, "Messages of Development: In a Language of Esteem or a Language of Understanding?" Paper presented at the 48th Annual African Studies Association Conference, 17-20 November, 2005, Washington, DC.
- Albaugh, Ericka**, "Written Words and Subtle Say: Determinants of Language Policy in African States." Paper presented at the 47th Annual African Studies Association Conference, 11-14 November, 2004, New Orleans, LA.
- Albaugh, Ericka**, "The Colonial Image Reversed: A New Politics of Language in African States." Paper Presented at the Society of Comparative Research Graduate Student Retreat, 14-15 May, 2004, UCSD, La Jolla, CA.
- Albaugh, Ericka**. "Language Choice in Education: Politics and Pragmatism in Cameroon." Paper presented at the 46th Annual African Studies Association Conference, 30 Oct - 2 Nov 2003, Boston, MA.
- With Robert I. Rotberg**, *Peacekeeping and Peace Enforcement in Africa* (Washington, D.C.: Brookings Institution Press, 2000)
- With Robert I. Rotberg**, *Cyprus 2000: Divided or Federal?* (World Peace Foundation, 1998)

ACTIVITIES AND AFFILIATIONS

American Political Science Association (APSA)	Current
African Studies Association (ASA)	Current
Christians in Political Science (CPS)	Current
Graduate InterVarsity, Executive Committee Member	1999-2000
Curriculum Officer, International Development Group – Fletcher School	1997-98
Budget Officer, International Development Group – Fletcher School	1996-97
Production Manager, <i>Praxis – Journal of Development</i> – Fletcher School	1996-97

LANGUAGE SKILLS

- French – Advanced (used actively in field research)
- Hausa – Beginning (intensive summer training at University of Wisconsin, Madison)
- Fulfulde – Beginning (3 months intensive study and use in Ngaoundéré, Cameroon)

REFEREES

Donald Horowitz – Duke University (phone: 919-613-7058; email: dhorowitz@law.duke.edu)

Steven Wilkinson – University of Chicago (email: swilkins@uchicago.edu)

Robert Keohane – Princeton University (phone: 609-258-8974; email: rkeohane@princeton.edu)

Catharine Newbury – Smith College (phone: 413-585-3563; email: cnewbury@smith.edu)