

CURRICULUM VITAE

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Educational Preparation:

- Undergraduate:* • **B.A.** - Yale University (1969), *Magna Cum Laude*
Graduate: • **M.A. - Diploma in Social Anthropology** - Oxford University (1970)
• **M.L.S.** - Southern Connecticut State University (1987)
• **PhD - (DPhil, Oxford University, 1977)**

Scholarships, Honors, Awards:

- Yale Club of New York City Scholarship (1964-66)
- Lane Cooper Scholarship (1967-69)
- Robert C. Bates Traveling Research Fellowship (1968) (France, Sénégal, Ivory Coast)
- Phi Beta Kappa (Yale University, 1969)
- Woodrow Wilson National Fellowship Designate (1969)
- Danforth Graduate Fellowship (1969)
- Rhodes Scholar (New Hampshire, Balliol, 1969)

Grants and Post-Doctoral Fellowships:

- Arnold Historical Research Fund (Doctoral Research Assistant Grant, Oxford University, 1973)
- Williams College, Humanities Division - Research Grant (1976-77, 1977-78).
- National Endowment for the Humanities - Summer Stipend (1978).
- Andrew W. Mellon Faculty Fellowship in the Humanities, Harvard University, (1979-80).
- Social Science Research Council, Post-Doctoral Research Grant (1980-81).
- Woodrow Wilson Foundation, Post-Doctoral Faculty Development Grant (1981).
- Yale University - Concilium on International Studies - Faculty Grant for work on Agro-Ecology Data-base retrieval (1982).
- Yale University - Whitney Humanities Center - Andrew W. Mellon Fellow, (1983-1984).
- Yale University - Griswold Memorial fund - Grant for research on "Cahiers William Ponty" - Dakar, Sénégal. (1983-84).
- Yale University - Yale College Dean's Office - Paul Moore Fund - Research Grant to develop materials and programs for interactive computer instruction in the social sciences (1985).
- Lilly Foundation - National Teaching Award - for development of innovative college teaching with computers (1986).
- Henry Luce Fellow - Harvard University - for the study of Ethics and Public Policy issues concerning U.S. and Third World Agriculture and Environment (1987-91).

Work Experience:

Past

- Williams College, Williamstown, Mass. - Assistant Professor, African History and Anthropology (1976-78).
- Yale University, New Haven, Ct. - Visiting Assistant Professor, African History, (1978-79).
- Harvard University, Mellon Faculty Fellow, (Tutorial Fellow, Eliot House, Harvard University, 1979-80).
- Yale University, New Haven, Ct. - Assistant Professor, Anthropology Department (1980-83).
- Yale University, New Haven, Ct. - Associate Professor, Anthropology Department (1983-87).
- Harvard University - Pacific Basin Research Center, Center for Science and International Affairs, Kennedy School of Government (CSIA/KSG) - Research Fellow (1991-94).
- Warren Weaver Fellow - The Rockefeller Foundation, New York, New York - to assist in designing an international program on environmental issues (1989-90).
- Harvard University - Pacific Basin Research Center, Center for Science and International Affairs, Kennedy School of Government (CSIA/KSG) - *Associate Director*, (1992-94).
- Harvard Divinity School - Research Associate in Environmental Ethics and *Director*, Harvard Seminar on Environmental Values (1991-5).
- Harvard Divinity School - *Lecturer in Public Policy* at the CENTER FOR THE STUDY OF VALUES IN PUBLIC LIFE (1995-9).
- *Director*, HARVARD SEMINAR ON ENVIRONMENTAL VALUES, University Center for the Environment (1995-2002).
- *Visiting Scholar* – Institute of Liberal Arts and Interdisciplinary Studies, Emerson College. (2001-2005).
- *Co-Director*, WORKING GROUP ON ENVIRONMENTAL JUSTICE.(1998-2016).
- *Co-Director*, CLIMATE TALKS PROJECT (2002-2016).

Current

- Research Director, Cambridge Climate Research Associates (CCRA).
- Research Director, [The African Historical Graphics Archive](#).
- Coordinator, [The Africa Map Circle](#).
- Weblog Moderator, [Transition-Studies.Net](#).
- Director, Producer & Presenter of [Eco-Views & News](#) – Cambridge Community Television.

Studies, Theses, Publications:

- 1969 ["Education and Colonial Rule in French West Africa, 1890-1945,"](#) (Thesis, Yale University-Scholar of the House Program, 1969).
- 1971 (with Prosser Gifford) "African Education in a Colonial context: French and British Styles," in P. Gifford and Wm. R. Louis (eds.), *France and Britain in Africa: Imperial Rivalry and Colonial Rule* (New Haven, Yale University Press, 1971), pp. 663-711.
- 1973a "Nature, Culture and Ecology in Traditional African Thought Systems," *Cultures* (UNESCO-Paris), 1, 2 (1973), pp. 123-44.
- 1973b "Répertoire préliminaire des dossiers conservés aux Archives nationales de la Côte d'Ivoire concernant l'Histoire des Peuples Baoulé: 1893-1920," (Abidjan, 1973).
- 1976 "L'Histoire socio-économique des peuples baule: problèmes et perspectives de recherche," *Cahiers d'Etudes Africaines*, 61-62, XVI (1-2), (1976), pp. 357-95.

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- 1977 "French Colonial Rule and the Baule Peoples: Resistance and Collaboration, 1889-1911," (D.Phil Dissertation, Oxford University, 1976-77).
- 1978a "The Precolonial Baule: A Reconstruction," *Cahiers d'Etudes Africaines*, 72, XVIII, 4 (1978), pp. 503-60.
- 1978b "Problems of Metaphor and Explanation in Sociobiology and Social Science," *Berkshire Review*, [Special Issue - Papers presented at the Three College Colloquium on Sociobiology, January 1978, Williams College], 13, 2 (1978), pp. 82-87.
- 1979 "Labor in the Emergent Periphery: From Slavery to Migrant Labor among the Baule Peoples, c. 1880-1925," in W. Goldfrank (ed.), *The Capitalist World-System: Past and Present* (Beverly Hills, Sage Publications, 1979), pp. 207-33.
- 1980a "Changing Perspectives on African Resistance Movements and the Case of the Baule Peoples," in Raymond E. Dumett and Benjamin K. Swartz (eds.), *West African Culture Dynamics: Archaeological and Historical Perspectives* World Anthropology Series, edited by Sol Tax., (Chicago, Aldine Publishing Co., 1980; The Hague, Mouton, 1980), pp. 545-61.
- 1980b *French Colonial Rule and the Baule Peoples: Resistance and Collaboration, 1889-1911*. (Oxford, The Clarendon Press, 1980) Oxford Studies in African Affairs.
- 1980c "[A Public Policy for Plant Genetic Resources](#)," *Worldview*, 23, 10 ("October 1980), 11-13.
- 1981 "[Food, Famine and the Frontier Mentality](#)," *Worldview*, 24, 12 (December 1981), 14-16.
- 1983 "[Rubbish and Racism: Problems of Boundary in an Ecosystem](#)," *The Yale Review*, (Winter, 1983), pp. 225-244.
- 1985 "[Bibliographic Research and the Love of Learning](#)," in *Perspectives in Computing*, 5, 3-4, (Fall/Winter 1985), pp. 13-21.
- 1986d "[Libraries as Life-Systems: Information, Entropy and Co-Evolution on Campus](#)," *College and Research Libraries*, 47, 6, (1986), pp. 545-563.
- 1987a [Review of:] Alfred W. Crosby's "Ecological Imperialism: The Biological Expansion of Europe, 900-1900," *Environmental Review*, 11, 3, (Fall 1987), pp. 231-33.
- 1987b "Asante and the Akan Periphery: The Baule on the Western Akan Frontier," in *The Golden Stool: Studies of the Asante Center and Periphery*, Enid Schildkrout (ed.), Anthropological Papers of the American Museum of Natural History, Vol. 65 Part I., (1987), pp. 260-271.
- 1987c "[Agents of Empire: Steps Toward an Ecology of Imperialism](#)," *Environmental Review*, 11, 4, (1987), pp. 275-288.
- 1988a "Independence and the *Longue Durée*: The Ivory Coast 'Miracle' Reconsidered," in Wm. Roger Louis and Prosser Gifford, (eds.) *African Independence: Origins and Consequences* (New Haven, Yale University Press, 1988), pp. 347-380.
- 1988b "Ivory Coast: Mission Civilisatrice," *The Wilson Quarterly*, 12, 4, (Autumn, 1988), pp. 97-113.
- 1988c "The Anthropology of Environmental Decline," Testimony presented at the *Joint Hearings before the Subcommittee on Hazardous Wastes and Toxic Substances and the Subcommittee on Environmental Protection of the Committee on Environment and Public Works, United States Senate, on S. 2666, A Bill Entitled the "Global Environmental Protection Act of 1988,"* (September 14, 1988), [Committee Print], pp. 35-37, 114-157.
- 1988e "[University Libraries, Integrated Scholarly Information Systems \(ISIS\), and the Changing Character of Academic Research](#)," *Library Hi-Tech*, 6, 4, No. 24, (Nov. 1988), pp. 7-27.
- 1988f "[The Electronic Library: Changing the Character of Research](#)," *Change: The Magazine of Higher Education*, 20, 6, (November/December 1988), pp. 38-47.
- 1988g "Toward an Archaeology of Colonialism: Elements in the Ecological Transformation of the Ivory Coast," in Donald Worster (ed.), *The Ends of the Earth: Perspectives on Modern Environmental History* (Cambridge, Cambridge University Press, 1988), pp. 141-171.
- 1989b "[The Ecological Lessons of the Past: An Anthropology of Environmental Decline](#)," *The Ecologist*,

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- 19, 3 (May/June 1989), pp. 98-103.
- 1989c ["The Electronic Library and the Challenge of Information Planning,"](#) *Academe*, 75, 4 (July-August 1989), pp. 8-12.
- 1989d ["While Angels Weep....Doing Theology on a Small Planet,"](#) *Harvard Divinity Bulletin*, 19, 3 (Fall 1989), pp. 10-11.
- 1990a (with Richard A. Gray) "The Anthropology of Environmental Decline: Part 1: Historical Aspects of Anthropogenic Ecological Degradation," *RSR - Reference Services Review*, 18, 2, (1990), pp. 7-26.
- 1990b ["The Need for Miracles in the Age of Science,"](#) *Harvard Divinity Bulletin*, 20, 2 (Summer 1990), pp. 8, 11, 17.
- 1990c (with Richard A. Gray) "The Anthropology of Environmental Decline: Part 2: 'Development' and Ecological Degradation in the Contemporary Third World," *RSR - Reference Services Review*, 18, 3, (1990), pp. 7-36.
- 1990d (with Richard A. Gray) "The Anthropology of Environmental Decline: Part 3: Post War-Africa: A Case Study of Underdevelopment and Ecological Decline," *RSR - Reference Services Review*, 18, 4, (1990), pp. 7-33.
- 1991a "Burning Issues: Populism is No Shortcut to Preservation," [Review essay of books on tropical deforestation and development], *Transition*, No. 53, (1991), pp. 46-54.
- 1991b ["Environmental Information Resources and Electronic Research Systems \(ERSs\): Eco-Link as an Example of Future Tools,"](#) *Library Hi-Tech*, 9, 2, (34), (1991), pp. 7-19.
- 1991c ["Urbanization: A Doomed Experiment?"](#) *Eco-Decision, Special Issue on Urbanization*, No. 3, (December, 1991), pp. 16-21.
- 1992a ["In Dust and Ashes: The Environmental Crisis in Religious Perspective,"](#) *Harvard Divinity Bulletin*, 21, 3 (Spring 1992), pp. 8-11, 19, 23.
- 1992b ["New World, New Values: Religion, Belief, and Survival on a Small Planet,"](#) *Harvard Divinity Bulletin*, 21, 4 (Summer 1992), pp. 11, 17.
- 1992c "The Secular City and the Sacred Earth," *Religion & Values in Public Life: A Forum from Harvard Divinity School*, 1, 1, Fall 1992, p. 4. [A supplement to the *Harvard Divinity Bulletin*, 22, 1 (Fall 1992)].
- 1992d (with Richard A. Gray) *Environmental Decline and Public Policy: Patterns, Trend and Prospect* (Ann Arbor, The Pierian Press, 1992).
- 1992e- ["New World, New Values: Religion, Belief, and Survival on a Small Planet,"](#) *The Harvard Divinity Bulletin*, 21, 4 (Summer 1992), pp. 11,
- 1993a "New World, New Values: Religion, Belief, and Survival on a Small Planet," *The Amicus Journal* (Natural Resources Defense Council), 14, 4, (Winter 1993), p. 29.
- 1993b [Book Review of:] *Preparing for the Twenty- First Century* by Paul Kennedy, *Religion and Values in Public Life: A Forum from Harvard Divinity School*, 1, 3, (Spring 1993), p. 10. [A supplement to the *Harvard Divinity Bulletin*, 22, 3 (Spring 1993)].
- 1993c "UNCED and After: Global Issues, Country Problems, and Regional Solutions in the Asia-Pacific Area," *The Journal of Developing Areas*, 28, 1, (October 1993), pp. 13-20.
- 1994a ["Vicious Circles: African Demographic History as a Warning,"](#) *Harvard International Review*, 7XVI, 4, pp. (Fall, 1994), pp. 12-16.
- 1994b ["Environmental Ethics and the Problem of Community,"](#) *The Schweitzer/Quinnipiac Journal*, 1, 2, (Fall/Winter 1994-1995), pp. 44-54.
- 1997a ["Selling Pigeons in the Temple: The Danger of Market Metaphors in an Ecosystem,"](#) Occasional Papers Series, No. 8. (July 1997).
- 1997b ["Designing Within The Possible: The Art and Theology of Engineering Sustainability,"](#) Cambridge Arts Council "Waterworks: A Symposium on Art and Water," The Sackler Art

- Museum, 5 April 1997. Occasional Papers Series, No. 4.
- 1997c ["Some Notes from Belshaz'zar's Feast,"](#) Chapt. 1, in John E. Carroll, Paul Brockelman and Mary Westfall, eds., *The Greening of Faith: God, The Environment, and the Good Life* (Hanover and London, University Press of New England/University of New Hampshire, 1997), pp. 11-29.
- 1998a ["Bad Samaritans on a Small Planet: Rethinking 'Neighbor' in an Ecosystem,"](#) Sermon, St. John's, Lafayette Square,, Washington, D.C., 3 May 1998
- 1998b ["Doing Theology on a Small Planet: The Role of Religion in Addressing the Dilemma, 'Where Do We Go From Here?'"](#) Christianity & Ecology Conference, Harvard Divinity School, Panel - "Public Policies for Sustainability" - 18 April 1998.
- 1998c ["The 'Apostles's Creed' for Ecologically Sustainable Public Policy."](#) (1998).
- 2000 ["Denying the Evidence: Science and the Human Prospect,"](#) Chapter 4, in *Earth at Risk: An Environmental Dialogue Between Religion and Science*, Gordon Conway and Rodney Petersen, (eds), (N.Y., Humanity Books., pp. 107-131.
- 2002a "Political Power and Moral Authority," Introduction to *"American Heat: Ethical Problems with the United States Response to Global Warming."* By Ronald A. Brown, (Lanham, MD, Rowman & Littlefield Publishers, 2002), pp. vii-xi.
- 2002b "Water and Energy, the Basis of Human Society: Are They Sustainable through the 21st Century?" with Victor John Yannacone, Jr. and Lee C. Gerhard, in *Sustainability of Energy and Water through the 21st Century* - Proceedings of the Arbor Day Farm Conference, October 8-11, 2001, Lee C. Gerhard, P. Patrick Leahy and Victor John Yannacone, Jr., (Eds), (Lawrence Kansas, Kansas Geological Survey, 2002), pp. 7-31.
- 2002c ["Ethical Principles for Smart Growth: Steps Toward an Ecological Ten Commandments,"](#) in Terry S. Szold and Armando Carbonell, *Smart Growth: Form and Consequences*, (Cambridge, Lincoln Institute of Land Policy, 2002), pp. 180-191.
- 2003 ["A Personal Tribute to The Reverend William Sloane Coffin, Jr.",](#) *Once to Every Man and Nation*, Yale University, 31 May 2003 [Reunion Tribute of the Yale Class of 1968 to The Reverend William Sloane Coffin].
- 2004 ["Civil Society and the Human Prospect: The Ethical Challenge of Maurice Strong,"](#) Where on Earth are We Going, Wesleyan University, Robert Schumann Environmental Studies Program, *Symposium Honoring Maurice Strong*, 9 September 2004.
- 2005a "Sowing and Reaping: Weather, Climate and the Challenge to the American People or What's Happening? Who Says So? What Can We Do About it?," ["That's Another Fine Mess,"](#) 28 September 2005.
- 2005b ["From Sidekick to Sideshow—Celebrity, Entertainment, and the Politics of Distraction Why Americans Are 'Sleepwalking Toward the End of the Earth,'"](#) *American Behavioral Scientist*, 49, 3, (November 2005), pp. 393-409. ([PDF Version](#))
- 2008 ["Speaking Truth to Power: The IPCC 4th Assessment Summary Reports and the Climate News the Public Needs To Hear,"](#) EC Journal (PDF Version) (2008).

[Some online versions of selected publications above are available at:]

<http://ecoethics.net/frame-sets/harvard-cv/papers-list.htm>

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Electronic Librarianship, Online Teaching, Electronic Research Platforms, & the Development of Multi-Media Electronic Publications:

1) Electronic Librarianship

While teaching in the Anthropology Department at Yale (1980-1987) Professor Weiskel undertook further graduate training and completed an additional professional degree in electronic librarianship (a Masters of Library Science, **MLS**) at Southern Connecticut State University in New Haven, CT. As an aspect of this training and research he devised innovative techniques and software for academic researchers to compile, share and explore research resources in whatever field they chose to work. His professional publications in this realm include:

- ["Bibliographic Research and the Love of Learning," in *Perspectives in Computing*, 5, 3-4, \(Fall/Winter 1985\), pp. 13-21.](#)
- ["Libraries as Life-Systems: Information, Entropy and Co-Evolution on Campus," *College and Research Libraries*, 47, 6, \(1986\), pp. 545-563.](#)
- ["University Libraries, Integrated Scholarly Information Systems \(ISIS\), and the Changing Character of Academic Research," *Library Hi-Tech*, 6, 4, No. 24, \(Nov. 1988\), pp. 7-27.](#)
- ["The Electronic Library: Changing the Character of Research," *Change: The Magazine of Higher Education*, 20, 6, \(November/December 1988\), pp. 38-47.](#)
- ["The Electronic Library and the Challenge of Information Planning," *Academe*, 75, 4 \(July-August 1989\), pp. 8-12.](#)
- ["Environmental Information Resources and Electronic Research Systems \(ERSs\): Eco-Link as an Example of Future Tools," *Library Hi-Tech*, 9, 2, \(34\), \(1991\), pp. 7-19.](#)

Having developed a variety of online tools for research Weiskel devised a program that enabled researchers to consult and compare and combine multiple online catalogues that universities were beginning to digitize in the late 1980s. The power of these programs enabled scholars to develop topic-specific bibliographies electronically and share them instantly online.

Upon leaving the Yale Anthropology Department and accepting the **Henry Luce Fellowship** at the **Harvard Divinity School** for research on environmental ethics, Professor Weiskel expanded his work, and demonstrated for students and fellow faculty the value and techniques for creating subject-specialized online bibliographies to assist their research and teaching. In a series of appointments at the Harvard Divinity School and later through the University Committee on the Environment, Professor Weiskel developed these electronic facilities and used them as a basis for founding and directing a [new Harvard inter-Faculty initiative for interdisciplinary research exchange](#) known as **THE HARVARD SEMINAR ON ENVIRONMENTAL VALUES**. Published online as the:

- [Directory to the Subject Bibliographies in Environmental Ethics \(1998\).](#)

this bibliography became the basis for the first ever interdisciplinary course on “Environmental Ethics” to be taught at Harvard on an inter-disciplinary, inter-school basis. The course was taught by Professors from the Law School (Professor Bruce Hay), the Divinity School (Professor Lawrence Sullivan) and the School of Public Health (Professor Timothy Ford) and coordinated and administered by Professor Weiskel.

Initially founded and operated at the Harvard Divinity School, **THE HARVARD SEMINAR ON ENVIRONMENTAL VALUES** was subsequently sponsored and integrated into the ongoing operations of the HARVARD UNIVERSITY COMMITTEE ON THE ENVIRONMENT directed by Professor Michael McElroy, Chair of the *Department of Earth and Planetary Sciences*.

2) Online Teaching:

As a result of this university-wide role in teaching and supporting research in environmental ethics, Professor Weiskel was subsequently invited to offer a course in the HARVARD UNIVERSITY EXTENSION SCHOOL entitled “*Environmental Ethics and Land Management*.” Offered initially in the Fall Semester of 2001, this course became a foundational course in the Extension School’s degree program in Environmental Sustainability. This course -- along with two further courses which Professor Weiskel co-taught on the topics of environmental justice and global climate change (See: [Online Courses from the Past](#)) -- were among the first to be offered by Harvard “online” for students to take from across the country and around the world. These online reference materials represent some of the course syllabi and research tools devised for students at Harvard.

N.B. the syllabi for these courses were placed on Harvard computer servers and have not been maintained by the Harvard Extension School after they were taught. Some of the individual course syllabi can be viewed through a list of [“Past Courses”](#) which maintains links to stories, documents, research reports and audio-visual material for support of ongoing student research in the realms of these courses:

- [Environmental Ethics and Land Management](#) (Harvard University Extension School)
- [Introduction to Environmental Justice](#) – with James Hoyte and Rhona Julien (Harvard University Extension School).
- [Global Climate Change: The Science, Social Impact and Diplomacy of a World Environmental Crisis](#), with Professor William Moomaw (Harvard University Extension School).

In addition to teaching on campus at Harvard and creating a global outreach through the Extension School, Professor Weiskel taught for five years in Cyprus as part of ["An International Initiative for Environment and Public Health."](#) sponsored by the Harvard School of Public Health.

3) Electronic Research Platforms

To facilitate online teaching and encourage precise note-taking and citation among his students Professor Weiskel devised a means of electronic note-sharing. The system was designed initially as a means of communicating with his teaching assistants in the courses containing a total of several hundred students. The intention was to communicate effectively to all teaching assistants the base-

line information to be covered in each lecture in each of the three principal courses that Professor Weiskel taught or co-taught in the Extension School.

The information this electronic “research platform” provided included access links to original source documents, interviews, news stories or audio clips and (as the .mp4 technology developed) to video sequences, lectures and documentaries. Over time this facility -- provided initially for the teaching assistants in several courses -- proved to be both robust and highly effective in delivering research material directly to students and sharing it with other faculty colleagues.

In 2012 this electronic research platform – known as: [Transition-Studies.Net](#) -- was made public, accessible internationally around the world to anyone on the internet. The content of this electronic research platform is by its nature inter-disciplinary and eclectic. Entries are listed in reverse-chronological order with the newest ones at the top of a long and continuously cumulative listing of separate items. A search engine in a window the box entitled: “Search Site” allows all users to search for keywords to be found in the titles of any of the entries. The result of a search is delivered in a list of titles (newest first) that are hyperlinked to the more complete listing. The individual listings themselves are characteristically not complete documents themselves, but rather point to the original source material. In this manner [Transition-Studies.Net](#) is not a citable reference in itself but rather a “portal” that provides a link to the original material. It currently contains in excess of 60,000 active links to serve as source material for any students, faculty or public users to engage in research on their own.

As part of the effort to get invite participation in important issues like climate change, Professor Moomaw and I used this kind of electronic structure – devised for teaching in the Extension School – to reach a wider public through [The Climate Talks Project](#) - *An Inter-University and International Platform for Investigating Global Climate Science and Public Policy Issues*, [William Moomaw and Timothy C. Weiskel, Directors].

4) The Development of Multi-Media Electronic Publications:

One of the outcomes of creating this electronic research platform has been to encourage the development and exchange of specific topics for student, faculty and public citizen research, leading to the evolution of new forms of electronic publishing – particularly including digital imagery and multi-media electronic presentations.

By using the [Transition-Studies.Net](#) research platform as a base, it has been possible to develop specific multi-media electronic publications and documentary sequences to share scholarly information in a wide range of fields. For example, to pursue African historical research I was able to create [The African Historical Graphics Archive](#) ([African-Graphics-Archives.Net](#)). As a further development of that research framework, I have been able to work with international scholars in African studies to develop projects on “[Mapping the Slave Trade](#)” and create a new network for sharing digitized African historical maps through the [Africa Map Circle](#),

Building, then, upon the initial work in electronic librarianship while I was at Yale, and combining this technology with the different components of online teaching and research support developed over the thirty years of working in various departments and schools at Harvard, I have now developed the tools for inter-university and international collaborative research and electronic

publication in African historical cartography. Platforms like The Africa Map Circle's "[Explorations](#)" on YouTube and the African Map Circle's [Digital Resources Directory](#) developed at B.U. while I was a "Visiting Researcher" at the African Studies Center in 2020-21, now make it possible to create and expand new forms of international Africanist research on a scale never previously possible.

The enforced restrictions imposed upon all of higher education by the COVID-19 global "lockdown" made it apparent that these can have an enormous impact upon both research and teaching in African studies and area-studies more generally. In November of 2020, for example, the **African Studies Association** conducted its annual meeting "online only." But by using this electronic research platforms and repositories of documents combined ZOOM conferencing software, we were able to conduct an [innovative nation-wide session](#) on [African historical cartography](#).

Similarly, it has been possible to develop new outreach material for the African Studies Center in its ongoing effort to make resources available to the teachers of African material in the secondary and primary school setting. See for example:

- [Introduction to the BU African Studies/Afriterrra "Mapping Africa" Workshop.](#)
- [Mapping Africa: Using Original Maps to Navigate Africa's Imperial History](#)
- [Learning Under Lockdown: Some Tools & Tips for Online Learning About Africa & the World](#)

In addition to the topic of African historical cartography, the electronic publishing and exchange architecture that I have created and is now in place can be used to stimulate and support a research and publication throughout B.U. and well beyond in a variety of "area studies" or other research programs. For example, the [Transition-Studies.Net](#) platform can be used to share information and stimulate discussion on topics of interest throughout the Islamic World (see: "[BBC World Service – Newshour, Meeting to tackle Islamic State in Africa,](#)" 28 June 2021). Or ecologists around the world interested in the problem of species collapse and extinction can draw upon studies listed in [Transition-Studies.Net](#) that demonstrate the importance of African case studies in this regard (see: "[One fish behind mass extinction of various fish of lake Victoria,](#)" 27 June 2021).

Since the courses I taught at Harvard over the years in environmental ethics, environmental justice and climate change at Harvard covered a wide variety of topics, special lectures were developed from the course material to cover specific topics. Some of this material was delivered as part of the weekly lectures delivered and "taped" and "streamed" from Harvard. In addition, specific related topics were developed as separate stand-alone programs which were published as webcasts from Cambridge Community Television (CCTV) produced for them by the [Cambridge Climate Research Associates \(CCRA\)](#). These webcasts were made available to all students in all my classes and published for the public at large through the CCTV weekly program series "[Eco Views & News \(EV&N\).](#)"

In short, research, teaching and publication have radically altered by advances in electronic technology. The software and digital resources we have been able to develop in both online research and teaching architecture over the last forty years at Yale and Harvard is now available to for use and further deployment by both students and faculty colleagues wherever it is needed.