

U.S. Department of Education
Washington, D.C. 20202-5335

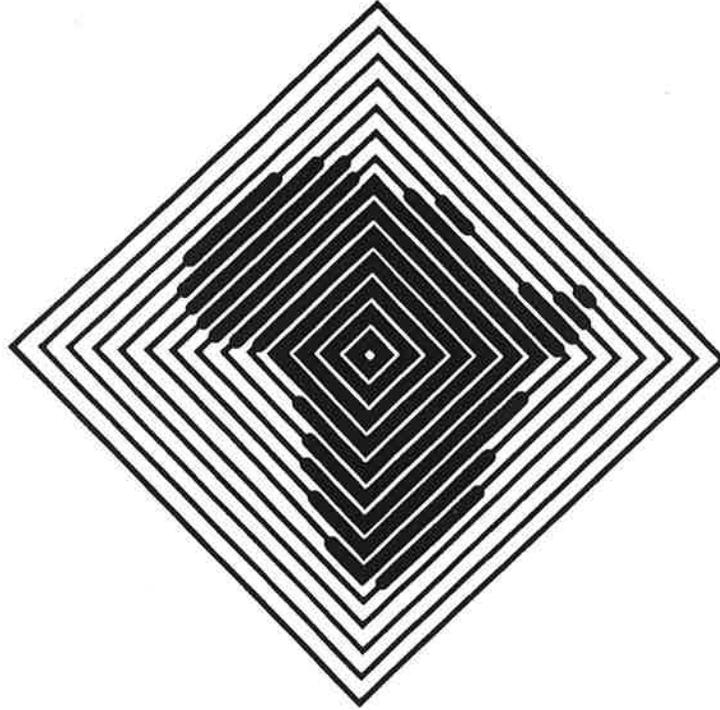
**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140088 P015B140088

Boston Univ/Trustees



African Studies Center
APPLICATION for RESOURCE CENTER
And
FOREIGN LANGUAGE AND AREA STUDIES
FELLOWSHIPS

JUNE 30, 2014
BOSTON UNIVERSITY

AK

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

TRUSTEES OF BOSTON UNIVERSITY

* b. Employer/Taxpayer Identification Number (EIN/TIN):

04 2103547

* c. Organizational DUNS:

049435266

d. Address:

* Street1:

381 COMMONWEALTH AVENUE

Street2:

* City:

BOSTON

County/Parish:

* State:

MA: Massachusetts

Province:

* Country:

* Zip / Postal Code:

02215

e. Organizational Unit:

Department Name:

AFRICAN STUDIES CENTER

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

TIMOTHY

Middle Name:

PAUL

* Last Name:

LONGMAN

Suffix:

Title:

DIRECTOR

Organizational Affiliation:

* Telephone Number:

617 353 9751

Fax Number:

617 353 4975

* Email:

LONGMAN@BU.EDU

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

DEPARTMENT OF EDUCATIO, OFFICE OF POSTSECONDARY EDUCATION

11. Catalog of Federal Domestic Assistance Number:

CFDA 84.015A

CFDA Title:

NATIONAL RESOURCE CENTERS PROGRAM

* 12. Funding Opportunity Number:

84.015 B

* Title:

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

* 15. Descriptive Title of Applicant's Project:

COMPREHENSIVE NATIONAL RESOURCE CENTER FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts If needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="\$2,424,000"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="\$2,424,000"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an Internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

APPENDIX I
PROJECT BUDGET



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
BOSTON UNIVERSITY AFRICAN STUDIES CENTER

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	125045	134586	129038	125700		639414
2. Fringe Benefits	33132	37146	34538	34693		139508
3. Travel	8000	8000	100000	10000		36000
4. Equipment	0	0	0	0		0
5. Supplies	8012	8007	8563	8845		33083
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	89700	76150	81750	84651		333251
9. Total Direct Costs (lines 1-8)	263889	263889	263889	263889		1056212
10. Indirect Costs*	21111	21111	21111	21111		84497
11. Training Stipends	321000	321000	321000	321000		1284000
12. Total Costs (lines 9-11)	606000	606000	606000	606000		2424708

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___ / ___ / ___ To: ___ / ___ / ___ (mm/dd/yyyy)
 Approving Federal agency: ED ___ Other (please specify): ___ The Indirect Cost Rate is ___ %
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ___ %

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs	0	0	0	0		0
11. Training Stipends						
12. Total Costs (Lines 9-11)	0	0	0	0		0

SECTION C - BUDGET NARRATIVE (see instructions)

**BOSTON UNIVERSITY AFRICAN STUDIES CENTER
TITLE VI NATIONAL RESOURCE CENTER
BUDGET REQUEST**

PROJECT DIRECTOR TIMOTHY LONGMAN
FY 14-15 FY 15-16 FY 16-17 FY 17-18

A. Administration
Assistant Director - 45% of annual salary of \$60,100. \$27,045 \$27,586 \$28,138 \$28,700

Subtotal \$27,045 \$27,586 \$28,138 \$28,700

B. African Language Instruction

Language Instructors - \$4,500 per course x 12/15/18 course \$54,000 \$67,500 \$81,000
NALRC Summer Institute \$5,000 \$5,000 \$5,000
African Language Teachers Association (ALTA) \$4,000 \$3,000 \$4,000
Northeast Regional Consortium for Programs in African Languages (NERCPAL) \$3,000 \$3,000 \$3,000
Ajami project \$5,000 \$4,000 \$4,000
Teaching resources for Professional Schools \$8,000 \$4,000 \$3,000
Virtual Classroom teaching capacity \$3,000 \$3,000 \$3,000
Language enrollment enhancement \$1,000 \$1,000 \$1,000
Language Assessment Specialist \$10,000 \$10,000 \$10,000

Subtotal \$93,000 \$100,500 \$114,000 \$114,000

C. Fringe Benefits

27.6% of salaries for Assistant Director \$33,132 \$37,146 \$34,538 \$34,693
Teacher Training Coordinator, Assessment Specialist, Language Instructors, Course Creation Grants

Subtotal \$33,132 \$37,146 \$34,538 \$34,693

D. Outreach Program Enhancement

Teacher Training Coordinator	\$25,000	\$25,500	\$0	\$0
Teacher training workshops	\$3,000	\$3,000	\$3,000	\$3,000
Teacher training on Apartheid and its legacies w/ Facing History	\$8,500	\$4,000	\$2,000	\$2,000
Masters in the Art of Teaching Program in Arabic	\$3,000	\$3,000	\$2,000	\$2,000
Outreach Assistants 10 hours @ \$7.50 per hour x 40 weeks x 2 assistants	\$5,000	\$5,000	\$4,000	\$4,000
Subtotal	\$44,500	\$40,500	\$11,000	\$11,000

E. Curriculum Expansion

Summer enhancement grant x 2 or 3	\$4,000	\$4,000	\$6,000	\$6,000
Travel grant for BU & UMB faculty to research course Development x 1 or 2	\$5,000	\$5,000	\$10,000	\$10,000
African Arts Initiative	\$7,000	\$7,000	\$10,000	\$10,000
Total	\$16,000	\$16,000	\$26,000	\$26,000

F. Overseas Linkage Enhancement

Semi-annual travel to enhance study abroad opportunities	\$10,000	\$5,000	\$5,000	\$5,500
WARC/BU/UMB collaborative research	\$5,000	\$3,000	\$5,000	\$5,000
Joint Lecture Series focusing on West Africa	\$4,000	\$3,000	\$3,000	\$3,000
Total	\$19,000	\$11,000	\$13,000	\$13,500

G. Collaborative Projects

Teachers' workshop	\$350	\$350	\$350	\$350
ASOC assessment	\$150	\$100	\$100	\$100

FLAS FELLOWSHIP FUNDING REQUEST

	Year One	Year Two	Year Three	Year Four	
Academic Year					
7 Graduate Institutional payments @ \$18,000	126,000	126,000	126,000	126,000	
7 Graduate subsistence allowances @ \$15,000	105,000	105,000	105,000	105,000	
3 Undergraduate Institutional payments @ \$10,000.	30,000	30,000	30,000	30,000	
3 Undergraduate subsistence allowances @ \$5,000	15,000	15,000	15,000	15,000	
Academic Year Total	276,000	276,000	276,000	276,000	1,104,000
Summer					
6 Institutional Payments @ \$5,000.	30,000	30,000	30,000	30,000	
6 Subsistence allowances @ \$2,500	15,000	15,000	15,000	15,000	
Summer Total	45,000	45,000	45,000	45,000	180,000
Selection of candidates for summer language fellowships is made on the basis of merit and can be used for study at Boston University's own summer intensive language program or at other sites. Figures are based on an average tuition at possible sites.					
Total Fellowship	321,000	321,000	321,000	321,000	1,284,000



The African Studies Center at Boston University General Education Provisions Act (GEPA) Statement

Since its founding in 1869, Boston University has been dedicated to equal opportunity and has opened its doors to students without regard to race, sex, creed, or other irrelevant criteria. Consistent with this tradition, it is the policy of Boston University to promote equal opportunity in educational programs and employment through practices designed to extend opportunities to all individuals on the basis of individual merit and qualifications, and to help ensure the full realization of equal opportunity for students, employees, and applicants for admission and employment. The University is committed to maintaining an environment that is welcoming and respectful to all.

Boston University prohibits discrimination against any individual on the basis of race, color, religion, sex, age, national origin, physical or mental disability, sexual orientation, gender identity, genetic information, military service, or because of marital, parental, or veteran status. This policy extends to all rights, privileges, programs, and activities, including admissions, financial assistance, educational and athletic programs, housing, employment, compensation, employee benefits, and the providing of, or access to, University services or facilities. Boston University recognizes that non-discrimination does not ensure that equal opportunity is a reality. Accordingly, the University will continue to take affirmative action to achieve equal opportunity through recruitment, outreach, and internal reviews of policies and practices.

The coordination and implementation of this policy is the responsibility of the Executive Director of Equal Opportunity. The officers of the University and all deans, directors, department heads, and managers are responsible for the proper implementation of equal opportunity and affirmative action in their respective areas, and they are expected to exercise leadership toward their achievement. It is expected that every employee of Boston University will share this commitment and cooperate fully in helping the University meet its equal opportunity and affirmative action objectives.

Boston University has developed detailed procedures, described in its Complaint Procedures in Cases of Alleged Unlawful Discrimination or Harassment, by which individuals may bring forward concerns or complaints of discrimination and harassment. Retaliation against any individual who brings forward such a complaint or who cooperates or assists with an investigation of such a complaint is both unlawful and strictly prohibited by Boston University.

The ASC has an excellent record of including women and minorities in all our programs. Of the 48 ASC fellowship recipients in the past four years, 32 have been female and 20 have been minorities. ASC staff and resources support student groups such as the African Student Organization and Umoja, BU's black student union. We work closely with local African heritage communities and look forward to strengthening our partnership with UMB, an MSI.

The ASC is committed to principles of affirmative action in hiring and awarding financial aid. The full-time staff of the ASC is 50% female and 20% minorities. Of the 48 students who received ASC financial aid in the past four years, 42% were minorities. Of the 22 African studies faculty to join BU in the past 4 years, 13 (59%) are minorities. Although these numbers are far better than the national average, the ASC remains committed to continued growth in the diversity of its faculty, students, and staff, and we thus take actions such as advertising job openings in publications, websites, and networks that specifically target underrepresented groups.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

Africa	<input checked="" type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.



The African Studies Center at Boston University

For more than 60 years, Boston University's African Studies Center (ASC) has been a leader in training Africa specialists and producing Africanist research. The ASC today has an expanding faculty, rich curriculum, and African Language Program that rivals any in the country. We seek support to allow us to remain at the forefront of innovations in African studies as we are integrated into BU's new Frederick S. Pardee School of Global Studies. NRC and FLAS funding will help us increase the number of African area specialists trained in diverse disciplines, the number of students we graduate with fluency in priority African languages, and the amount of influential scholarship we produce on a region of growing national interest.

The ASC mission is to promote knowledge and understanding of the historical, social, political, economic, and ecological diversity of the continent of Africa by 1) maintaining a multidisciplinary community of students, faculty, and researchers from BU and the Boston area with an interest in Africa; 2) supporting the inclusion of Africa-related content throughout the graduate and undergraduate BU curriculum; 3) giving instruction in priority African languages to advanced levels; 4) promoting multidisciplinary research and publication on Africa; 5) sponsoring outreach programs in the Greater Boston community, particularly for K-12 schools; 6) and developing linkages with students, scholars, and universities in Africa. National Resource Center and Foreign Language and Areas Studies funding in the 2014-2018 period will support the following four goals, each defined by specific, measurable objectives:

1. Curriculum Development: With 115 teaching and research faculty in 28 departments and professional schools, the ASC benefits from a wide range of expertise in fulfilling its academic, applied, and outreach missions. We regularly provide FLAS fellowships and graduate school grants to students from both PhD programs and professional schools such as international relations, public health, and communications. We seek assistance to expand our curriculum in areas of growing demand, particularly in fields such as education, health sciences, engineering, management, and communications, and to strengthen our partnership with the University of Massachusetts Boston, the region's largest MSI, to support growth of their curriculum as well.

2. Language Program Development: BU's innovative African Language Program has 7 full-time instructors and offers 8 priority languages in a classroom setting (Amharic, Arabic, Hausa, Igbo, Swahili, Wolof, Xhosa, and Zulu). NRC funding will let us hire part-time instructors to teach more languages (including adding Twi) at more advanced levels; train all instructors; create multi-media teaching materials, including for instruction in *Ajami* modified Arabic script; develop virtual classroom capacity; design and implement assessment plans for all classes; improve instruction at overseas partners; and support training and licensing of Arabic teachers.

3. Outreach Program Enhancement: The ASC's robust Outreach Program seeks funding to hire additional staff; to develop a new certification program for K-12 teachers in partnership with area schools of education; and to offer teacher training on a variety of topics, including our new South Africa history curriculum produced with Facing History and Ourselves.

4. Strengthening African Partnerships: NRC funding will allow the ASC to strengthen our partnerships with universities in Ethiopia, Morocco, Niger, Senegal, South Africa, and Tanzania and to develop new linkages in Ghana and elsewhere. At these institutions, our students can learn languages and have a ready base for research. We are also enhancing our relationship with the West African Research Association through a scholarly exchange and lecture series.

Boston University African Studies Center

Title VI NRC and FLAS Application

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List of Acronyms

ACTFL – American Council on Teaching of Foreign Languages

ALTA – African Language Teachers Association

ASA – African Studies Association

ASC – African Studies Center

ASL – African Studies Library

BU – Boston University

CACCD – Center for African, Caribbean, and Community Development at UMB

CAS – College of Arts and Sciences

CGHD – Center for Global Health and Development

FLAS – Foreign Language and Area Studies

GRAF – Graduate Research Abroad Fellowship

GRS – Graduate School of Arts and Sciences

MIT – Massachusetts Institute of Technology

MSI – Minority Serving Institution

NERCPAL - Northeast Regional Consortium for Programs in African Languages

NRC – National Resource Center

SED – School of Education

SPH – School of Public Health

UMB – University of Massachusetts Boston University

WARA – West African Research Association

WARC – West African Research Center

The African Studies Center at Boston University

With over 30,000 students from all 50 states and over 100 countries, 3,000 faculty, and 7,000 staff, Boston University (BU) is among the largest private universities in the United States and a premier research institution. The continent of Africa has been a central teaching and research focus at BU since the foundation of the African Studies Center (ASC) more than 60 years ago. BU has an international reputation for excellence in African studies, with well respected professors, graduates who are sought out for their expertise, and leadership in national organizations such as the African Studies Association (whose executive board now has two BU faculty and a former ASC director as president). The ASC also serves as an important regional center, providing a community for African studies scholars from throughout the Greater Boston Area and beyond and extensive community outreach, particularly in K-12 education.

The ASC's mission is to promote knowledge and understanding of the historical, social, political, economic, and ecological diversity of the continent of Africa. With 115 research and teaching faculty in 15 disciplines in the College of Arts and Sciences, 13 professional schools, and 10 interdisciplinary centers, the ASC provides opportunities for students throughout the university to include Africa in their studies. BU has particular strengths in history, anthropology, economics, political science, international relations, public health, and theology, and we continue to expand offerings in other disciplines. Rigorous, wide-ranging seminars and other activities that encourage active interdisciplinary engagement complement our rich course offerings. The incorporation of the ASC into BU's new Pardee School of Global Studies will provide enhanced opportunities for cross-regional and interdisciplinary engagement. Additional administrative staff will aid efforts in advising, programming and campus and alumni communications and improve collaborations across regions, while further increasing our profile on campus and beyond.

1. Boston University's Commitment to African Studies

1.A. Institutional Financial and Other Support for African Studies

Since the foundation of the African Studies Center in 1953 as its first area studies program, Boston University has maintained a deep and enduring commitment to promoting research and teaching about Africa. As the university has rapidly expanded to become the fourth largest private research university in the country, the expansion of resources for Africa has kept pace. Since 2007, BU has authorized national searches for ASC director and assistant director, African Language Program director, coordinator of Southern African languages, head Africa librarian, and Africa specialists in anthropology, economics, international relations, and religion. Major university investments in the Center for Global Health and Development have expanded the public health faculty focusing on Africa from 21 in 2009 to 29 today and supported the opening of BU offices in Kenya, South Africa, and Zambia.

BU's Study Abroad office is committed to expanding study options in Africa, having launched a new program in Zanzibar last year and plans for additional programs in Ghana next year and South Africa and Senegal in subsequent years, building on linkages established by the ASC. In 2009, the university spent nearly \$800,000 refurbishing a space for the ASC in the heart of campus that includes 20 offices for faculty and staff, two classrooms with state-of-the-art equipment, a student office, lounge areas, the Teaching Africa Library, and facilities for the Publications Program, the West Africa Research Association (WARA), and visiting scholars. Newly created positions for Language Specialist in the Academic Advising Office and Assistant Dean for Language Instruction in the College of Arts and Sciences directly benefit the African Language Program. An entire floor of the main BU library is dedicated to the African Studies Library, whose 2014-2015 acquisitions budget is \$59,840.

This year, BU again demonstrated an expanding commitment to international and area studies by creating the Frederick S. Pardee School of Global Studies. When the school officially launches in September, its Division of Regional Studies will become the new institutional home for the African Studies Center. The ASC will maintain distinct space and dedicated staff, while the new school will provide access to enhanced resources and staffing, additional office, event and classroom space, and opportunities for greater cooperation and coordination with other area studies centers. At its foundation, Pardee will become the third largest US global studies school.

The university's most substantial commitment to the ASC is salary support. BU bears the full cost of salaries for ASC director, African Language Program director, Outreach director, publications editor and assistant editor, program administrator, three full-time African studies librarians, and six full-time African language instructors, and pays 55% of the assistant director's salary, a total annual investment of \$841,500. Since 2010, the number of ASC faculty affiliates has increased from 92 to 115, an annual salary commitment of \$8,486,000. BU's investments in African studies are all the more remarkable given the university's budget constraints. In contrast to many private universities, BU has a small endowment whose earnings represent less than 3% of the annual operating budget. Despite the weak economy and BU's tuition-dependent budget, the administration has continued to expand rather than retract investments in African studies.

Despite this strong institutional support, Title VI funding remains essential to allowing the ASC to strengthen African language and area studies at BU, in the Boston area, and beyond. We seek NRC funding to teach a wider variety of priority African languages to higher levels of proficiency than would otherwise be possible and improve the quality of instruction through the development of teaching materials, inclusion of better assessment methods, better recruitment of students, and pedagogical training for instructors. NRC funding will allow us to develop and

enhance linkages in Africa and make possible new study abroad programs and language study opportunities. NRC funding will support continued expansion of our curriculum, particularly in areas of growing interest such as communications and business. NRC funding will allow us to enhance our partnership with the University of Massachusetts Boston (UMB), a Minority Serving Institution under Title III. NRC funding will support administrative staffing to enable us to develop our curriculum and programming and better evaluate activities.

1.B. Institutional Support to Students

BU provides excellent financial aid to students at all levels. In 2012, BU began guaranteeing full tuition and stipends to *all* students accepted into PhD programs. For FLAS students, the Provost's office adds to the institutional payment to cover the full cost of tuition (amounting to \$151,440 in 2013-14), and the Graduate School of Arts and Sciences (GRS) adds to the FLAS stipend to bring it to the level of other PhD students (\$20,000 in 2014-15). GRS provides three years of full funding for PhD students who have completed a FLAS. Total GRS fellowships from the ASC in 2013-14 were \$309,850. Including tuition supplements for FLAS students, BU fellowships for the ASC total \$480,670. The Graduate Research Abroad Fellowship (GRAF) funds grad student research in Africa, for both preparatory and longer-term research. Advanced grad students with ASC fellowships from GRS can use their fellowships to conduct fieldwork in Africa for at least one semester. The Undergraduate Research Opportunities Program lets undergrads conduct research in Africa. Integration of the ASC into Pardee will make professional advising available for both undergrads and grad students with an interest in Africa.

2. Quality of Curriculum Design

2.A. Africa in the Undergraduate and Graduate Curriculum

The ASC works to expand opportunities for undergraduate and graduate students in all

disciplines to include African language and area studies in their academic program and to increase the number and disciplinary diversity of students who develop a specialized expertise in Africa. We propose to use the new NRC grant to expand the number of African language and non-language courses and to increase the number of students graduating with African language and area expertise. (See sections 3 and 4). As a regional center, we propose to partner with other area universities, including UMB, an MSI, on increasing opportunities for both undergraduate and graduate students to study African languages and area studies and gain specialized expertise.

Courses with Africa content are now offered in 35 departments in 11 of BU’s colleges. Our current NRC grant sponsored the creation of the first Africa courses in the School of Health and Rehabilitation Sciences and the Program in Gastronomy as well as new courses in history, sociology, ethnomusicology, and modern languages. We propose to create additional courses in Education, Engineering, Communications, Fine Arts, and Management at BU as well as working with partners at the UMB to expand the number of Africa-focused courses available there.

Table 1. Students graduating with Africa specialization 2010-14	
African Studies Independent Major	5
African Studies & African Languages Minors	25
Arabic Minors	31
Muslim Societies and Cultures Minors	21
IR Africa/Middle East track	291
History Africa track	18
African Studies Graduate Certificates	37

All 7,000 undergraduates in the College of Arts and Sciences (CAS) are required to complete four semesters of a foreign language.

Most BU colleges require at least a year of foreign language study. CAS has recently expanded its language administration and advising by naming an Assistant Dean of Languages and a Language Specialist in the Academic Advising Office. We are working with these individuals and with the freshman orientation program to increase enrollments in African languages. We propose to increase enrollments in sub-Saharan languages by 25 percent, in part by increasing the number of courses offered by 10 percent. The current NRC grant supported the addition of Igbo to our priority African language offerings, and

we propose to use the next grant to add higher levels of Igbo and to add Twi as a language offering to complement a new study abroad program in Ghana.

Enhancing African studies opportunities in undergraduate education will remain a major ASC focus. Undergraduate FLAS grants have allowed us to attract more undergraduates to higher levels of language study and also to send undergraduates overseas for language study for the first time. During the current funding cycle, we successfully worked to increase options for study and research in Africa, including a new program in Zanzibar. (See section 2C). To complement the curriculum and increase interest in the region, the ASC has expanded Africa-focused extra-curricular opportunities specifically oriented toward undergraduates. We work closely with the BU African Students Organization, which meets weekly in our space and organizes regular panel discussions, films, and social events.

We also continue to expand options for specialized study of Africa. This year, BU approved a new Middle East and North African studies (MENA) major, revolving around language study. Other options for undergraduates to specialize in the study of Africa at BU include: 1) African Studies independent major; 2) minor in African Studies; 3) minor in African languages and literatures; 4) BA in IR with an Africa/Middle East track; 5) BA in history with non-Western track; 6) Arabic minor in Modern Languages Department; 7) minor in Muslim societies or in Muslim cultures in the Institute for Muslim Societies and Civilizations. The ASC has begun the process of creating a new major in African Studies to offer an added opportunity for undergraduate specialization in Africa. The major will require study of an African language. We propose to increase by 20% the number of students graduating with minors, majors, or certificates in African Studies or MENA in this grant cycle.

BU graduate students in any discipline or professional field can include an Africa focus

in their curriculum and earn an African Studies Certificate. In recent years, the certificate has attracted students from management, fine arts, education, international relations, theology, law, and public health as well as PhD students. The value of the certificate is evident in the quality of students it attracts and their subsequent job placement. Recent graduates work with the US Army, USAID, World Bank, Carter Center, African Aid Bank, Oxfam America, Physicians for Human Rights, International Law and Policy Institute, US Institute for Peace, eco-tourism enterprises, US and African churches, and major universities worldwide.

Table 2. Requirements for Majors and Minors
<p>Major in Middle East & North African Studies</p> <ul style="list-style-type: none"> • 11 total courses from approved list • 6 semesters language study in Arabic, Hebrew, Turkish, Persian, and/or Swahili • 1 introductory course • 3 courses each social science and humanities • 3 courses at 400 level or above
<p>Proposed Major in African Studies</p> <ul style="list-style-type: none"> • Minimum 12 total courses from approved list • Introductory Course: ID 116 – Africa Today • 4 semesters of an African language • At least 1 course each in African history, social sciences, and humanities from list of core courses. • Research requirement: 2 seminar courses at 500-level or above or 1 seminar and senior thesis • While not required, students are strongly encouraged to study abroad in Africa
<p>Minor in African Studies</p> <ul style="list-style-type: none"> • 6 courses from at least three disciplines • ID116 Africa Today • No more than two courses from major • Three courses at 300 level or above • A substantial research paper on an African topic
<p>African Studies Certificate</p> <ul style="list-style-type: none"> • 4 courses in at least two departments • Knowledge of an African language or European language used in Africa other than English • Completion of thesis, dissertation, or two graduate level papers on Africa

BU has particular strengths in African studies for PhD students in anthropology, history, economics, and political science and professional students in public health, international relations, and theology. The ASC encourages Africa specialization among students in the professional schools by making both FLAS and CAS Graduate Fellowships available to students from throughout the university. The Provost provides the difference between FLAS awards and actual tuition for students from any BU school. Since 2010, the number of BU grad

students taking four or more courses on Africa has grown from 370 to 615, a 66% increase. A large majority of graduate certificate recipients come from public health and international relations. With a new NRC grant, we will increase options for professional students by developing

specialized language courses for students in professional programs, as described in section 4.

2.B. Academic and Career Advising for African Studies Students

The ASC is an active part of the university's formal advising structure. Beginning fall 2014, African studies majors, minors, and certificate candidates will be advised by full-time professional advisors in the Pardee School. These advisers will coordinate with Peter Quella, who advises ASC undergraduate minors, and Michael DiBlasi, who coordinates the graduate certificate. James McCann, associate director, has served as a summer advisor for a decade, helping orient incoming freshmen. Joanne Hart, longtime ASC program administrator, serves as principal advisor on financial aid issues. Royce Wates of the CAS Academic Advising Center coordinates study for the independent major in African studies. All ASC faculty supervise undergraduate and graduate theses and dissertations. The new language specialist in the Academic Advising Office provides specialized advising related to African languages.

With a dense network of local and global scholars, the ASC has long complemented university and departmental efforts in academic and career advising, connecting students with opportunities in Europe, Africa, the US, and Asia. The ASC organizes ongoing workshops on proposal- and dissertation-writing, that allow students to vet their proposals and works in progress. The ASC provides funding for graduate students to attend the annual African Studies Association meeting, a key venue for presenting scholarly research and searching for Africa-related employment, and also supports the annual Graduate Conference for African Studies, as well as graduate conferences in ethnomusicology and international relations, where students present papers and have opportunities for professional development. The Pardee School's professional staff will provide career advising for our students. The ASC's Visiting Researcher program integrates faculty from Tufts, Brandeis, Clark, Simmons, and other Boston-area schools

into Center activities enhancing the number of Africa specialists available to work with students by bringing additional countries of specialization and areas of expertise.

2.C. Options for Research and Study Abroad in Africa

Boston University runs one of the largest study abroad programs in the United States. Over 2,500 students from over 150 colleges or universities annually participate in BU study abroad programs, with 482 students studying or researching in Africa in the past four years. BU sponsors programs in Morocco, Zanzibar, Kenya, and Tanzania, and approves many programs in Africa sponsored by SIT, IIE, and numerous universities. The ASC has worked closely with Study Abroad to set up new programs in Zanzibar (launched summer 2013), Ghana (to begin summer 2015 and spring 2016), and South Africa (to begin fall 2017). We continue to pursue other possible locations for study programs, including Senegal and Ethiopia, that can build on existing linkages, areas of BU faculty expertise, and provide opportunities for language study.

Developing and intensifying linkages with academic institutions in Africa was a major focus of our current NRC grant, particularly to provide opportunities for students to conduct intensive study of languages that we teach on campus. These linkages are an important element in training our students, as we seek to combine language study, related on-campus area studies courses, and overseas opportunities. In the current grant, the ASC enhanced linkages with universities of Addis Ababa and Bahir Dar in Ethiopia; Gaston Berger, West Africa Research Center, and Baobab Center in Senegal; Fort Hare in South Africa; Mohammad V Rabat in Morocco; Abdou Moumouni in Niger; and Mkwawa and Dar es Salam in Tanzania. We developed new linkages with the University of KwaZulu Natal and the State University of Zanzibar and a full new study abroad program in Zanzibar. During the current funding cycle, 86 students did language study or research at our partner institutions in Africa. Responding to the

NRC invitational priority, we propose to again use NRC funds to support the development and enhancement of linkages with institutions of higher education in sub-Saharan, expecting that some of these linkages will culminate in the creation of full study abroad programs. We propose to create at least three new linkages in Africa. As we prepare to launch a new study abroad program in Accra next year based at the new Lancaster University Ghana campus, we seek to develop new formal linkages with the University of Ghana at Legon, whose history department head has been a visiting researcher at BU, and the University of Development Studies in Tamale in Northern Ghana, where we hope to send students for intensive Hausa study, given the current insecurity in Niger and Northern Nigeria. We particularly seek linkages that facilitate advanced African language study for students. The Graduate Research Abroad Program regularly funds graduate fieldwork in Africa, complementing the Fulbright-Hays and other funding programs, while the Undergraduate Research Opportunities Program also funds student research in Africa.

BU allows students to enroll in numerous study abroad programs sponsored by other universities. The ASC was a founding member of the National Consortium for Study in Africa, a body anchored by Africa NRCs working collectively to augment the quantity of overseas experiences for American students. The ASC website contains information on programs in Africa approved by BU. ASC language staff has played a key role in Group Projects Abroad in Africa, and many of our language students have participated. We have used our FLAS fellowships to encourage students from BU and elsewhere to travel abroad to achieve advanced levels of language proficiency both through our own linkages and in programs sponsored by other NRCs.

In the new grant, we propose to increase the number of BU students studying in Africa by 20 percent, in part to promote greater proficiency in African languages, but also to improve area studies expertise. We will use NRC funds to ensure that the proposed new programs in Ghana

and South Africa move forward and to work on expanding and enhancing our linkages with universities in Africa where students can conduct language study and research. Responding to NRC Competitive Priority 1, we propose to partner with the University of Massachusetts Boston, an MSI, to allow their periodic study trips to Africa to be held annually and to enhance the area studies content of these trips by supporting the participation of both a UMass Boston and a BU faculty member each year. These trips will be open to students from both institutions.

In addition to creating opportunities for US-based students to travel abroad, international linkages allow BU to host scholars from Africa and elsewhere who enhance our intellectual life and allow our students and faculty to gain important connections and improve understanding of other societies. BU also participates in the Humphrey Fellows Program, that regularly brings mid-career professionals from Africa for a year of study and interaction. Since 2010, we have hosted scholars, artists, and business professionals from Senegal, Gambia, Burkina Faso, Ghana, Benin, Algeria, Ethiopia, Mali, Niger, Nigeria, Cameroon, the Democratic Republic of Congo, Malawi, Madagascar, Mauritius, Cape Verde, Italy, Portugal, Poland, and China.

Table 3. Overseas Travel and Research Options at Boston University
<ul style="list-style-type: none"> Rabat Language and Liberal Arts Program, semester-long and summer study abroad program in Morocco that focuses on the Arabic language and cultures of Islam and North Africa, with X students.
<ul style="list-style-type: none"> Summer Study Abroad Program in Zanzibar, Tanzania, focused on Swahili History and Identity and Swahili language study, with 14 students participating in the first two years of the program. Linkage with the State University of Zanzibar.
<ul style="list-style-type: none"> Study Abroad at Lancaster University's new campus in Accra, Ghana, summer program beginning summer 2015, semester-long program beginning fall 2016.
<ul style="list-style-type: none"> Comparative Wildlife Management Program in Kenya and Tanzania, summer and year-long programs run by the School for Field Studies granting BU credits with 51 students fall 2013, spring 2014, and summer 2014.
<ul style="list-style-type: none"> Field Practicum in Public Health in Kenya summer study program run by School for Field Studies granting credits through BU with 18 students summer 2013.
<ul style="list-style-type: none"> Partnership with the West African Research Center in Dakar, Senegal, that has involved regular exchange of scholars from West Africa to BU (5 since 2010) and from BU to Dakar (4 since 2010).
<ul style="list-style-type: none"> Linkage agreements with the Université Gaston-Berger in Saint-Louis, Senegal, and the Baobab Center in Dakar for intensive study of Wolof and Mandinka at intermediate and advanced levels.
<ul style="list-style-type: none"> Linkage agreement with Addis Ababa University in Ethiopia for intensive study of Amharic at advanced levels.
<ul style="list-style-type: none"> Linkage agreement with Fort Hare University and the University of KwaZulu Natal in South Africa for intensive study of isiZulu and isiXhosa at advanced levels.
<ul style="list-style-type: none"> Linkage agreement with the Oriental Institute of Naples (Italy) and Addis Ababa University (Ethiopia) that provides research and training opportunities related to archeological excavation at ancient Aksum.

<ul style="list-style-type: none"> • Gender Empowerment and Women’s Equality partnership between Women’s Studies Program and women’s rights NGOs in Burkina Faso.
<ul style="list-style-type: none"> • The Pardee Center summer fellowships program that allows students to travel to Africa for research projects.
<ul style="list-style-type: none"> • Graduate Research Abroad Fellowships fund both exploratory and long-term dissertation research in Africa
<ul style="list-style-type: none"> • The Center for Global Health and Development (CGHD) has numerous long-term research initiatives that provide overseas training and study options in Africa, with projects in 13 countries and offices in Zambia, South Africa, and Kenya. E.g., 8 to 10 students annually as research assistants for Malcolm Bryant’s Ethiopia project.
<ul style="list-style-type: none"> • School of Social Work, “Development, Social Work, and Culture in Mali, West Africa,” winter session course.
<ul style="list-style-type: none"> • Sargent College, Institutional Service Learning Program in Ghana, summer course 2014 with 21 students.
<ul style="list-style-type: none"> • The Lab for Engineering Education and Development (LEED) in the College of Engineering takes engineering students to Zambia to develop and test biomedical technologies to promote health.
<ul style="list-style-type: none"> • African Presidential Roundtable sponsored annually by African Presidential Center takes students and faculty from BU and historically black college partners (Moorehouse, Elizabeth City College, and North Carolina A&T) to conferences in Dar es Salaam, Tanzania; Port Louis, Mauritius; and Johannesburg, South Africa.
<ul style="list-style-type: none"> • Linkage agreement with the Chinese Academy of Social Science (CASS) in Beijing, including 2 recent residencies by Chinese Africa scholars and option for Beijing residency by ASC students and faculty.
<ul style="list-style-type: none"> • Lesotho-Boston Health Alliance provides semester-long practicum for Public Health students and month-long residency rotation for students in Family Medicine with Maluti Hospital and Lesotho College of Education.
<ul style="list-style-type: none"> • Partnership with Ecumenical Pharmaceutical Network places pharmaceuticals-track MPH students in internships in 24 African countries. Recent placements in Burundi, Kenya, and Malawi.
<ul style="list-style-type: none"> • Economic Development via Tourism business course in Metropolitan College with field study in Tanzania.
<ul style="list-style-type: none"> • Pamoja project with College of Communications and Center for Global Health and Development takes 12 students annually to western Kenya to partner with Kenyan students on health reporting.
<ul style="list-style-type: none"> • Center for Educational Development in Health conducts training and evaluation programs that have sent advanced students to participate in workshops in 10 African countries.
<ul style="list-style-type: none"> • Institute on Culture, Religion and World Affairs’ project on African Independent Churches (in cooperation with the Centre for Development and Enterprise, Johannesburg) presents travel and research options for BU students.
<ul style="list-style-type: none"> • Center for Global Christianity and Mission in the School of Theology brings African theologians to BU for advanced training and provides opportunities for American students to research Christianity in Southern Africa.

3. Quality of Boston University’s Non-Language Instructional Program

3.A. Quality of Non-Language Courses in Diverse Disciplines

Courses at BU collectively engage a wide range of disciplinary approaches to Africa’s 54 countries. Our strong African studies reputation draws faculty in diverse fields to BU while encouraging existing faculty to develop new research and teaching concentrations on Africa. In the past four years, we have added affiliated faculty in new areas – Math, Environmental Sciences, and Engineering – while expanding faculty in fields like Health and Rehabilitation, Communications, and Public Health. As reflected in Table 4 and the Appendix 2 course list, the ASC places a premium on promoting the study of Africa in every possible discipline, including professional schools. Students at Boston University can now take Africa-content courses in 21 disciplines in the Colleges of Arts and Sciences and Fine Arts, the freshman writing program,

continuing education program (Metropolitan College), and 10 professional schools: Education, Communications, Health and Rehabilitation, Hospitality Administration, International Relations, Law, Management, Medicine, Public Health, Social Work, and Theology. The current NRC grant supported the creation of new courses in health and rehabilitation sciences, gastronomy, history, sociology, and ethnomusicology.

BU's professional schools continue to intensify their engagement with Africa, allowing an increasing number of professional school students to include a focus on Africa in their studies. As discussed in the next section, students in professional programs in international relations (IR), public health, and theology can specialize their studies on Africa because of the depth of course offerings, but students in a variety of professional programs now have opportunities to learn about and travel in Africa. Both IR and the School of Public Health (SPH) partner with various other BU departments and professional programs allowing greater inclusion of Africa across the curriculum. IR offers joint masters degrees with economics, law, communication, religious studies, and business administration. The Center for Educational Development in Health, a project of the School of Education (SED), SPH, and Medicine, trains teachers and administrators for healthcare professions through intensive seminars, workshops, tutorials, and certification programs on campus and abroad, offering interdisciplinary professional training and research opportunities in Africa. SPH runs a Master's International Program that provides public health training for Peace Corps volunteers, whose overseas placement serves as their field work. The Pamoja-Together project pairs BU Communications and SPH students with Kenyan university students for fieldwork to improve reporting on foreign aid. SPH has also worked with the Lab for Engineering Education and Development in the School of Engineering to develop and test new medical technologies in Africa. BU's chapter of Engineers Without Borders runs several projects

in Zambia in which Engineering students are able to apply technologies developed in classes.

The Law School's I-Parliaments Clinic supports the UN African Parliamentary Knowledge Network initiative to enact more effective legislation, with courses in which law students learn about the legislative process in Africa and gain field experience assisting African legislatures draft laws, with recent fieldwork in Mozambique, Namibia, South Africa, Uganda,

Table 4: Number of Africa-Content Courses and Faculty

	Department	100% Africa	25-90% Africa	# Faculty
Social Sciences	African American	2	24	4
	Anthropology	10	18	5
	Archeology	3	6	2
	Economics		11	4
	History	12	21	8
	Political Science	8	11	3
	Sociology		6	3
	Women Gender Sex	1	2	1
Humanities	African Languages	44		4
	Art History	9	2	1
	English		12	2
	Modern Languages	14	3	3
	Philosophy	1		1
	Religion	2	18	1
	Romance Studies	5	6	4
	Writing	2	12	1
Sciences	Biology		3	3
	Earth & Environment	3	6	3
	Math & Statistics			1
Fine Arts	Theatre		1	
	Music	2	4	2
	Dance	1		
Professional Schools	Communication	1	2	5
	Education		1	2
	Engineering			2
	Health & Rehab.		1	2
	Hospitality Admin.		1	
	International Rel	7	23	6
	Law	2	9	3
	Management			2
	Medicine	1	3	5
	Public Health	1	45	29
	Social Work		1	
	Theology	5	20	4
	Met College (Continuing Ed)	2	6	2

and Zimbabwe. The Immigrants Rights Clinic gives law students practical experience working with asylum seekers, a large portion of whom are from Africa. The new Center for Finance, Law, and Policy, provides opportunities for students in Law and Economics to engage in Africa-focused research.

We propose to use the new grant to create additional courses in fields with particular need for more course offerings. We propose to support course creation in Health Sciences, Engineering, Communications, and Management, that have each recently created a study program in Africa but need courses with Africa content to prepare students. The retirement of a long-time Africa specialist in SED has created a

need for faculty development. Several SED faculty are already working with our Outreach Program on bringing Africa content into courses. We will offer \$2,000 course creation grants for faculty to develop new courses with at least 25% Africa content and \$5,000 travel grants to enable faculty without Africa experience to develop new Africa content courses. We also seek to address a continuing need in the arts and humanities by launching an African Arts Initiative. Partnering with the College of Fine Arts, we will focus on one discipline per year – music, visual arts, creative writing, and theater – combining a major arts event with the development of related courses. In spring 2015, we will host a residency by the Nile Project, musicians from Ethiopia, Egypt, Uganda, and other Nile Valley countries, with related courses now being developed in music and anthropology. We will support the creation of a minimum 10 courses at BU.

In addition to the rich Africa course offerings at BU, the unique geographic concentration of top schools in the Boston area vastly expands the course options for BU students. Cross-registration agreements with Boston College, Brandeis, Hebrew College, MIT, Simmons, and Tufts allow BU students to enroll in many African studies courses at these schools, while making BU's African studies courses available to thousands of non-BU students. BU is a member of the Boston Theological Institute that allows cross-registration at 9 area theology schools.

Responding to NRC Priority 1, we propose to collaborate with the region's largest Minority-Serving Institution, the University of Massachusetts Boston (a Title III school), to increase African area studies offerings by making course creation and travel grants available to UMB faculty. In the past, we have supported Africa programming at UMB, such as the annual Africa Forum but propose to expand our collaboration into curriculum development. While the UMB faculty includes several excellent Africa specialists, including several BU alums, many disciplines offer no Africa courses. We will work with the Africana Studies Department and the

Center for African, Caribbean, and Community Development (CACCD) to identify areas that could most benefit from new Africa courses. One area already identified is UMB's new Urban Studies Program, which currently focuses only on developed nations. While cross-registration is already possible for language courses (see section 4) and is available on petition in other fields, we will facilitate cross-registration between BU and UMB to open African studies courses on each campus to students from the other. We propose to support an annual CACCD Africa study trip by contributing to the expenses for UMB and BU faculty members to take part. We propose to support the creation of at least 6 courses at UMB during the funding cycle.

3.B. Depth of Specialized Course Coverage

While ensuring Africa is included throughout BU's curriculum, the ASC also supports a specialized focus on Africa within a number of disciplines. Specialized sequences can carry students from introductory to graduate level courses in African studies in history, anthropology, art history, IR, and political science. Each department has 10 to 29 regularly taught Africa courses, with ample faculty resources to support specialized directed student research programs.

The richness of available courses and number of faculty allows specialization in Africa in a number of professional programs as well (See Table 5). The creation of the Pardee School of Global Studies will strengthen the already-strong cooperation between the ASC and IR, whose Masters students are encouraged to choose an Africa track. MA students in IR and its joint programs constitute the largest number of students earning the African Studies Graduate Certificate.

Public Health is another area of particular strength for students with an interest in Africa. Because of the number of Africa content courses and faculty with Africa experience, students concentrating in international health, environmental health, and health law, bioethics, and human rights are able to specialize their studies on Africa. A close working partner of the ASC, the

Center for Global Health and Development (CGHD) is among the top research centers for international health, managing over three dozen projects in 13 African countries on poverty and development, neonatal and child survival, HIV/AIDS, and other topics. CGHD faculty bring rich research experience into the classroom, while their projects create opportunities for students to travel to Africa for research. CGHD promotes multidisciplinary research, education, outreach, and policy studies across and beyond the BU community and contributes to reducing disparities in health through the generation of new knowledge and the development of partnerships with global health leaders, scholars, and practitioners around the world. An increasing number of public health students are earning the Graduate Certificate in African Studies.

Table 5. Specialized Africa-Focused Programs in Professional Schools		
Professional School	Africa-Focused Program	Faculty Advisors
School of Public Health	International Masters of Public Health with 27 months Peace Corps field experience	Taryn Vian
	MPH in Environmental Health with Global Ecology, Environmental Sustainability and Health Track	Richard Clapp
	MPH in International Health with international field practice requirement and numerous programs in Africa	Jonathan Simon
	MPH in Health Law, Bioethics, and Human Rights	Michael Grodin
	MPH in Epidemiology field practice in Dartmouth-Boston University AIDS International Research and Training Program with Muhimbili University Tanzania	Richard Laing
School of Medicine	Masters in Medical Anthropology and Healthcare Diversity	Lance Laird Linda Barnes
	Family Medicine Global Health Primary Care Initiative residency with Lesotho-Boston Health Alliance	Taryn Vian
School of Law	Legislative Drafting for Democratic Social Change	Ann Siedman Sean Kealy
School of Theology	Missiology in Africa	Dana L Robert Elizabeth Parsons
	Religion in Conflict Transformation Program	Walter Fluker
Department of International Relations	Masters in Global Development Policy (Africa Track)	Bruce Larson Kevin Gallagher
	Masters in Global Development Economics	Bruce Larson
	Masters in International Relations and Religion	Jeremy Menchik

The School of Theology has a long history of engagement in Africa and includes many courses with Africa content and faculty with research and professional experience in Africa. The Center for Global Christianity and Mission allows theology students the opportunity to reflect

critically on Christianity in Africa. It recently became the home for the Dictionary of African Christian Biography. The Religion and Conflict Transformation program also attracts many students with an interest in Africa.

3.C. Availability of Interdisciplinary Courses

BU holds an unparalleled commitment to interdisciplinary work. The strategic plan that President Robert Brown announced in 2007, “One BU – A Connected University,” has helped to increase what was already very strong integration across the university’s educational units. BU has many interdisciplinary centers in addition to the ASC. Numerous courses are cross-listed not only between departments but also across colleges, and many joint degree programs exist in fields such as Law/IR and SPH/SED. Many ASC classes are inherently interdisciplinary, such as the introductory course ID116 Africa Today at the undergraduate level. Africa content is further incorporated into undergraduate study through BU’s Core Curriculum and Freshman Writing Program. A large number of courses earn credit in more than one discipline, such as Women and Social Change in the Developing World (IR425/SO420) and Environmental History of Africa (EE394/HI394). In all, BU offers 120 interdisciplinary courses in African studies – 26% of all Africa-content courses. The Pardee School will increase interdisciplinary opportunities in African studies, as the Division of International Studies will include faculty trained in political science, history, sociology, economics, environmental sciences, and public health.

3.D. Sufficiency of Non-Language Faculty and Pedagogical Training

The non-language faculty consists of 103 members representing 30 departments in the arts and sciences and professional schools (Table 4). We have particular strengths in the schools of Medicine and Public Health (34 faculty) and in the fields of history (8), political science/IR (9), anthropology/archeology (6), and theology/religion (5), but we have affiliates in nearly every

arts and sciences discipline and professional school. The percent of time each faculty member devotes to Africa-content courses and research is presented in Appendix 3. In addition to our regular teaching faculty, the ASC maintains a Visiting Researcher program that includes African studies professors at other area universities (Brandeis, UMass Boston, Simmons, Bridgewater State, Tufts) and local independent scholars. Visiting Researchers are active members of the ASC's intellectual community, participating in our seminar program, research, and advising. Regular visiting scholars from Africa, Europe, and Asia, many provided offices at the ASC, add another dimension of expertise that enriches the experience of students and faculty.

All university teaching fellows are required to complete a two-credit graduate course on teaching, GRS669. In addition, the Center for Excellence in Teaching assists in developing and refining the lecturing, organizational, and leadership skills of teaching fellows, offering both individual consultation and workshops, including a 9-day intensive international teaching fellow orientation. All students formally evaluate the performance of teaching fellows in each class.

4. Quality of Boston University's African Language Program

The African Language Program at Boston University rivals any program in the United States in terms of quality and depth of offerings, faculty experience, material development, and commitment to our 8 priority languages, including four languages of Islamic Africa. The current NRC grant supported creation of new multimedia teaching materials, salaries and training for instructors, enhancement of overseas links that allow our students to study languages in context, and the addition of Igbo as a new language in our repertoire. We seek funding to allow us to continue to innovate and expand our language program through implementation of assessment plans in all classes; creation of new discipline-specific language classes for professional students, design of teaching materials, particularly for instruction in *Ajami* modified Arabic script and

Igbo and Twi; development of virtual classroom capacity; strengthening of overseas linkages; and addition of Twi as a new language offering.

4.A/B. Extent of Courses in African Languages, Including for 3 or More Years

BU currently teaches 8 priority African languages – Amharic, Arabic, Hausa, Igbo, Swahili, Wolof, Xhosa, and Zulu – each available through four years of instruction. We also offered summer Kinyarwanda instruction. In the next four years we seek to add an additional priority language, Twi. The goal of BU’s African Language Program is to make the artificial language learning experience in the classroom mirror the natural language acquisition process so that students gain knowledge of the language and culture in ways that mirror the native speakers’ experience and allow them to see the world in native speakers’ eyes. We believe the language learning process, from elementary to superior levels, forms a continuum leading students toward approximating native speakers’ communicative competence with the guidance of well-trained, well-valued, and well-motivated teachers with excellent instructional materials. The creation of the positions of Assistant Dean for Foreign Languages to coordinate language instruction across the campus, and Language Advisor in the Academic Advising Office demonstrates BU’s commitment to language instruction, particularly less commonly taught languages.

BU’s African language courses have long attracted students from schools such as Boston

	Enrollments 2010-2014	Students in 3 rd yr +	Levels 2010-14	Planned 2014-18
Amharic	37	3	3 yrs	4 yrs
Arabic	1,157	258	5 yrs	6 yrs
Hausa	71	11	4 yrs	4 yrs
Igbo	20		2 yrs	4 yrs
Kinyarwanda	13		1 yr	-
Swahili	339	33	5 yrs	5 yrs
Twi			-	3 yrs
Wolof	38	8	5 yrs	5 yrs
Xhosa/Zulu	53	13	5 yrs	5 yrs

College, Brandeis, and Tufts, but a newly formed Boston Area Language Consortium will open our courses to students from additional schools, including the Massachusetts Institute of Technology and UMB. Recognizing

that the challenges of traveling between campuses often prevents students from enrolling in courses, the Consortium is exploring innovative ways to combine in person instruction with distance learning. At BU, the Digital Learning Initiative will help us develop virtual classrooms that will allow students from area schools to attend some course sessions on-line. Zoli Mali, whose PhD focused on computer assisted language learning, will lead our efforts, working on developing virtual capacity for Zulu year 1, and bringing into classes years 2-4. We will expand to Amharic in years 3 and 4. This project is funded primarily by BU, but we seek modest additional NRC funds to allow the full implementation of the program.

In the next four years, BU's African Language Program seeks to increase by 15% the number of students annually achieving ACTFL Advanced comprehension level in our sub-Saharan languages. Our goal focuses on sub-Saharan languages, since BU has already successfully developed its Arabic program from only 2 levels, 6 courses, and 136 students in 2004-2005 to six levels, 27 courses, and 313 students (69 at third year or above) in 2013-2014. We have already developed the capacity to teach each of our other languages through the fourth year, registering courses and developing teaching resources, but we want more students enroll in our intermediate and advanced courses. For our language program to make a greater impact, we need more students to reach a level of fluency that will allow them to use their languages effectively overseas. The Pardee School communications specialist will assist in developing a marketing strategy for our courses. Working with Freshman Orientation and the language advisor, we will get more students enrolled in African language classes earlier in their college careers. We will also increase opportunities for overseas study to attract more students to our languages and allow improvement in speaking, listening, reading, writing fluency and cultural competence through in context language study. We will enhance partnerships with African universities and work with

Study Abroad to create new programs, like the one launching in Ghana in 2015 (See 2C).

We plan to expand the curriculum in three ways to attract more students and allow a larger number to reach advanced comprehension. 1) In connection with the new program in Ghana, we will introduce Twi, a priority language that we do not currently offer. In year 1, we will identify and train an instructor and create multi-media teaching materials similar to those for our other languages. In year 2, we will offer first year Twi, adding a level of instruction each year thereafter. 2) We will develop intensive, graduate-level language courses focused on public health to be taught on our Medical Campus. SPH students express considerable interest in our languages (and we give FLAS fellowships to one or two a year), but many are unable to attend classes on the main campus. By offering accelerated graduate-level instruction focused on language specific to health work, we expect that after two years, students will be able to function effectively in a clinical setting. In year 1, we will develop Swahili courses, in year 2 we will offer level 1 and levels 1 and 2 in years 3 and 4. We will offer courses in Twi and Zulu in years 3 and 4. 3) We will create additional discipline-specific specialized courses for third year and above customized to the needs of students in business, environmental sciences, public health, and IR to encourage more students in these professional fields to continue to higher levels of study and to make their language skills more useful and effective. We will develop these courses for Wolof and Igbo in year 1, Swahili, Zulu, and Xhosa in year 2, and Hausa and Amharic in year 3. In year 4, we will assess and improve the courses.

In addition to increasing the overall number of students in sub-Saharan language courses, we will focus on increasing the number continuing beyond second-year study. Working with the professional staff of the new Pardee School, we will develop and implement a plan to encourage more students to take third- and fourth-year language courses, in part through better publicity.

We will also seek to increase opportunities for students to travel overseas for intensive language study, allowing them to take more advanced courses when they return to the US. We seek to maintain at least one institutional linkage in Africa for each of our languages.

Since our program for the next four years emphasizes measurable outcomes, our goal is not simply to increase the number of students taking higher level sub-Saharan African language courses but to increase the number who reach an advanced level of fluency. We thus need to focus on continuing to improve the quality of language instruction. We seek support to continue to develop and refine teaching resources for our courses, particularly our innovative initiative in teaching dual literacy in Latin script and *Ajami* for Wolof and Hausa. We also seek support to train instructors at NALRC and for professional development opportunities at ALTA and the Northeast Regional Consortium for Programs in African Languages (NERCPAL). An important new initiative is the engagement of a specialist to develop an assessment plan for each of our languages. The Language Program director and assessment specialist will work with each instructor to develop objective and reliable assessment tools that take into account STAMP and ACTFL guidelines and the idiosyncratic features of each of our languages. We will provide training to certify each of our instructors in ACTFL Oral Proficiency Interview (OPI) testing.

We seek NRC funding to support a separate initiative to build on the strength of our Arabic language program. The Modern Foreign Language Education Program at BU's SED has recently created a Masters in the Art of Teaching program for Arabic instructors. We plan to increase the number of students participating in this 12-month degree program by recruiting among current Arabic language students and native Arabic speakers in the Boston area, particularly from North African communities. We plan to use our Outreach Program's strong connections to encourage more area schools to offer Arabic as a language option, increasing

employment opportunities for graduates of the program. We will work with instructors to include discussion on the use of Arabic in Africa and introduce students to the use of *Ajami*.

4.C. Quality of African Language Faculty

We invest extensively in the professional development of our language teachers. The strength of our language program derives above all from the quality of our faculty. BU has a demonstrated commitment to maintaining a core of full-time faculty with training in linguistics, second language acquisition, and CALL. We have seven full-time African language faculty (four in Arabic, one each in Swahili, Wolof, and Xhosa/Zulu). As we have expanded our program, we have relied on more part-time instructors to complement our full-time faculty. To ensure the quality of instruction, we have sent our instructors to NALRC's Summer Institute to be certified as African Language Instructors and have supported their participation in professional meetings such as ALTA and NERCPAL and hosted NERCPAL meetings at BU.

Director of the African Language Program, Dr. Fallou Ngom, is a tenured Associate Professor of Anthropology with PhD training in linguistics and sociolinguistics. A specialist in West African languages and the use of *Ajami*, he is among the first NALRC-trained African language specialists in program administration. He oversees all courses to ensure the use of communicative and performance-based teaching and full implementation of ACTFL guidelines and assessment standards. He supervises instructional materials development and works closely with overseas partners to ensure overseas intensive language programs meet quality standards.

Dr. Zoliswa Mali, coordinator of Southern African Languages, holds a PhD in Second Language Acquisition focusing on CALL, MA in Linguistics (University of Iowa), and MA (*cum laude*) in African Languages (Stellenbosch University). She has taught Zulu and Xhosa at all levels, directed the Fulbright-Hays Zulu GPA through Yale University, taught intensive

summer courses of Zulu at SCALI and UCLA, and won the African Language Teachers' Association Award for Emerging Scholar and Excellence in Teaching isiZulu in 2007.

Judith Mmari has taught at BU for over ten years and was recently promoted to Senior Lecturer. She holds an MA (Ohio University), researching the role of African languages in education and development. A native speaker of Kiswahili, she has completed certificates in African Language Program Administration at Wisconsin and taught at Michigan State.

Our Arabic program, housed in the department of modern languages, also upholds rigorous standards. Associate professor Margaret Litvin (MA and PhD Chicago) convenes the Arabic section and directs the Middle East and North African Studies program. Giselle Khoury (PhD BU, MA Ohio) is master lecturer in Arabic and Arabic language program head whose research focuses on applied linguistics and second language acquisition. She has headed BU's participation in STARTALK and GO-BU. Kheireddine Bekkai (BA, MA Sorbonne, BA Algiers), senior lecturer, has been teaching at BU for eight years and previously taught at Tulane and Dillard Universities. Luluah Mustafa (BS University of Al-Najah) has been lecturer in Arabic at BU for four years and has teaching English as a foreign language certification.

Our part-time language instructors are also highly qualified. Emeritus Professor Dr. John Hutchison continues to teach Hausa at all levels in our program. One of America's leading West African language specialists, he heads the African Language Material Archives (ALMA) Project. Dr. Telahun Gebrehiwot is a highly experienced native speaker of Amharic who has been teaching the language at both BU and Harvard for over nine years and is certified by NALRC. He has also worked in distance learning programs with Yale University. Nikki Agba is an experienced Igbo language teacher, having previously taught at Harvard University for four years before joining our program in 2012. She is unique in her ability to attract heritage learners

in her classes and has recently completed the NALRC Summer Institute.

4.D. Overall Quality of Language Program

The quality of our language instruction is unparalleled, with seven full-time language faculty, six language teachers with PhDs, and two with over 20 years of teaching experience. Our language faculty is at the forefront of curricular and pedagogical innovations for language and culture instruction. They are trained in communicative and performance-based teaching methods, have developed multi-media on-line teaching materials, and incorporate *Ajami* into Hausa and Wolof instruction. Our *Ajami* script literacy program is the first in the US to offer training in both Latin script and *Ajami*, used by millions of speakers to write African languages. NRC funds have supported the development of two pioneering *Ajami* workbooks for elementary and intermediate Hausa and Wolof study. Arabic, Amharic, Hausa, Swahili, Wolof, Xhosa, and Zulu are all available for instruction through the fourth year or more, and we are phasing in higher levels for our newest language, Igbo. We focus on these priority languages rather than simply offering any language on demand so that we are able to adequately train and monitor instructors, develop quality teaching resources, and offer each language through at least four years.

All our languages are four-skill courses leading to proficiency in oral expression, reading, writing (in both Latin and *Ajami* script for Hausa and Wolof), and listening comprehension as well as cultural literacy to understand how to apply the languages in context and in professional fields. For each of our languages, we have sought to develop linkages with African universities that make possible intensive overseas advanced language study. We will expand and enhance these linkages in the new funding cycle. The African language staff works closely with NALRC, ALTA, National Council of Less Commonly Taught Languages and NERCPAL on teacher-training activities, instructional materials, and developing national proficiency assessment tools

and standards for African languages drawing on the ACTFL guidelines and Standards Measurement of Proficiency (STAMP).

With our current NRC grant, we created multi-media curricular materials for our sub-Saharan languages that are now available for use by students and teachers across the globe. Phase I involved online vocabulary and pronunciation guides for 200 key words. Phase II created multi-media resources for advanced teaching (<http://www.bu.edu/africa/alp/>). NRC support will allow development of discipline-specific instructional resources in our languages for business, environmental sciences, IR, and public health. We will focus on our newest languages, Igbo and Twi, as well as continuing development of *Ajami* materials.

The African Studies Center has two classrooms with state-of-the-art equipment built for African language instruction and development of curricular materials. BU's Geddes Language Center has a rich repository of audiovisual African language materials and labs, recording studios, and listening posts and has worked closely with the Language Program to develop projects. The African Studies Library holds a major collection of materials published in our languages. The African Language Program enhances creativity, cultural context and oral performance by organizing *African Language Theater Night* each spring semester.

5. Strength of Library

5.A. Quality of Library Holdings and Institutional Support for Library

The African Studies Library (ASL) at BU is the premier source for information and research on Africa in the Northeast due to the size and scope of its collection, accessibility, size and expertise of staff, and research assistance provided. The ASL Reading Room and circulating African collections (see Table 7) occupy the entire 6th floor of the main BU campus library. The collections cover all of Africa, with emphasis on sub-Saharan countries, spanning all disciplines

and topics. We focus acquisitions on publications from Africa, including dictionaries, grammars, readers, and scholarly works in African languages. We hold publications in 340 African languages, emphasizing those taught at BU (1,480 volumes in Amharic, Hausa, Igbo, Swahili, Wolof, Xhosa, and Zulu and 2,220 volumes in Arabic). In this funding cycle, we will assess and augment our collections in our priority languages. Our extensive special collections (including

	Total Library	African Library
Total print volumes	2.4 million	200,000
Microform units	3.5 million	24,000
Print & Electronic Journal Subscriptions	70,000	500
Maps		1,500
Pamphlets		31,000

field notes, rare texts, photo-graphs) make the ASL a destination for researchers from across the globe. In 2011, we established a digital *Ajami* archive with funding from the

British Library Endangered Archives Programme that has become the largest digital Wolof collection. We will add additional Hausa, Mandinka, and Wolof documents in the next 4 years.

Last year, BU provided the ASL with \$234,500 in direct salary support for professional staff, \$11,000 for graduate student library assistants, and \$4,000 for work study students. ASL has three professional librarians (two collection development and reference librarians and a cataloger) who are aided by student assistants. We are actively searching for Assistant Head of the ASL, a new position. All staff have African academic background or experience. Frances (Beth) Restrick, Head of ASL, and David Westley, Africana bibliographer, are active members of the Africana Librarians Council. Westley has published bibliographies, book reviews, and analyses of library and information trends. ASL’s acquisitions budget for FY14 is \$59,850, not including Africana purchases made through the BU general library funds. ASL derives additional resources from the total university library budget of \$19.97 million, enabling subscriptions to expensive electronic resources such as the World Newspaper Archive African Newspapers and recently acquired Aluka collection, “Struggles for Freedom in Southern Africa.”

5.B. Cooperative Arrangements and Accessibility of Library Holdings

BU belongs to the Boston Library Consortium, comprising 17 research libraries in Massachusetts, Connecticut and New Hampshire, with shared borrowing, expedited interlibrary loan, cooperative acquisitions (including a new initiative in patron-driven acquisition of electronic books), and other electronic access initiatives. BU is a core member of the New England Research Libraries cooperatively subscribing to major electronic resources. The ASL is a member of the Cooperative Africana Materials Project (CAMP), giving funds to assist with cooperative purchases of research materials available on loan to member libraries.

The BU Library has an open door policy that allows anyone to enter without receiving special permission or showing identification. ASL staff provide reference and research assistance 50 hours a week on a walk-in basis. Scholars from around the region (indeed around the world) regularly visit the ASL to conduct research. The ASL works not only with BU but also with other area schools, for example annually providing a tutorial to an African history class from Tufts. The increasing digitization of materials makes them even more accessible to a general audience. OpenBU is a unique collection of primary sources, and we will be working in the next four years on digitizing ASL special collections for OpenBU to make them available to a wider audience. Subject and course-specific guides not only highlight key titles in the library's print and electronic collections, but they also provide selective, curated lists to online source materials.

6. Quality of Staff Resources

6.A. Qualifications of Faculty and Professional Staff

Evidence of the quality of the ASC's faculty abounds in their publications, research, teaching, international linkages, community involvement, and fellowships and awards. In the past four years alone, ASC faculty have been named to the American Academy of Arts and

Sciences, won fellowships and grants including Gugenheim, Mellon, Fulbright, Radcliffe Institute, Penn State’s Africana Research Center, Woodrow Wilson Center, US Institute for Peace, National Center for the Humanities, British Library, Gates Foundation, National Institutes of Health, Centers for Disease Control, USAID, and UNICEF. Three of our faculty have won the Herskovits Prize for top book in African studies. While a high percentage are tenured (70%), our faculty continues to be refreshed as it expands, with recent African studies hires coming from top schools such as Princeton, Emory, Michigan, Berkeley, Wisconsin, UCLA, and BU.

Table 8: Current Staff with Years of Service			
Name	Title	Yrs	Degrees
Timothy Longman	Director, Associate Professor of Political Science and International Relations	5	MA PhD, University of Wisconsin, Madison
Peter Quella	Assistant Director, Lecturer	3	MA PhD, Wisconsin, Madison
James McCann	Associate Director for Development, Professor of History	29	MA PhD Michigan State University
Fallou Ngom	Director, African Language Program, Associate Professor of Anthropology	7	MA University of Montana, PhD Illinois
Zoliswa Mali	Coordinator of Southern African Languages, Lecturer for Zulu and Xhosa	8	MA University of Stellenbosch, PhD University of Iowa
Barbara Brown	Director of Outreach	24	MA PhD Boston University
Beth Restruck	Head Africana Librarian	5	MA Simmons College
Michael DiBlasi	Publications Editor	9	MA PhD Boston University
David Westley	Africana Bibliographer	26	PhD University of Wisconsin
Joanne Hart	Program Administrator	34	
Sandra McCann	Publications Assistant	19	

Our program staff are also highly qualified, with a majority holding PhDs. The strength of our program is indicated in part by the length of service of many of our staff, with several having served the ASC for over 20 years and 90 percent having Africa experience. The hiring of Peter Quella as full-time assistant director has greatly enhanced our administrative capacity.

Our faculty and staff are well qualified to carry out the projects we propose. Most have extensive research experience in Africa, and many have visited our linkage partners. Language Program director Fallou Ngom has extensive experience developing teaching materials and supervising language faculty. Zoli Mali, who will oversee developing virtual classroom capacity, focused her PhD studies on the use of technology for second language acquisition. Outreach

director Barbara Brown has a PhD in Political Science and has been training teachers for over 20 years. Peter Quella, who will oversee our international linkages, has lived in South Africa and Lesotho and was instrumental in designing our Zanzibar program, which he is leading this year.

BU resources for faculty development are exceptionally strong. All faculty in the College of Arts and Sciences have annual research budgets that support participation in conferences and travel for research. A tuition remission program enables staff to enroll in accredited university courses. BU provides over two dozen free professional development, health promotion, and life enhancement programs each semester. The Center for Excellence and Innovation in Teaching sponsors an extensive calendar of talks, workshops, and training focused on improving teaching. BU's Hariri Center for Computational Sciences, Humanities Center, and Institute on Culture, Religion, and World Affairs all provide faculty course release fellowships. BU recently instituted two guaranteed semesters of pre-tenure sabbatical to all junior faculty members.

The ASC director, assistant director, associate director, language director, and other faculty teach core courses, advise undergraduates, serve on thesis and dissertation committees, play an active role in their departments, and serve on university committees. Our program administrator works closely with students on financial aid and other issues. Integration into the Pardee School will open professional advising to our students, which will be coordinated with our administrators and faculty, who offer essential country expertise and diverse research experience. The effectiveness of our advising is indicated by our students' success in receiving outside funding, including three Fulbrights and two Fulbright-Hays awards just this year.

6.B. Oversight Arrangements

ASC oversight is a multi-tiered structure. Levels of accountability include: 1) The ASC faculty and visiting researchers meet as a body twice a year to review the state of the ASC and

suggest programming directions; 2) an Executive Council composed of the director, assistant and associate directors, language director, head African librarian, program administrator, and three faculty representing diverse disciplines meets monthly to implement ASC initiatives; 3) a Fellowships Committee, with rotating membership from the arts and humanities, social sciences, and professional schools, makes financial aid decisions; 4) an Appointments Committee evaluates visiting researchers applications and makes recommendations to the dean; 5) the dean of CAS and the provost review the program annually; 6) for the university-wide strategic planning process every five years, we constitute an ad hoc committee from diverse disciplines, including the professional schools; 7) Brad Rose Consulting, Inc., an independent program evaluation firm conducts ongoing and periodic evaluation of the Center. BU has recently instituted periodic outside department and program reviews that include a self-study and outside review committee. The ASC will undergo a review in year 3. The ASC remains acutely aware that it represents all disciplines, carefully balancing committee membership within the social sciences, humanities, public health, education, and theology, management and communication. We are as committed to training the next generation of well-informed professionals as to training professors.

In the Pardee School, the ASC director will report directly to the new dean. The director will participate in an Executive Council within the school and an Area Studies Program Council, both of which will provide oversight of the Center's work and assistance with planning and programming that complement the ASC committee structure. Staff of the ASC report to the director. The director annually submits evaluations of each staff member as part of a merit exercise. In outreach, Barbara Brown is among the few full-time professional outreach directors nationally. She provides oversight of the student workers and volunteers who participate in Outreach programs. Our Outreach Program seeks written feedback on each of its activities.

6.C. Nondiscriminatory Employment Practices

The ASC is committed to principles of affirmative action in hiring and awarding financial aid. The full-time staff of the ASC is 50% female and 20% minorities. Of the 48 students who received ASC financial aid in the past four years, 42% were minorities. Of the 22 African studies faculty to join BU in the past 4 years, 13 (59%) are minorities. Although these numbers are far better than the national average, the ASC remains committed to continued growth in the diversity of its faculty, students, and staff, and we thus take actions such as advertising job openings in publications, websites, and networks that specifically target underrepresented groups.

7. African Studies Outreach Activities

BU's African Studies Center serves as a focal point in the Greater Boston Area and throughout New England for the promotion of knowledge and understanding of Africa. ASC programs such as the weekly Rodney Seminars and the Visiting Researcher Program allow the ASC to engage academics from colleges and universities throughout the area. Our Outreach Program works with K-12 schools and local institutions like the Boston Children's Museum, hosting workshops for Boston area teachers, organizing classroom visits throughout the region, providing lectures in ed school classes, and partnering with groups such as the continuing education program Primary Source to plan and staff additional teacher training activities.

BU's African Outreach Program not only serves the Boston region but is the lone program in the country to work consistently at the national level. The program creates and distributes teaching guides, curricular materials, DVDs, educational posters, and teaching kits on essential topics, consults for national educational publishers and media outlets, and leads teacher workshops at the national and local levels. With one of only a few full-time outreach directors in the country, our Outreach Program is able to respond rapidly and effectively to major breaking

African events. Drawing on her scholarly background and coordinating with outreach directors across the country, Dr. Barbara Brown has initiated and co-authored guides to teaching about issues such as the Kony 2012 campaign, the death of Nelson Mandela, or the Boko Haram crisis that are used by thousands of teachers across the country. She has organized the day-long teacher workshops at African Studies Association meetings and organized African outreach participation at the conferences of the National Council for Social Studies and National Council of Teachers of English. Dr. Brown has served as consulting editor for *Faces* magazine, a national magazine on world cultures for children ages 10-14 with over 14,000 subscribers. Having previously edited an issue on Islam in Africa, she will this year edit an issue on “People of the Nile.” Dr. Brown is consulting with Pearson on the Africa sections of a new edition of their high school world history textbook that sells more than 25,000 copies yearly.

To maintain our national profile while developing a major new local K-12 initiative, we seek NRC support to temporarily expand our staffing. We seek to hire a new teacher training coordinator who will focus on direct work with area teachers, while our outreach director focuses on developing teaching materials and organizing our national-level activities. After two years, with the work of launching the new initiative underway, the coordinator will step in to replace Dr. Brown, who is retiring. The new coordinator’s primary initial task will be to design a program to recognize teachers who develop Africa expertise. Outreach currently works with a large number of teachers, some of whom have participated in many of our training programs, including our Fulbright-Hays GPA trips to Africa, yet we currently lack a formal way of acknowledging the expertise they have developed. In response to Invitational Priority 2, the Coordinator will work with area schools of education to develop criteria for certifying master teachers in African studies, identify the workshops and courses that count toward certification,

and recruit participants into the certification program from among area teachers and current education students. Our goal is to develop the program in year 1, launch it in year 2, and certify 25 teachers by the end of the funding period.

We also seek support to expand our teacher education activities. We plan to develop at least one new teaching resource each year, to complement our existing DVDs, posters, and teaching guides. We plan to organize at least one workshop per semester focused on these resources, such as the workshop we held in 2012 to introduce our Kony 2012 resource. In response to Invitational Priority 2, we propose to continue our collaboration with Facing History and Ourselves, a Boston-based program that focuses on training teachers to improve students' academic performance, historical understanding, and civic learning. In the current grant, we collaborated to develop a new multi-media text on South African history focusing on apartheid, the liberation movement, and continuing struggles against inequality. The text, will be launched this fall as Facing History's first e-book, and includes historical overviews, biographies, primary documents, film clips, and other materials to encourage students to engage the topic. We seek funding to work with Facing History to train teachers on this new text. We also propose to continue collaborating with Primary Source, another Boston-based teacher preparation program that promotes history and humanities by connecting educators with world cultures and peoples. We will continue to partner with Primary Source on at least one yearly Africa-focused workshop.

In addition to the Outreach Programs' K-12 work, the ASC conducts outreach to universities throughout the Boston area and beyond. Our weekly Walter Rodney Seminar and other programs present cutting-edge issues in African studies that draw scholars from many area schools. Our Visiting Researcher program includes scholars from Tufts, Simmons, Brandeis, Clark, and Bridgewater State. The African Studies Library is freely open to the public and

widely used by area students and scholars. Our Outreach Program also works with area postsecondary institutions, such as a recent collaboration with Bunker Hill Community College's on events related to the campus-wide reading of *The Boy Who Harnessed the Wind*.

Through our Publications Program, the ASC reaches a broad academic audience. *The International Journal of African Historical Studies (IJAHs)* is a peer-reviewed journal that the African Studies Center has published since 1968. *IJAHS* publishes three issues a year with over 300 institutional subscribers worldwide and wide access through Project Muse, JSTOR, and EBSCO. The Center also publishes African studies working papers, including the newly launched series on Conflict, Politics, and Human Rights and the popular Program for the Study of the African Environment series. In the current cycle, we made a major advance in the accessibility of our working papers by making them available for download as pdf files.

Boston is a major national media hub, and the ASC works closely with Boston-based TV, radio, and print media to encourage coverage of Africa issues. The Center staff works closely with BU Media Relations to connect our faculty experts with journalists worldwide. Our faculty are regularly quoted in media outlets such as the *New York Times*, *Washington Post*, NPR, and BBC. Our Outreach Program consults frequently with media, businesses, museums, and area organizations, such as the children's show *Arthur* and numerous publications. The ASC works with local NGOs such as Africans in Boston, the African Council, South African Partners, and the Newton-Tanzania Collaborative to support events and increase interaction between African immigrant and academic communities. We make our space freely available for African immigrant organizations and provide funding for events such as the annual Africa Festival. We recently partnered with Tony-winning American Repertory and Huntington Theaters on Africa-focused plays, providing production guidance and experts for after show talkbacks.

8. African Studies Program Planning and Budget

8.A. Quality and Relevance of Proposed Activities

The African Studies Center at Boston University seeks NRC funding to expand priority African language offerings, add overseas language study options, improve the quality of instruction through materials development, faculty training, and improved assessment, attract more students, and increase the number achieving at least advanced proficiency. BU funds the Language Program director, who also teaches Wolof, and full-time teachers in Swahili, Zulu, and Arabic (four). BU pays tuition and fees for a Fulbright Language Teaching Fellow in Arabic and an African language teaching fellow. We seek NRC funding to offer more languages and more levels of study by hiring instructors in Amharic, Hausa, Igbo, and Twi, and additional staffing for Swahili, Wolof, and Zulu. We request \$4,500 per course for 12 language classes in year 1, 15 in year 2, 18 in years 3-4. We also seek assistance to maintain the quality of language teaching with training of instructors: \$5,000/yr for NALRC Summer Institute training; \$4,000/yr for participation in ALTA; and \$3,000/yr for NERCPAL.

We seek to enhance language instruction through curriculum development. Past NRC support allowed us to develop resources for Amharic, Hausa, Swahili, Wolof, Xhosa, and Zulu, including *Ajami* materials. We now seek to include Igbo and Twi in the 200 Words and Proverbs Projects, our multi-media on-line teaching materials. As the first center in the US to include instruction in *Ajami*, we seek funding to develop additional *Ajami* teaching resources (\$5,000-\$4,000/yr). We will develop new instructional resources in our languages for professional fields, including resources for new graduate-level courses on the BU Med Campus (\$2,000-8,000/yr). In partnership with BU's Digital Learning Initiative and the Boston Area Language Consortium (that includes Title III school UMB), we will develop the capacity to integrate a virtual

classroom component into our teaching, facilitating enrollment in language courses by students at area schools without losing the importance of direct interaction (\$3,000/yr). To help increase student enrollments, we seek support to market our language offerings at BU and Consortium campuses (\$1,000/yr). We will hire an assessment specialist to work with our language instructors to develop assessment tools and integrate them into each of our courses (\$10,000/yr).

Total Language Program Request: \$93,000 yr 1, \$100,500 yr 2, \$114,000 yrs 3 & 4.

The ASC Outreach Program is among the most extensive in the country, working both nationally and locally. In accordance with the absolute priority and NRC competitive priority 2, we seek NRC funding to launch a major new initiative for local K-12 teachers. 1) We seek to develop a means of recognizing the expertise of teachers who participate in multiple Africa-focused teacher training activities through the development of an African Studies Master Teacher Program. We seek funding for half the salary for two years (\$25,000/yr) of a new full-time teacher training coordinator who will develop, promote, and administer the new program. In year 3, after the new program is launched, the current outreach director will retire, and we expect the coordinator will assume her position, which is fully funded by BU. 2) The coordinator will collaborate with area education schools to design the program and will develop teacher training workshops at BU, our partner ed schools, and in collaboration with Primary Source (\$3,000/yr). In the current grant we worked with Facing History and Ourselves to create a history curriculum on South African apartheid and its legacies. We seek funding for teacher training on this new curriculum that will be used in schools across the US (\$2,000-\$8,500/yr). 3) Responding to Priority 2, we will partner with BU's Modern Foreign Language Education Program to expand the number certified as Arabic instructors in the new Masters in the Art of Teaching program through recruitment at universities and in the community, increase employment opportunities for

those certified by working with area schools, and include in the curriculum discussion of Arabic in Africa and *Ajami* (\$3,000/yr). 4). We seek support to hire student assistants to help in the promotion and distribution of our teaching kits, posters, CDs, and on-line instructional materials.

Total Outreach Program Request: \$44,500 yr 1, \$40,500 yr 2, \$12,000 yr 3, \$11,000 yr 4.

We seek funding for continued curriculum development. While African studies offerings at BU are available in most departments, we recognize the need to develop courses in specific areas. 1) We will offer \$2,000 summer enhancement grants to create new Africa content courses and \$5,000 grants to travel to Africa for research related to course creation, targeting faculty in education, engineering, communications, business, and health sciences. 2) In response to NRC Competitive Priority 1, we will make course development and travel grants available for faculty at UMB. Partner units at UMB will identify areas that need expanded coverage of Africa, such as the Urban Studies Program. We will offer 2-3 course enhancement grants and 1-2 travel grants per year, split between the two campuses. 3) BU's Fine Arts programs are highly acclaimed but focus strongly on Western culture. We will increase coverage of African cultural expressions with an African Arts Initiative that will sponsor a major event in a different discipline each year and support related course development. We are partnering with Music to bring the Nile Project to campus spring 2015 and have already funded the development of two related courses. We will partner with Visual Arts (yr 2), Creative Writing (yr 3), and Theater (yr 4) (\$7,000-10,000/yr).

Total Curriculum Expansion Request: \$16,000 yrs 1-2, \$26,000 yrs 3-4.

The ASC regards international linkages as key means for students and faculty to learn from and contribute to the development of Africa. NRC funding has let BU faculty visit campuses, develop linkages, and work with faculty, particularly in languages, to improve the quality of instruction, and we have built on our linkages to create full study abroad programs in Zanzibar

and, soon, in South Africa. 1) We seek NRC funding to enhance existing international linkages and create at least three new linkages, two in Ghana to enhance our study abroad program and open opportunities for advanced study of Twi and Hausa. We seek \$5,000-10,000/yr for faculty from the ASC to visit each partner school semi-annually to work with faculty to harmonize language instruction with the BU African language curriculum and to bring faculty from partner institutions to visit BU and participate in pedagogical and assessment training, such as NALRC Summer Institute. 2) Our most important international link is with the West African Research Center (WARC) in Dakar, Senegal, whose US branch, WARA is hosted at BU. We seek to build on the WARA/WARC collaboration by allocating \$3,000-5,000/yr for faculty from BU and UMB to conduct research at WARC. We seek \$3,000/yr to support a new joint BU, UMB, WARA, lecture series focused on Religion, Politics, and Culture in West Africa. **Total Overseas Linkage Enhancement Request: \$19,000. Yr 1, \$11,000 yr 2, \$13,000 yr 3, \$13,500 yr 4.**

The current ASC grant allowed us to hire a full-time professional assistant director to respond to the growing administrative demands of our expanding program. Dr. Quella organized our assessment, oversaw an important expansion of our communications strategy, managed our overseas linkages, helped set up the Zanzibar study program, taught our introductory course, and provided essential management of ASC activities. We seek NRC support to cover 45% of the assistant director's salary. **Total Administrative Support Request: \$27,000/yr.**

The ASC recognizes the value of collaborative action with other NRCs. By common agreement: 1) African Studies Outreach Centers (ASOC) organize an annual educator work-shop for K-16 teachers held at the ASA meeting (\$350). ASOC sponsors an annual competition for the Children's Africana Book Award (\$350). ASOC will run a booth at the annual conference of the National Council of Social Studies, which reaches 6,000 teachers (350). ASOC seeks funds for

evaluation \$150 yr 1, \$100 yrs 2-4. 2) The Africa NRCs will continue to cooperate in making African language instruction widely accessible and maintaining the highest standards of instruction and evaluation. The University of Wisconsin will maintain a website that lists all summer African language offerings in the US and approved language study programs in Africa. We will continue to publicize summer language study opportunities especially to students at community colleges and MSIs and work with NALRC and other LRCs to refine standards, train teachers, and develop materials. We will continue to support the African Language Materials Archive (ALMA). 3) Title VI librarians jointly sponsor collaborative projects to support research, teaching, and instruction in African studies. Through cooperation, the NRCs for Africa expand access to critical source material – including newspapers, dissertations, and African archives – that would be otherwise inaccessible to researchers in the US. Collaborative projects promote advocacy and capacity-building for African institutions and linkages that contribute to the teaching and research of the NRCs. 4) We propose to continue to support the participation of faculty from MSIs and junior colleges to attend the annual Association of African Studies Programs conference. **Total Collaborative Requests: \$5,200 yr 1, \$5,150 yrs 2-4.**

8.B. Development Plan or Timeline

Initiatives	First Year	Second Year	Third Year	Fourth Year
Enhance Overseas Linkages	Develop new linkages in Ghana	Launch study abroad program in Accra	Complete prep for South Africa program	Launch study abroad in South Africa
	Visit partners in Zanzibar, Ethiopia, South Africa	Visit partners in Senegal, Niger, Morocco	Visit partners in Zanzibar, Ethiopia, South Africa	Visit partners in Senegal, Niger, Ghana, Morocco
	Study trip with UMB to Senegal, Cape Verde	Study trip with UMB to Guinea, Ghana	Study trip with UMB to Senegal, Gambia	Study trip with UMB to Sierra Leone
	Support 1 faculty trip to WARC in Senegal	Support 1 faculty trip to WARC in Senegal	Support 1 faculty trip to WARC in Senegal	Support 1 faculty trip to WARC in Senegal
Enhance Curriculum at BU and UMB	Support development of 3 new courses	Support development of 3 new courses	Support development of 3 new courses	Support development of 3 new courses
	Support research trip for faculty to Africa	Support research trip for faculty to Africa	Support research trip for faculty to Africa	Support research trip for faculty to Africa
	Provide WARC fellowship for faculty	Provide WARC fellowship for faculty	Provide WARC fellowship for faculty	Provide WARC fellowship for faculty

	Partner with School of Music on Nile Project	Partner with Visual Arts for exhibit	Creative Writing for African publication	Partner with Theatre for African production
Enhance Language Program	Develop assessment plans for all intro levels	Develop assessment plans for intermediate	Develop assessment plans for advanced	Develop assessment plan for superior levels
	Design Swahili for public health	Teach Swahili 1, Design Zulu and Twi	Teach Swahili 1 and 2. Teach Zulu 1 and Twi 1	Assess and revise courses
	Develop virtual classroom capacity for Zulu	Zulu 1 for language consortium	Expand program to Zulu 2 and Amharic 1	Expand to Zulu 3 and Amharic 2
	Develop materials for Twi and train instructor	Offer Twi 1, develop more resources	Offer Twi 1 & 2	Offer Twi 1, 2, & 3
	Develop discipline-specific courses for Wolof and Igbo	Develop discipline-specific courses for Swahil, Zulu, Xhosa	Develop discipline-specific courses for Hausa and Amharic	Assess and revise all courses
Enhance Outreach Program	Design Master Teacher program and recruit 10 participants	Recruit 10 participants and certify 5 Master Teachers	Recruit 10 Master Teachers and certify 10 Master Teachers	Recruit 10 Master Teachers and certify 10 Master Teachers
	Develop new teaching resource and hold workshop for teachers	Develop new teaching resource & hold two teachers workshops	Develop new teaching resource & hold two teachers workshops	Develop new teaching resource & hold two teachers workshops
	Launch South Africa curriculum with Facing History w/ workshop	Follow up workshop for teachers w/ Facing History and Ourselves	Follow up workshop for teachers w/ Facing History and Ourselves	Follow up workshop for teachers w/ Facing History and Ourselves
	Recruit 2 to Arabic MA. Work w/ Newton, Cambridge schools	Recruit 3 students. Work w/ Boston schools to add Arabic	Recruit 3 students. Work w/ Cambridge, Brookline on Arabic	Recruit 3 students. Work w/ Watertown, Waltham on Arabic

8.C. Budget Reasonableness

The investments requested from Title VI, combined with BU resources, will enhance our area studies program by 1) strengthening our partnership with Title III school UMB; 2) adding additional Africa-focused courses in disciplines of particular need; 3) adding to the number of faculty with Africa experience; and 4) increasing opportunities for study and research in Africa. NRC funds will also result in a greatly improved language program by 1) providing training to enhance the quality of instruction; 2) integrating improved assessment into our courses; 3) adding language courses, including discipline-specific courses; 4) increasing opportunities to study language in context and strengthening the quality of overseas instruction; and 5) increasing the number of students taking African languages and those reaching advanced comprehension. Finally, NRC funds will allow an expansion of outreach activities to ensure greater inclusion of African area studies and languages in K-12 curriculum in Boston and beyond.

8.D. Long-term Impact of Activities

The long-term impact of these initiatives includes: 1) A language program that will expand the number of Americans linguistically proficient in priority African languages; 2) a larger pool of instructors trained in performance-based language instruction; 3) an expanded curriculum that increases the number of international experts with in-depth knowledge of the languages and cultures of Africa, including states where Islam is a major influence; 4) a strengthened African studies program at UMass Boston, an MSI ; 5) an Outreach Program that provides K-12 teachers in Boston and beyond with increased expertise in Africa and relevant teaching resources; 6) a research library that expands access to significant records and the best of contemporary research on the African continent; 7) a strong, more integrated community of people with an interest in Africa in the Boston area; 8) improved US-African relations.

9. Impact and Evaluation

9.A/B. Impact of African Studies Center Activities and Equal Access

As Table 10 indicates, the ASC clearly met the project objectives outlined in the last application. Our impact on BU is obvious. We have infused African studies into the curriculum, adding Africa-focused courses in new fields and increasing the overall number of courses. We have increased the number of undergrads and graduates earning majors, minors, and certificates with an Africa focus, particularly in international relations and public health. We have increased enrollments in third year and

Table 10. Outcome measures of 2010-14 NRC/FLAS			
	BL 2009-10	2013- 14	% change
ASC enrollments	4,133	4,532	+10%
Professional students in ASC classes	1,570	2,281	+45%
# studs w/ 4+ ASC classes	390	425	+11%
# prof studs w/ 4+ classes	98	184	+88%
Majors, minors, certificate	96	116	+20%
# ASC faculty affiliates	92	115	+25%
Language enrollments	435	447	+3%
# in 3 rd year or above	58	87	+50%
Prof studs 3 rd yr or above	6	12	+100%
Outreach website hits/mo	4,100	6,180	+51%
Teachers trained	298	436	+46%
# ASC-sponsored events	28	55	+96%
# Visiting researchers	12	24	+100%

above language courses, producing more graduates whose fluency allows them to research and work effectively overseas. We sent an increasing number of students overseas for research and study. The ASC is taking the lead in the development of BU's area studies programs and their integration into the new Pardee School's Division of Regional Studies.

Our impact within Boston and beyond is also clear. We have doubled the number of visiting researchers, most from area universities. Attendance at our events has steadily increased, including growing numbers from outside BU. Our Outreach Program has trained hundreds of teachers and education students. Downloads of our teaching resources approach 100,000. The African Studies Library welcomes hundreds of researchers a year from across the globe.

The ASC has an excellent record of including women and minorities in all our programs. Of the 48 ASC fellowship recipients in the past four years, 32 have been female and 20 have been minorities. ASC staff and resources support student groups such as the African Student Organization and Umoja, BU's black student union. We work closely with local African heritage communities and look forward to strengthening our partnership with UMB, an MSI.

9.C. Evaluation Plan

Brad Rose Consulting Inc., an independent program evaluation firm established in 1996 and located in Wellesley, Massachusetts, will conduct an external program evaluation of the ASC throughout the program's four-year cycle. The evaluation will employ both quantitative and qualitative methodologies and include both *outcome* and *formative* evaluation activities. Our primary goals (detailed in Appendix 4) are to increase the number of students graduating with Africa area expertise, the number graduating with advanced comprehension of African languages, and the number of Boston area teachers with African area studies expertise. Each goal has a specific easily measurable target, with data gathered on an ongoing basis by ASC staff and

by BU's Office of Institutional Research. Training all our language instructors in ACTFL assessment methods will allow us to monitor progress on increasing language proficiency.

In addition, we propose to undertake a variety of formative evaluation activities. The program evaluator will assist us in interpreting formative and outcome data and continuing to revise and improve our data collection. Our Outreach Program will continue conducting written evaluations of each of its programs, and we will institute a periodic survey in our seminars. In year 2, we will repeat the recent survey of current students and alumni. Undertaking BU's required periodic outside review process, we will conduct an internal review in year 2, while an outside team will visit campus and conduct a full program review in year 3. Based upon the review conclusions, we will develop an improvement plan in year 3 and implement in year 4.

Brad Rose Consulting conducted ongoing outside program evaluation during the current grant, including a baseline formative evaluation conducted in the first year with stakeholders from throughout BU and a survey of current students and alumni conducted in year four. Based upon evaluation results, we continued to revise our program. For example, we added Igbo as a new language in response to student interest, moved forward with developing an African studies major, and created grant-writing and dissertation workshops for grad students.

9.D/E/F Production of Africa Specialists, Addressing National Needs, FLAS Impact

Among BU students who completed their degrees in the last four years, 1,606 took at least four Africa-content courses, up from 1,120 in the previous four years. The most significant increase was among Masters students, from 351 to 610, reflecting the growing number of students in international relations and public health specializing in Africa. 29 students completed doctorates with an Africa focus during this period in fields such as public health, theology, economics, anthropology, history, political science, French, music, and education. Under-

graduates earning degrees focused on Africa increased from 92 in 2010-11 to 106 in 2013-14.

Another measure of the impact of our program is in our successful record of placements. In the past four years, our PhDs placements have ranged from small liberal arts colleges, such as Hobart and William Smith and Whittier to large research universities such as the University of Oregon. Many of our placements are in areas of particular national need. BU has a large military science program, with an active ROTC; the ASC trains many students who are or will become military officers. For example, one of our recent IR graduate certificate recipients is now serving as military advisor in the US Embassy in Chad. BU ranks 16th nationally for Peace Corps placements, many in Africa. Our public health graduates gain placements around the world. Many of our graduates work for governments, NGOs, churches, and businesses in Africa.

We carefully allotted our FLAS fellowships to support training for students in both professional and academic tracks, in diverse languages, and focusing on a variety of African countries. We funded PhD students in history, anthropology, art history, political science, and ethnomusicology and MA students in professional programs in communications, public health, education, and IR. Undergraduate FLAS awards have gone to students in health sciences, math, biology, international relations, and political science, many of whom have continued to graduate school or are already working overseas. Our FLAS students have focused on Senegal, Mali, Ghana, Niger, Nigeria, Morocco, Egypt, Ethiopia, Kenya, Tanzania, Mozambique, South Africa, and Lesotho, and most have traveled to Africa to apply their language skills. An indicator of the success of our FLAS program is the number of FLAS students receiving outside funding. Just this year, one undergrad and two grad students earned Fulbright awards, and two grad students received Fulbright-Hays; all five were FLAS students. Our placement record for FLAS students is exceptional with 90% of undergrads continuing to graduate study within two years, and MAs

and PhDs now working for the US government, military, NGOs, and universities.

10. FLAS Awardee Selection Procedures

The ASC advertises the availability of FLAS awards in at least seven ways: 1) the ASC Website, which receives over 30,000 visitors a month; 2) social media, including the ASC's Facebook page and Twitter account; 3) an ASC student financial aid meeting held in December each year; 4) classroom visits to both non-language classes and African language classes; 5) departmental websites and literature in disciplines such as IR, public health, history, and anthropology; 6) university publications and websites (bulletins, catalogues, student guidebooks, and recruiting materials); 7) participation in advising activities such as admissions fairs, freshman orientation, majors fairs, and career expos. We are pleased that our efforts have resulted in a marked increase in students applying for financial aid, from 30 grad students, 5 undergrads, and 7 summer FLAS applicants in 2010-2011 to 45 graduate students, 16 undergraduates, and 15 summer FLAS applicants this year. Our work coordinating with the advising office in public health has resulted in a sharp increase in applications from potential and current SPH students.

Fellowship application materials are available on the ASC website and in hard copy from the ASC office. The deadline for both summer and school-year FLAS fellowships is February 15. Grad and undergrad applicants for new academic year fellowships must complete a one-page application form with personal and professional information, a 250-word statement of purpose explaining how language study fits into their academic program, a language questionnaire that specifies the language they plan to study and current level of fluency, a transcript, and two letters of reference. Incoming graduate students must submit GRE, TOEFL, MCAT, or other relevant exam results but may request that their departments forward their files. Summer FLAS applicants submit an application form, statement of purpose, transcript, and two letters of recommendation.

Students proposing programs outside those on campus or with our overseas partners must submit information about how the proposed program of study meets FLAS requirements for number of contact hours and instructional quality. In the new funding cycle, students will also be requested to authorize BU's financial aid offices to access their FAFSA Student Aid Report.

To continue, current FLAS graduate students need only submit a personal statement about their progress and a letter from their advisor. Once we have allocated a FLAS to a graduate student, we remain committed to funding their full studies. PhD students in good standing who have completed their coursework receive full tuition fellowships and stipends for an additional three years from GRS. Currently funded undergraduates need to reapply for FLAS each year.

The ASC Fellowships Committee includes the ASC director, assistant director, Language Program director, program administrator, and three ASC faculty chosen to represent our disciplinary diversity. Submitted applications are uploaded to a restricted website accessible only to the committee members, who read all files and rank the strength of each application from 1, for very strong candidates, to 4, for applicants who do not meet BU's academic standards. The committee meets to discuss the applicants, taking into account a number of criteria in determining who to nominate for fellowships. All candidates must demonstrate strong academic records based on GPA and test scores and strong motivation for language study. Since we place high priority on bringing students to the highest possible level of fluency, we offer academic year FLAS fellowships only in the languages we can teach through 4 years of study – Arabic, Hausa, Amharic, Igbo, Swahili, Wolof, Xhosa, Zulu, and soon Twi. We favor undergraduate applicants with the strongest academic records entering third year language study or above. 100% of our academic year FLAS fellowships support the study of US Government priority languages.

Once we have narrowed the applicant pool to those with the strongest qualifications,

clearest motivations for language study, and best potential to reach high proficiency, we consider disciplinary and language distribution. We are committed to offering fellowships to students in a range of disciplines, including professional schools, and to distribute fellowships across the languages we offer, recognizing a need to train specialists to contribute to understanding a variety of African countries. The Financial Aid Committee develops a ranked list of potential candidates for the fellowships. The number of names nominated depends on the number of candidates who meet our criteria but generally includes more names than the number of available fellowships. The financial aid meeting and ranking will be completed by March 15.

Financial need is the final consideration for allocation of fellowships. Since the ASC committee does not have access to the confidential information contained in the FAFSA student aid report, the next step in our process is to forward the list of nominees to the Office of Financial Assistance and the GRS Office of Financial Aid who determine which applicants on the list have financial need as demonstrated by their expected family contribution. Once fellowships have been allocated to those who demonstrate need, the remaining fellowships are distributed to the nominees based on their ranking on the list. Final recipients are announced by April 1. This funding cycle, we seek 7 graduate, 3 undergraduate, and 6 summer FLAS awards.

11. Competitive and Invitational Priorities

NRC Absolute Priority: BU has among the strongest African Outreach programs in the country. We propose to strengthen our outreach further by hiring a teacher training specialist to launch a new program for certifying Africa master teachers, developing new teaching materials, organizing workshops for teachers and education students, and working with other NRCs.

NRC Competitive Priority 1: The ASC proposes to strengthen our cooperation with the University of Massachusetts Boston, an MSI under Title III, focusing on curricular development.

Course enhancement and travel grants will be allocated to UMB faculty. We will annually supply a BU faculty member for a UMB Africa study trip. Our efforts to expand our language program will include UMB (a member of the Boston Language Consortium), where we will actively recruit students, particularly for new language classes with virtual classroom capacity.

NRC Competitive Priority 2: We propose to strengthen our existing collaborations with schools of education at BU, Tufts, Bridgewater State, and UMB on designing and implementing a certification program for Africa Master Teachers. We also will partner with BU's new Masters in Teaching Arabic program to recruit participants and increase placement options. Finally, we will work with continuing education programs Facing History and Ourselves and Primary Source to present Africa-focused workshops to teachers, including on our new South Africa curriculum.

NRC Invitation Priority: The ASC will continue strengthening linkages with universities in Africa. We have current linkages in Senegal, Niger, Morocco, Ethiopia, Tanzania, and South Africa and seek to establish new linkages in Ghana and Burkina Faso.

FLAS Competitive Priority 1: We propose to take into account financial need as demonstrated in expected family contribution in selection of recipients of FLAS from among graduate and undergraduate applicant who demonstrate high academic achievement and represent a diversity of languages and disciplines. The plan in section 10 has been approved by BU's Office of Financial Assistance, which will make final fellowship allocations.

FLAS Competitive Priority 2: All nine of our African languages (including Twi, which we propose to add) are US Government priority languages. 100% of our academic-year FLAS and 75% of summer FLAS awards will go to priority language students.

FLAS Invitation Priority: Our FLAS fellowships will be in Amharic, Arabic, Hausa, Igbo, Swahili, Twi, Wolof, Xhosa, and Zulu. All are sub-Saharan African languages.

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

See Attached

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

See Attached

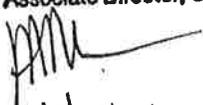
Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center:

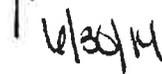
Name/Title of Authorized Representative (Printed):

Title: **Jennifer A. Marron**
Associate Director, Sponsored Programs

Telephone: 617-353-4365

Signature: 

E-mail: osp@bu.edu

Date: 

Supplemental Information to Meet Statutory Requirements

Diverse Perspectives in Funded Activities

The African Studies Program at Boston University places a high value on lively academic debate. Our NRC-supported Rodney Seminar present scholars not only from diverse disciplines but also representing diverse perspective, and the after-talk discussions often involve lively and contentious debate. Presentations on specific African countries generally draw participation from area immigrants from those countries as well as a variety of scholars of the countries, all of who actively debate issues raised and often disagree sharply. For example, a recent panel commemorating the 20th anniversary of the 1994 Rwandan genocide included participation by both supporters and critics of Rwanda's post-genocide government, and lively discussion took place over current events in the country.

The BU academic community embraces a broader range of ideological perspectives than many universities today. NRC support for expanding our curriculum will allow us to continue to add to the diverse perspectives among our faculty, including expanding into new areas, such as engineering and business. The new Pardee School into which the African Studies Center will be incorporated in the fall will also include the Department of International Relations, which includes not only career academics but practitioners, including several former US ambassadors, military officers, and intelligence officials. BU has an active Military Sciences program, including options to earn BU Master's degrees in Leadership and in Computer Information Systems at Hanscom Air Force Base in Massachusetts, Henderson Hall in Virginia, and Cherry Point and Camp LeJeune in North Carolina, as well as on the BU campus. BU has one of the most active ROTC programs in the country.

BU also has strong progressive traditions, building on the protest legacies of our most famous doctoral recipient, Martin Luther King, Jr. The IR department and School of Public Health have a degree for Peace Corps volunteers that allows them to use their Peace Corps service as a field practicum. The Howard Thurman Center sponsors diverse events that seek to build community and promote public service among students and serves as a home to many of BU's multi-cultural groups. The Center organizes volunteer opportunities as well as an annual visit to Washington DC to learn about opportunities for public service. The ASC coordinates activities with the Howard Thurman Center each semester.

Areas of National Need

NRC funding will allow the African Studies Center to respond to areas of national need in a variety of ways. Africa is an area of national need identified by a number of government agencies. The Center covers all 54 African countries, including both those in Sub-Saharan Africa and North Africa. All nine of the languages we propose to teach – Amharic, Arabic, Hausa, Igbo, Swahili, Twi, Wolof, Xhosa, and Zulu – are priority languages as identified by the Department of Education and other departments. NRC funding will allow us to offer advanced levels of these languages as well as to recruit additional students to the study of these less commonly taught languages.

NRC funding will also allow BU's African Studies Center to respond more effectively to the President's Cairo Initiative to improve understanding of the Muslim world and improve relations with Muslim populations. Three of our languages – Arabic, Hausa, and Wolof – are spoken by populations that are almost entirely Muslim. Two others – Amharic and Swahili – are spoken in countries that have very large Muslim minorities. In addition, the ASC has linkages

with universities in Senegal, Morocco, and Niger, all of which are majority Muslim, and in Tanzania and Ethiopia, which are each a third Muslim. Finally, our proposed enhancement to our relationship with the West African Research Association (WARA) and West African Research Center (WARC) is centered around the theme of "Rethinking Religion, Politics, and Culture in West Africa." This exchange will provide opportunities for scholars from Islamic African nations to visit the US and for US students and scholars to visit Muslim West Africa.

NRC funding will support the ASC's efforts to increase the number of individuals in public service with training in African languages and area studies. Many of our graduates go on to careers in public service, many working for the government and others working for international NGOs, public health organizations, and international foundations. Our curriculum development efforts will help us strengthen our International Relations program, which prepares individuals for careers in diplomacy, overseas non-profit work, and international business. IR is our area of most substantial growth at both the undergraduate and graduate level. We will also offer increasing classes in other professional schools. Our programs will also continue to provide language and area studies training for students from ROTC programs and others in military careers. We train a number of ROTC cadets and active military officers in our language and non-language courses. Several of our graduates are now posted with the US military in Africa or at Africom. A number of our recent graduates have also gone into intelligence services.

Finally, our Outreach Program is among the strongest in the country and plays an important role in helping to increase understanding of Africa with K-12 schools. In the current grant, we propose several new initiatives that will substantially increase our K-12 activities and allow us to have an even greater impact in the education system in the Boston area and beyond. Among other programs, we will be helping to promote the study of Arabic in schools, which

could ultimately make an important contribution to increasing the number of Americans with Arabic fluency.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

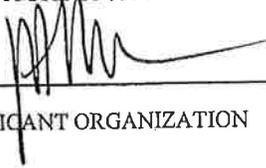
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Jennifer A. Marron Associate Director, Sponsored Program
APPLICANT ORGANIZATION	DATE SUBMITTED 6/30/14

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

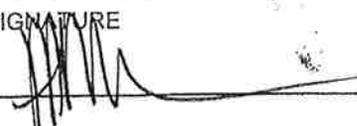
As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Jennifer A. Marron Associate Director, Sponsored Programs	
SIGNATURE 	DATE 6/30/14

Appendix II
BOSTON UNIVERSITY
AFRICAN STUDIES
COURSE LIST

COURSE TITLE		CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
AA 207	Intro Ethnic, Race & Minority Rel (SO207) #	4	Stone/Benjamin	F/Su	25 [1,5,7,10]	12	19
AA 304	Introduction to African American Women Writers #	4	Boelcskev	S	25 [1,3]	4	10
AA 310	History of the Civil Rights Movement #	4	Brownell	S	25 [2,4,11,12]	1	X
AA 316	African Diaspora Arts in the Americas (AH316) #	4	Hills/Becker	S	25 [2,4,11,12]	3	X
AA 363	Race and the Development of the American Economy: A Global Perspective (EC363) #	4	Margo	S	25 [1,5,6,7]	10	X
AA 371	African American History (HI371) #	4	Heywood	F	50 [1,3,5,7,8,9]	6	X
AA 382	* History of Religion in Precolonial Africa (HI382) #	4	Thornton	S	50 [1,3,5,7,8,9]		X
AA 385	Atlantic History (HI385) #	4	Thornton	S	33 [1,5,6,7,8,10]	1	X
AA 388	Black Radical Thought (HI583) #	4	Blakely	F	33	3	
AA 395	* Power, Leadership, and Governance in Africa and the Caribbean (HI395)(IR394) #	4	Heywood	S	50 [1,3,5,7,8,9]	1	2
AA 396	State & Com in Atlantic Africa (HI396) #	4	Thornton	F	100		X
AA 408	Sem: Ethnic, Race & Minority Rel (SO408) #	4	Benjamin	S	25 [1,5,7,10]	1	5
AA 489	The African Diaspora (HI 489) #	4	Thornton	S	50 [1,3,5,6,7,8,9]		6
AA 502	Topics in African American Literature #	4	Boelcskev/Jarrett	S/F	25 [2,4,11,12]	8	6
AA 504	African American Women Writers #	4	Boelcskev	S	25 [1,3,7,10]		4
AA 514	Comparative Slavery (HI584) #	4	Thornton	F	33 [1,5,6,7,8,9]	5	1
AA 537	West Indian Literature: Fiction (EN 587) #	4	Jarrett	F	25 [2,4,11,12]		X
AA 538	Caribbean Poetry (EN588) #	4	Breiner	S	25 [2,4,11,12]		X
AA 559	Reckoning with the Past (PO 559) #	4	Crawford	F	25 [4,5,7,9]	4	X
AA 563	Race and the Development of the American Economy: A Global Perspective (EC 563) #	4	Margo	S	25 [1,5,6,7]		X
AA 588	Women, Power & Cul in Africa (HI588) #	4	Heywood	S	100 [2,4,11,12]	4	1
AA 712	Studies in West Indian Literature: Caribbean Poetry #	4	Breiner	S	25 [2,4,11,12]		X
AA 716	African Diaspora Arts in the Americas (AH316) #	4	Hills	F	25 [2,4,11,12]	1	X

COLLEGE OF ARTS AND SCIENCES
AFRICAN AMERICAN

COURSE TITLE		CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
AA 808	Sem: Ethnic, Race & Minority/Rel (SO808) #	4	Stone	S	25 [1,5,7]	3	3
AA 871	African American History (HI871) #	4	Heywood	S	25 [2,4,11,12]	5	4
AA 885	Atlantic History (HI885) #	4	Thornton	S	33 [1,3,5,6,7,8,9]	1	2
ANTHROPOLOGY							
AN 102	Human Behavioral Bio and Evolution	4	Cartmill/Langergrabe	F/S	50 [6,7,8,12]	256	239
AN 285	Crisis in Contemporary Africa	4	Shipton	F	100	20	20
AN 312	People and Cultures of Africa	4	Davidson	F	100	25	24
AN 319	Anthropology of Muslim Cultures and Politics #	4	Haeri	F/S	25 [1,6,7,10,11]	10	17
AN 320	Women in the Muslim World #	4	Haeri	F	25 [1,6,7,10,11]	15	15
AN 331	Human Origins	4	DeSilva	S	75 [6,7,8,12]	40	40
AN 332	Primate Behavioral Adaptations	4	Goldsmith	S	50 [6,7,8,12]		X
AN 333	Human Population Biology	4	Campbell	F	75 [6,7,8,12]		X
AN 334	Human Behavioral Evolution	4	Greaves	F	50 [6,7,8,12]		X
AN 338	Lucy and Ard: The Oldest Women	4	DeSilva	F/S	100	21	31
AN 360	The Nomadic Alternative	4	Barfield	F	50 [1,5,6,7,12]		X
AN 382	Wealth, Poverty & Culture	4	Shipton	S	50 [1,4,5,7,8,9,11]		X
AN 397	Anthro of Film and Photo	4	Haeri	S	25 [2,4,5,8,11,12]	9	8
AN 434	African Systems of Thought #		Staff	F	100		
AN 461	Ethnological & Anthropological Theory I	4	Arkin	F	40 [1,7,8,11,12]	39	30
AN 462	Ethnological & Anthropological Theory II	4	White/Smith Hefner	S	35 [1,7,8,11,12]	27	27
AN 520	Nilotic Peoples	4	Shipton	S	100		
AN 524	Language Contact	4	Ngom	S	100	8	9
AN 532	Islamic Africa	4	Ngom	F	100		5
AN 538	Human Ecology of Modern Africa	4	Shipton	S	100		X
AN 548	History of Muslim Societies #	4	Anderson	F	50	4	7
AN 552	Primate Evolution and Anatomy	4	DeSilva	F	50 [6,7,8,12]	17	17
AN 563	Public Religion & Politics Across Cultures #	4	Hefner	S	33 [1,3,5,10,11]		6
AN 585	Seminar: Advanced Readings in African Ethnog.	4	Shipton	S	100	12	5
AN 712	Studies in African Ethnography	4	Shipton	S	100		
AN 719	Anthropology of Muslim Cultures and Politics #	4	Haeri	F	25 [1,6,7,10,11]	2	5

	COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
AN 720	Women in the Muslim World #	4	Haeri	S	25 [1,6,7,10,11]		1
AN 731	Sem: Human Origins	4	DeSilva	S	75 [6,7,8,12]	1	X
ARCHAEOLOGY							
AR 205	Origins of Civilization	4	Bard	F	25 [1,5,7,8,11,12]	8	19
AR 209	The Near Eastern Bronze Age	4	Danti	F	25 [1,5,7,8,11,12]		10
AR 232	Archaeology of Ancient Egypt	4	Bard	S	100	34	39
AR 305	Paleolithic Archaeology	4	Staff	S	25 [1,5,7,8,11,12]		
AR 513	Studies in African Archaeology	4	Bard	F	100		X
AR 532	Studies in Near/Middle East Archaeology	4	Bard	F/S	100		
AR 706	Archaeology of Complex Societies	4	Bard	S	25 [1,5,7,8,11,12]		
AR 727	Archaeology and Colonialism	4	Beaudry	F	25 [1,5,7,8,11,12]		X

COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
EC 581 Health Economics I #	4	Ellis	S	25 [1,5,6,10]	31	29
EC 591 International Trade	4	Lucas	F	25 [1,5,6,8,10]	24	22
EC 595 International Finance	4	Fenolfosa	S	25 [1,5,6,8,10]	47	10
EC 782 Health Econ in Dev Countries	4	Ellis	S	33 [1,5,6,8,10]		X

ENGLISH

EN 370 African American Women Writers #	4	Boelsceky	F/S	25 [2,3,11,12]	12	14
EN 371 Af-Am and Asian American Women Writers #	4	Boelsceky	F	25 [2,4,11,12]		
EN 380 20th Century African American Novel #	4	Boelsceky	S	25 [2,4,11,12]	6	
EN 482 Post-Colonial Theory and the Humanities	4	Krishnan	S	25 [2,4,11,12]		7
EN 544 Critical Studies in Anglophone Literature	4	Krishnan	F	33 [1,3,10,11,12]		22
EN 586 Studies in Anglophone Literature	4	Breiner	S	25 [2,4,11,12]		X
EN 587 West Indian Literature: Fiction (AA 537) #	4	Jarrett	S	25 [2,4,11,12]	5	
EN 588 Caribbean Poetry (AA 538) #	4	Boelsceky	S	25 [2,4,11,12]		9
EN 592 Studies in Literature and Society	4	Staff	S	25 [2,4,11,12]	10	
EN 593 African Myth in Anglophone Literature	4	Krishnan	F	50 [1,3,11,12]	24	12
EN 794 Post-Colonial Theatre	4	Breiner	F	25 [2,4,11,12]		
EN 788 Transnationalism and African American Literature	4	Patterson	S	33 [1,3,10,11,12]		X

GEOGRAPHY

EE 350 Wildlife Management	4	Staff	F/S	100		4
EE 372 Wildlife Ecology	4	Staff	F/S	100	16	3
GE 201 World Regional Geography I	4	Hasnath	F/S	33 [1,5,7,8,12]	93	58
GE 250 The Fate of Nations: Climate, Resources, Institutions	4	Kaufman	F	25	50	28
GE 382 Understanding the Modern Middle East #	4	Rollman	F	50	4	1
GE 394 Envir History of Africa #	4	McCann	S	100		7
GE 400 Environment and Development	4	Short	F	33	8	
GE 600 Environment and Development	4	Short	F	33	17	
GE 756 Sem: Third World Development	4	Hasnath	F	40 [1,5,7,8,12]		

HISTORY

HI 175 World History I	4	Thornton	F	25	50	36
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	COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
HI 176	World History II	4	Anderson	S	25	56	50
HI 290	History of International Relations since 1945 #	4	Keylor	S	25	59	68
HI 298	African American History #	4	Heywood	F	100	1	4
HI 347	The African Past	4	McCann	F	100		15
HI 348	African Colonial History	4	Heywood	S	100	4	4
HI 349	*Religion in Pre-Colonial African History #	4	Thornton	S	100		6
HI 350	Atlantic History (AA385) #	4	Thornton	S	50	12	
HI 352	Power, Leadership, and Governance in Africa and the Caribbean #	4	Heywood		75 [1,3,5,7,10]	6	
HI 354	North African History and Religion	4	Staff	F	100		10
HI 361	Black Radical Thought (AA583) #	4	Blakely	F	25 [2,4,11,12]	5	6
HI 371	African American History (AA371) #	4	Heywood/Rabig	F	50 [1,3,5,7,8,9]		
HI 387	Introduction to the Middle East	4	Anderson	F	33	8	
HI 394	Environmental History of Africa (GE394) #	4	McCann	S	100	18	
HI 482	Merchants, Pirate, Missionaries, and the State in Maritime Asia, 600-2000	4	Menegon	S	25 [1,5,7,10]	15	19
HI 484	Rev Change in N. Africa & Mid East	4	Anderson	S	50 [1,3,5,6,7,8,9]		
HI 488	Life Histories of African Women	4	O'Brien	F	100	16	
HI 489	The African Diaspora (AA489) #	4	Thornton	S	50 [1,3,5,6,7,8,9]		4
HI 490	Blacks and Asians (AA490) #	4	Richardson		25 [1,4,7,8,10]		
HI 494	Histories for the New South Africa	4	Wylie	F	100		
HI 584	Comparative Slavery (AA514) #	4	Thornton	F	33 [1,3,5,6,7,8,9]	9	3
HI 588	Women, Power & Cul in Africa (AA588) #	4	Heywood	F	100	5	7
HI 589	Nature's Past: Histories of Environment and Society	4	McCann	F	25 [1,5,7,10]		
HI 590	The World and the West (AA590) #	4	Richardson	F	33 [1,5,7,10]	1	
HI 593	The Mediterranean	4	Kabalo	S	33 [1,5,8,12]		
HI 595	Morocco: History on the Cusp of Three Continents	4	Wylie	F	100	7	
HI 596	History of Muslim Societies	4	Anderson	F	33	5	
HI 750	Atlantic History #	4	Thornton	S	50	5	
HI 761	Black Radical Thought (AA583) #	4	Blakely	F	25		1
HI 877	Problems in African History	4	Wylie	S	100	8	
HI 870	African Historiography	4	Wylie/McCann	F	100	8	9

	COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
HI 871	African American History	4	Heywood	F	25 [2,4,11,12]		X
HI 892	The Middle East	4	Anderson	F	33 [1,5,8,12]		
HI 894	Environmental History of Africa #	4	McCann	S	100		X

INTERDISCIPLINARY

COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
IR 116 Africa Today	4	Quella	F/S	100	13	21
INTERNATIONAL RELATIONS						
IR 242 * Globalization and World Poverty (SO242)#	4	Eckstein	F/S	25	103	86
IR 333 Nonstate Actors #	4	Schilde	S	30	13	19
IR 345 Role of Force in International Relations	4	Codevilla	S	25 [1,5,8,12]		
IR 350 International Relations from 1945 #	4	Keylor	S	25	168	168
IR 351 Africa in International Relations #	4	Woldemariam	F/S	100	24	8
IR 352 International Human Rights #	4	Longman	S	100	28	29
IR 373 Global Governance and International Organizations	4	Selin	S	25	30	30
IR 382 Understanding the Middle East #	4	Rollman	F	25 [1,5,8,10,12]	21	25
IR 383 Understanding Modern North Africa #	4	Rollman	S	100		16
IR 394 Power, Leadership, and Governance in Africa and the Caribbean #	4	Heywood	S	75 [1,3,5,7,10]	5	1
IR 425 Seminar: Women and Social Change in the Developing World #	4	Eckstein	F/S	25 [1,3,7,11,12]	16	14
IR 430 Africa and Globalization: Opportunities and Obstacles	4	Stith	F	100	18	14
IR 507 Muslim and Western Worlds	4	Menchik	S	33 [1,5,8,10,12]		10
IR 508 Islamic Political Movements #	4	Haqani	S	33	34	44
IR 509 Islam in Middle East Politics	4	Norton	F	33 [1,5,8,12]	21	
IR 511 The Middle East Today #	4	Rollman	F/S	33 [1,5,8,12]	27	24
IR 523 Global Justice #	4	Gerring	F	25	3	
IR 534 Gov't/Politics of Contemporary Africa #	4	Woldemariam/Longn	F	100	14	13
IR 548 UN Peacekeeping	4	Dunbar	F	75 [1,5,8,10,12]	21	19
IR 557 Guerrilla Warfare and Terrorism	4	Maitre	S	50 [1,5,8,12]	8	
IR 559 Justice and Reparations #	4	Crawford	F	25	1	
IR 563 Public Religion and Politics across Cultures #	4	Hefner	S	25		5
IR 569 Politics and Society of North Africa #	4	Gendzier	S	100	5	
IR 587 Political Econ of Middle East	4	Dunbar	S	50 [1,5,8,10,12]	9	6

COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
IR 703 International Security	4	Woldemariam	S	75	17	X
IR 707 Political Reform in the Middle East	4	Norton	S	50	5	X
IR 711 Civil Society and the State	4	Norton	F	30	8	X
IR 721 War, Guilt, and World Politics #	4	Berger	S	25 [1,5,10,12]		X
IR 742 Africa Political Systems #	4	Longman	F	100		
IR 825 Women & Social Change in Developing World #	4	Eckstein	F	33 [1,3,5,7,10]		X
AFRICAN LANGUAGES						
LA 111 * Hausa I	4	Kurfi/Oumarrou	F	100	3	2
LA 112 * Hausa II	4	Kurfi/Oumarrou	S	100	3	2
LA 211 * Hausa III	4	Kurfi	F	100	1	1
LA 212 * Hausa IV	4	Kurfi	S	100	1	1
LA 311 * Hausa V	4	Hutchison	F	100	1	X
LA 312 * Hausa VI	4	Hutchison	S	100	1	X
LD 111 * Amharic I	4	Gebrehiwot	F	100	4	1
LD 112 * Amharic II	4	Gebrehiwot	S	100	4	1
LD 211 * Amharic III	4	Gebreheit	F	100		1
LD 212 * Amharic IV	4	Gebreheit	S	100		X
LD 313 * Amharic V	4	Staff	F	100		X
LD 314 * Amharic VI	4	Staff	S	100		1
LD 115 Zulu I	4	Mali	F	100	4	3
LD 116 Zulu II	4	Mali	S	100	2	2
LD 215 Zulu III	4	Mali	F	100	2	2
LD 216 Zulu IV	4	Mali	S	100	2	2
LD 315 Zulu V	4	Staff	F	100	2	X
LD 316 Zulu VI	4	Staff	S	100	2	X
LD 491 Zulu IX	4	Mali	F	100		1
LD 492 Zulu X	4	Mali	S	100	1	1
LD 119 *Igbo I	4	Agba	F	100	4	6
LD 120 *Igbo II	4	Agba	S	100	2	3

COURSE TITLE		CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
LD 219	*Igbo III	4	Agba	F	100		X
LD 220	*Igbo IV	4	Agba	S	100	1	X
LD 119	*Kinyarwanda I	4	Twagira	Su	100	2	
LD 120	*Kinyarwanda II	4	Twagira	Su	100	2	
LE 111	Swahili I	4	Mmari	F/Su	100	21	X
LE 112	Swahili II	4	Mmari	S	100	12	X
LE 205	Swahili & E Africa (Abroad)	4	Staff	F/S	100	47	X
LE 211	Swahili III	4	Mmari	F/Su	100	3	X
LE 212	Swahili IV	4	Mmari	S	100	6	X
LE 311	Swahili V	4	Mmari	F	100	3	X
LE 312	Swahili VI	4	Mmari	S	100	2	X
LE 411	Swahili VII	4	Mmari	F	100	2	X
LE 412	Swahili VIII	4	Mmari	S	100	3	X
LE 491	Swahili IX	4	Mmari	F	100	1	X
LE 492	Swahili X	4	Mmari	S	100		X
LM 111	Xhosa I	4	Mali	F	100		X
LM 112	Xhosa II	4	Mali	S	100		X
LM 211	Xhosa III	4	Mali	F	100		X
LM 212	Xhosa IV	4	Mali	S	100		X
LW 111	*Wolof I	4	Diallo/Zito	F	100	1	3
LW 112	*Wolof II	4	Diallo/Zito	S	100	2	3
LW 211	Wolof III	4	Diallo/Zito	F	100	2	1
LW 212	Wolof IV	4	Diallo/Zito	S	100	1	2
LW 311	Wolof V	4	Ngom	F	100		X
LW 312	Wolof VI	4	Ngom	S	100		X
LW 411	Wolof VII	4	Ngom	F	100		X
LW 412	Wolof VIII	4	Ngom	S	100		X
LW 491	Wolof IX	4	Ngom	F	100	1	X
LW 492	Wolof X	4	Ngom	S	100	1	X

MODERN LANGUAGES AND COMPARATIVE LITERATURE

LY 111	Arabic I	4	Mustafa	F	100	84	87	X
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	COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
LY 112	Arabic II	4	Mustafa	S	100	56	65
LY 139	Intensive Arabic	4	Khoury	F	100	9	X
LY 211	Arabic III	4	Khoury	F	100	41	43
LY 212	Arabic IV	4	Bekkai	S	100	16	46
LY 303	Arabic V	4	Bekkai	F	100	17	23
LY 304	Arabic VI	4	Bekkai	S	100	14	14
LY 350	Introduction to Arabic Literature	4	Bekkai	S	90	9	X
LY 403	Arabic VII	4	Bekkai	F	100	7	9
LY 404	Arabic VIII	4	Staff	S	100	6	4
LY 420/720	*Media Arabic	4	Bekkai	F	100		X
LY 441	1001 Nights	4	Litvin	F	50	6	
LY 470	Topics in Arabic Literature	4	Litvin	F	75		X
LY 471	Topics in Arab Culture	4	Abu Shakar	S	75	9	8
LY 491	Arabic IX	4	Litvin	F	100	2	1
LY 492	Arabic X	4	Litvin	S	100	1	X
LY 572	Arabic Translation	4	Bekkai	F	100	11	10

	COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
RN 347	Islamic Theology and Philosophy #	4	Ali	F	25 [1,5,11,12]		X
RN 348	Sufi Poetry	4	Tabatabai	S	33	8	4
RN 382	*Religion in Precolonial Africa #	4	Thornton	S	100	4	1
RN 415	Traditional/African Religions in the Diaspora	4	Woodbine	F	50 [1,3,5,10,12]		X
RN 435	Women, Gender, and Islam #	4	Ali	S	25 [1,3,5,12]	19	X
RN 563	Muslim Societies: An Interdisciplinary History #	4	Anderson/Chehabi	F	40		5
RN 601	Early Christianity #	4	Frankfurter	S	50		2
RN 616	Islam in Modernity	4	Purohit	F	33		3
RN 640	The Quran #	4	Ali	S	25	2	X
RN 641	Islamic Mysticism: Sufism #	4	Purohit	S	33		4
RN 645	Islamic Law #	4	Ali	F	25 [1,5,8,12]	3	X
RN 647	Islamic Theology and Philosophy	4	Ali	F	25 [1,5,8,10,12]		X
RN 715	Traditional African Religions in the Diaspora	4	Woodbine	F	50 [1,3,5,10,12]		X
RN 735	Women, Gender, and Islam #	4	Ali	S	25 [1,3,5,12]		X

ROMANCE LANGUAGES AND LINGUISTICS

LF 341	Peoples and Cultures of West Africa (France)	4	Hawkes	F/S	100	11	16
LF 456	The Postcolonial Novel	4	Cazenave	F	75 [1,3,5,8,11,12]	16	X
LF 569	Francophone African Literature	4	Cazenave	F	100	10	14
LF 860	Mem & Hist in Francophone Literature	4	Cazenave	S	100	10	X
LX 501	Linguistic Field Methods	4	O'Connor	S	25 [1,3,5,11,12]	6	X
LX 505	Structure of African Languages	4	Staff	S/F	100		
LX 533	The Structure of Creole Languages	4	Staff	S/F	50 [3,8,11,12]	7	X
XL 223	Intro to Comp Lit: Middle East	4	Litvin	F	80 [3,8,11,12]	5	12
XL 315	Film and Identity in the Muslim World	4	Litvin	F	50		
XL 342	Muslim Travel Writing	4	Sharma	S	50		9
XL 386	Africa on Screen	4	Cazenave		100		X

SOCIOLOGY

SO 242	* Globalization and World Poverty #	4	Eckstein	F/S	25 [1,5,7,11]	41	41
SO 207	Race and Ethnic Relations #	4	Benjamin	F/S	25 [1,5,7,10]	47	62

COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
SO 408 Ethnic, Race and Minority Relations #	4	Stone	F	25	15	6
SO 420 Sem:Women/Social Change in Dev World #	4	Eckstein	F/S	25 [1,5,7,11]	16	15
SO 808 Sem:Ethnic, Race and Minority Relations #	4	Stone	S	25 [1,5,7,11]		5
SO 820 Women & Social Change in Devel. World #	4	Eckstein	F	25 [1,5,7,11]	4	4

WRITING PROGRAM

WR 100 Ethical Imagination	4	Allenberger	F	50 [3,11,12]	22	37
WR 100 The Modern Novel	4	Ress	F	25 [3,11,12]	30	29
WR 100 Global Documentary	4	Edwards	F	25 [2,4,11,12]	35	33
WR 100 Imagining the Middle East	4	Hiltner	F	33 [1,3,11,12]	31	33
WR 100 Modern Novella	4	Ress	F	25 [3,11,12]	45	31
WR 100 The World's Waters	4	Rodriguez	F/S	25	35	29
WR 100 Globalization: The Promise and the Reality	4	Weberling	S	33	19	20
WR 100 Dreams of Universal Languages	4	Schaaf	F/S	33 [1,3,11,12]		
WR 100 Africa and the West	4	Walsh	F	100	35	33
WR 100 Into Africa: Lit of Sub-Saharan Africa	4	Hutchins	F/S	100	33	28
WR 150 Global Voices	4	Allenberg	F/S	33 [1,3,11,12]	19	20
WR 150 Travel Literature	4	Adair	F	33 [1,3,11,12]	35	31
WR 150 Racism in Public Health Research	4	Smith	S	40 [1,11,12]	15	18
WR 150 The Vernacular in World Literature	4	Walsh	F	50 [1,3,11,12]	25	19

WOMEN'S GENDER AND SEXUALITY STUDIES

WS 348 Women in International Development	4	McSweeney	S	60	27	35
WS 351 Women, Islam, and Politics	4	Staff	F/S	100		
WS 360 Global Feminism	4	Baiser	F	25	30	16

COLLEGE OF FINE ARTS

DA 179 Afro-Jazz Dance	4	Allen	F/S	100	37	64
MU 248 Popular Music: World Beat	4	Cornelius		50 [1,3,11]		
MU 341 *Music of the Nile River	4	Abe	S	100		
MU 350 Musical Cultures of the World: Ethnomusicological Perspectives on Music.	4	Abe		50 [1,3,11]	3	6

COURSE TITLE		CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
MU 351	Topics in World Music	4	Heimarch	F	33	16	14
MU 432	Rhythms of the World: West Africa	4	Camara		100	1	X
MU 567	World Music Ensemble	4	Haas		75 [1,3,11]	15	22
COLLEGE OF COMMUNICATION							
CM 728	International Public Relations	4	Wright		25 [1,5,10,12]		
JO 516	Foreign Reporting	4	Kinzer	F/S	25 [1,5,10,12]	22	24
JO 552	Field Placement: Kenya	4	Donahue		100	8	X
METROPOLITAN COLLEGE							
AD 603	Developing Markets for Cultural Tourism	4	Mendinger	F	25 {1,5,10,11,12}	15	18
AD 650	Economic Development via Tourism	4	Mendinger	S	100	27	26
AD 758	Eco-Tourism	4	Mendinger	S	25 [1,5,10,11,12]	18	14
AD 767	Culture and Development	4	Mendinger	S	33 [1,5,10,11,12]	9	
HI 390	Modern Africa	4	Waya	S	100	17	19
HI 589	* Nature's Past: Histories of Environment and S	4	McCann	F	25 [1,5,7,10]		
ML 692	Developing Markets for Cultural Tourism	4	Mendinger	F	25 [1,5,10,11,12]	4	4
ML 720	*Food and Public Policy	4	Messer	F	60	20	12
SARGENT COLLEGE							
HS 363	* Unnatural Causes: Beyond Germs and Genes	4	O'Keefe	F	50 [1,3,11,12]	58	67

COURSE TITLE CR FACULTY SEM. % CONTENT 2012/13 Enrollment 2013/14 Enrollment

SCHOOL OF EDUCATION

AP 620	History of Education	4	Glenn	S	25 [2,5,10,12]	8	12
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SCHOOL OF LAW

JD 707	Human Trafficking	4	Dahlstrom	F	25	10	8
JD 765	African Parliaments Drafting Clinic	4	Kealy	F	100	3	4
JD 767	Africa Issues-Parliaments Drafting & Policy Clinic	6	Seidman	F/S	100		
JD 827	Principles and Practices of Restorative Justice	4	Porter	S	50 [1,5,8,12]	16	9
JD 869	Islamic Law and Human Rights	4	Waters	F	75 [5,8,11,12]	5	
JD 875	Human Rights: Institutions and Authority	4	Akram	F	25 [5,8,11,12]		7
JD 915	Law and Development	4	Seidman	F	50 [5,8,11,12]	9	
JD 948	Comparative Constitutional Law	4	Eberle	F	25 [1,5,8,12]		9
JD 975	International Human Rights	2	Akram	F	25		8
JD 991	Human Rights Clinic	2	Akram	F	25	3	17
JD 996	Responses to Mass Violations of Human Rights	2	Shugarman	S	33 [1,5,8,11,12]		

SCHOOL OF MEDICINE

MA 622	Religion and Public Health	4	Laird	S	25		5
MA 682	Islamic Medicine and Healing	4	Laird	F	33	3	X
MA 720	World Religions and Healing	4	Barnes	F	25		15
MA 732	Applied Anthropology	4	Barnes	F	25	5	X
MA 734	Ethnography for Medical Anthropology	4	Barnes	F	25		8
MA 735	Writing Ethnography	4	Barnes	S	25		5
MC 790	Global Maternal and Child Health Lesotho Internship	4	Staff	F/S	100	3	4

SCHOOL OF PUBLIC HEALTH

	COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
EH 735	Environmental Determinants of Infectious Disease	2	Van Severter	F	50 [1,5,6,7,8]	22	17
EH 745	Waste Water and Health	2	Orlando	S	25 [1,5,6,7,8]	13	20
EH 749	Global Environmental Health	4	Peters	F	30 [1,5,6,7,8]	4	X
EH 780	Great Calamities	4	Webster	S	25 [1,5,6,7,8]	16	4
EH 806	Dev & Environ in Dev Countries	4	Clapp	F	50 [1,5,6,7,8]	12	X
EP 764	Epidemiology and HIV/AIDS	2	Horsburgh	F	33 [1,5,6,7,8]	27	31
EP 784	Epidemiology of Tuberculosis	2	Horsburgh	S	25 [1,5,6,7,8]	27	29
EP 771	Topics in Epidemiology: The Changing HIV Pandemic	4	Cozier	Su	50 [1,5,6,7,8]		X
IH 700	Health in Lower Income Countries	4	Foster	F	33 [1,5,6,7,8]		
IH 703	Global Public Health: History	4	Bicknell	F	33 [1,5,6,7,8]		75
IH 704	International Public Health	4	Bicknell	F/S	25 [1,5,6,7,8]	126	109
IH 707	Field Study in Kenya	6	Levinson	Su	100 [1,5,6,7,8]	29	27
IH 719	Community-based Health Dev Concepts	4	Cox	F	40 [1,5,6,7,8,12]		X
IH 720	Social/Behavioral Sci in Int Public Health	4	Deardon	F/S	30 [1,5,8,11,12]	124	102
IH 725	Teaching Public Health: Design/Learning	2	Vanderschmidt	F/S	25 [1,5,6,7,8]		X
IH 731	Designing/Leading Health Care Orgs	4	Javitch	F	40 [1,5,6,7,8]		X
IH 735	Power, Gender, and Development	2	Messersmith	S	40 [1,5,8,11,12]	19	37
IH 736	Current Issues in International Health	2	Foster	S	50 [1,5,8,11,12]		X
IH 741	Internat Health Consultation Techniques	2	Feeley	S	40 [1,5,6,7,8,12]	25	25
IH 743	Implementing Health Programs in Developing Coun	4	Bryant	F/S	75 [1,5,6,7,8]	49	25
IH 745	Monitoring and Eval of Internat Health	4	Miller	S	30 [1,5,6,7,8,12]	65	59
IH 749	Health Mgmt for Dev Countries	4	Vian	S	40 [1,5,6,7,8]		X
IH 753	Beyond Reproductive Health	4	Maine	F	25	23	23
IH 755	Managing Disasters & Complex Emergencies	3	Onyango	S	40 [1,5,8,11,12]	25	37
IH 757	Preventing Corruption in Int Programs	2	Vian	S	50 [1,5,6,7,8]	25	24
IH 758	Mental Health in Low-Resource Countries	2	Murray	F	25 [1,5,6,7,8]		X
IH 762	Essentials of Economics for International Health	4	Larson	S	33 [1,5,6,7,8]	16	11
IH 764	Impact & Soc Response to HIV/AIDS	2	Simon	S	50 [1,5,8,11,12]		X
IH 766	Reproductive & Sexual Health in Disaster Settings	3	Onyango	Su	50 [1,5,6,7,8,12]	14	12
IH 770	Poverty, Health, and Development	4	Larson	S	50 [1,5,6,7,8]	27	17
IH 771	Program Mang in Low-Resource Settings	2	Laing/Simon/Dearde	F	33 [1,5,6,7,8]		X

COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
IH 773 Financial Management for Internat Health	4	Vian	F/S	25 [1,5,6,7,8]	59	60
IH 781 Nutrition and Public Health in Lower Income Countr	4	Dearden	F	50 [1,5,6,7,8]	14	14
IH 790 Leading Organizations to Achieve the Millenium Development Goals for Health		Wolff	Su	50 [1,5,6,7,8]		
IH 792 Capacity, Cost, and Need	4	Feeley	F	33 [1,5,6,7,8]	9	
IH 795 Impact of the Global AIDS Epidemic	4	Messersmith	S	50 [1,5,6,7,8]	30	31
IH 803 Antimicrobial Resistance	2	Kaplan	F	25 [1,5,6,7,8]	20	
IH 805 Controversies in Global Eradication	2	Hamer/Yeboah Antw	S	33 [1,5,8,11,12]	17	
IH 820 Promoting Rational Pharmaceutical Use	4	Kaplan	S	33 [1,5,6,7,8]	19	
IH 830 Human Resource Mgmt for Dev Countries	4	Laing	F	30 [1,5,6,7,8]		
IH 840 Advanced Mortality Analysis for Public Hlth	2	MacLeod	S	50 [1,5,6,7,8]		
IH 870 Managing Disasters & Complex Emergencies	8	Onyango	Su	50 [1,5,6,7,8,12]	12	
IH 880 Non-Communicable Diseases in Dev World	4	Tozan	S	33 [1,5,6,7,8]	14	21
IH 881 Pop Dynamics and Repro Health Programs	4	Bachman	F	25 [1,5,8,11,12]	18	9
IH 885 Global Trade, Intellectual Property, and Public Health	2	Kaplan		25 [1,5,6,7,8]	12	13
IH 887 Maternal Hlth Pgms in Dev Countries	4	Laing	F	30 [1,5,6,7,8]	26	24
IH 888 Seminar: International Health Policy Issues	2	Foster	S	50 [1,5,8,11,12]	10	8

SCHOOL OF SOCIAL WORK

MP 778 Development, Social Welfare and Culture in Mali, West Africa

S 100

X

SCHOOL OF THEOLOGY

TC 851 Preaching and Worship in Af-Am Trad

F 25 [1,3,12]

X

TH 848 Emergence of Church in the Third World

S 33 [1,5,8,11]

X

TH 930 Historical Missiology

F 50

5

TH 910 History of the Christian Mission

F 25 [1,5,8,11]

X

TH 817 Early Christianity

S 50

6

TH 847 Global Christianity

S 33

X

TH 922 Narrative of African Historical Experience

F 100

	COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
TM 815	Christian Missions	4	Robert	S	50	27	X
TM 853	Mission Enacted: International NGOs	4	Parsons	F	50 [1,3,5,12]		14
TM 858	Resiliency and Development	4	Parsons	F	75 [1,3,5,12]		6
TM 860	African Traditional Religions	4	Daneel	S	100		
TM 863	African Christian Theology	4	Daneel	F	100		
TM 963	African Christianity	4	Daneel	F	100	1	X
TS 862	Global Ethics	4	Hart	F	33 [1,3,5,11]		5
TS 863	African American Ethical Leadership	4	Fluker	F	25		5
TS 877	Principles and Practices of Restorative Justice	4	Porter	S	50 [1,5,8,12]	18	12
TS 962	Global Ethics	4	Hart	F	33 [1,3,5,11]		2
TS 991	Directed Studies on Missions	4	Robert	F/S	50	9	12
TT 818	Development of Christian Thought	4	Rambo	S	25 [1,3,5,11]		X
TX 800	Magical Texts #	4	Frankfurter	F	30	3	X
TX 836	Women, Gender, and Islam #	4	Ali	S	25	2	X
TX 844	Sufism #	4	Purohit	F	33		X
TX 845	Islamic Law #	4	Ali	F	25	2	
TX 847	Muslim Societies: An Interdisciplinary History #	4	Chehabi	F	40		1
TX 883	*Religion in Precolonial Africa #	4	Thornton	S	100	3	X
TOTAL						4871	4532

COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2012/13 Enrollment	2013/14 Enrollment
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KEY

- * = Course Supported by NRC Funds
- CR = Course Credits
- SEM= Semester Course Offered
- % = Percent Africa Content of Course
- X = Course Expected to be Offered 2010/11
- # = Crosslisted Course

AFRICA CONTENT

- 1 = Readings on Africa required
- 2 = Readings on Africa optional
- 3 = Readings by African authors required
- 4 = Readings by African authors optional
- 5 = Focus on African case studies
- 6 = Focus on African research practices
- 7 = Focus on African research results
- 8 = Focus on distinct African region(s)
- 9 = Africa-focused research required
- 10 = Africa-focused research optional
- 11 = Focus on African cultural theme
- 12 = Focus on African social practices

APPENDIX III
BOSTON UNIVERSITY
AFRICAN STUDIES CENTER FACULTY

MARIE ABE	1
KEHINDE AJAYI	1
BETTY S. ANDERSON	2
MARY BACHMAN DESILVA	2
KATHRYN BARD	3
LINDA L. BARNES	3
JENNIFER BEARD	4
CYNTHIA BECKER	4
KHEIREDDINE BEKKAI	5
RUHA BENJAMIN	5
CELIA BIANCONI	6
ALLISON BLAKELY	6
JACOB BOR	7
LAURENCE BREINER	7
BARBARA B. BROWN	8
SHELLY M BROWN	8
MALCOLM BRYANT	9
EDOUARD BUSTIN	9
OLILE CAZENAVE	10
IAIN COCKBURN	10
RICHARD CLAPP	11
NETA CRAWFORD	11
JOANNA DAVIDSON	12
ANDRE DE QUADROS	12
KIRK DEARDEN	13
JEEREMY DE SILVA	13
MICHAEL C. DIBLASI	14
ANNE DONOHUE	14
CHARLES DUNBAR	15
JERROLD ELLNER	15
SUSAN EVE ECKSTEIN	16
FAROUK EL-BAZ	16
RANDALL P. ELLIS	17
FRANK (RICH) FEELEY	17
STANLEY Z FISHER	18
WALTER E. FLUKER	18
SUSAN FOSTER	19

MATHEW FOX	19
DAVID FRANKFURTER	20
IRENE L. GENDZIER	20
CHRISTOPHER J. GILL	21
SUCHARITA GOPAL	21
CHARLES L. GRISWOLD	22
ROY GRUNDMANN	22
MARILYN HALTER	23
KAREN JACOBSON	23
GABRIELLE A JACQUET	24
NAFISA HALIM	24
DAVIDSON H. HAMER	25
JOHN R. HARRIS	25
LINDA H. HEYWOOD	26
JOHN HUTCHISON	26
WARREN KAPLAN	27
SAM KAUFFMANN	27
LESLIE KAUFMAN	28
SEAN KEALY	28
GERALD T. KEUSH	29
GISELLE KHOURY	29
MAGALY KOCH	30
SANJAY KRISHNAN	30
RICHARD LAING	31
KEVIN LANGERGRABER	31
BRUCE LARSON	32
PAMELA LIGHTSEY	32
MARGARET LITVIN	33
ROBERT LOFTIS	33
RODRIGO LOPES DE BARROS	34
NOORA LORI	34
TIMOTHY LONGMAN	35
ROBERT E.B. LUCAS	35
WILLAM B. MACLEOD	36
ZOLISWA O. MALI	36
JAMES C. MCCANN	37
BRENDA GAEL MCSWEENEY	37
ELIZABETH MEHREN	38
SAMUEL MENDLINGER	38
ELLEN MESSER	39
LISA J. MESSERSMITH	39

GESINE MEYER-RATH	40
JUDITH M. MMARI	40
LAWRENCE MWANANYANDA	41
MARY CATHERINE O'CONNOR	41
FALLOU NGOM	42
MONICA ADHIAMBOONYANGO	42
ELEEN B. O'KEEFE	43
ELIZABETH PARSONS	43
PETER D. QUELLA	44
FRANCES ELZABETH RESTRICK	44
RONALD K. RICHARDSON	45
DANA L. ROBERT	45
WILFRID ROLLMAN	46
SYDNEY ROSEN	46
LORA SABIN	47
ANN SEIDMAN	47
NANCY SCOTT	48
MARY H. SHANN	48
PARKER SHIPTON	49
CAROLY SHUMWAY	49
JONATHON LEE SIMON	50
MICHAEL SORENSON	50
CHARLES R. STITH	51
JOHN STONE	51
DONALLD M. THEA	52
JOHN K. THORNTON	52
SUSHIL VACHANI	53
HANNELORE VANDERSCHMIDT	53
TARYN VIAN	54
SUSAN WALKER	54
CHRIS WALSH	55
BRENDA WANING	55
DAVID M. WESTLEY	56
ROBERTA F. WHITE	56
MICHAEL WOLDEMARIAM	57
DIANA WYLIE	57
KOJO YEBOAH-ANTWI	58
MUHAMMAD H. ZAMAN	58

MARIE ABE

Ph.D. Ethnomusicology, University of California, Berkeley. MA Ethnomusicology, University of California, Berkeley.
BA, Sociology/Anthropology/Ethnomusicology, Swarthmore College.

Academic Experience

Assistant Professor of Music, Musicology, Ethnomusicology, Boston
University Department of Music and Asian Studies, University of California
Berkeley Department of Anthropology, Harvard University

Research and Teaching

Politics of space and sound, critical cultural theory and Japanese popular
performing arts.
Performs and records in an Ethiopian Jazz ensemble called Debo
Band. Organizes various classes and events for the Nile Project (spring 2015)

Overseas Experience

Tanzania, Thailand, Bali, Japan

Selected Publications

2011

Sounding Imaginative Empathy: Chindon-ya's affective economy of the
Streets of Osaka. Sound, Space and Sociality in Modern Japan (Routledge)
Chindon-ya – A live musical advertisement practice in Japan. Forthcoming
Squeezebox Stories Fall 2011. National Public Radio documentary.

Time devoted to African Studies teaching, research or consulting: 10%

KEHINDE AJAYI

Ph.D. 2011, Economics, University of California, Berkeley B.A. 2005, (Honors) Economics, Stanford University

Academic Experience

2011 – present

Assistant Professor, Economics, Boston University

Languages

French, Yoruba, Kiswahili

Overseas Experience

Kenya, Ghana, Nigeria

Research and Teaching

Economics of Less-Developed Regions
Development Strategy
Topics in Economic Development

Selected Publications

2013

School Choice and Educational Mobility: Lessons from Secondary School
Applications in Ghana.

2013

Does School Quality improve Student Performance? New Evidence from Ghana.

2013

Gender Parity and Schooling Choices. With Marris Buessing.

Awards

Weiss Family Program Fund 2013

Fulbright Fellowships, Abuja and Ibadan, Nigeria, 2005-2006

Time devoted to African Studies teaching, research or consulting 75%

BETTY S. ANDERSON

Ph.D. 1997 University of California, Los Angeles, M.A. 1991 University of California, Los Angeles, Advanced Arabic Program 1993 University of Jordan, B.A. 1987 Trinity College, Hartford, CT

Academic Experience

1999 – present Associate Professor, History, Boston University
1997 – 1999 Lecturer, UCLA History Department
1993 – 1994 Fulbright Grant, Amman, Jordan

Languages Arabic

Overseas Experience Jordan, Lebanon

Research and Teaching Political History of North Africa and the Near East

Selected Publications

2005 *History Handbook*, with Carol Berkin. (Boston: Houghton-Mifflin).
2009 *American University of Beirut (AUB): America's Religious and Educational Legacy in the Middle East* (University of Texas Press).
2011 *The American University of Beirut: Arab Nationalism and Liberal Education* (Austin: University of Texas Press).

Time devoted to African Studies teaching, research or consulting: 25%

MARY BACHMAN DESILVA

D.Sc. Harvard School of Public Health, M.Sc. Harvard School of Public Health, M.S. Georgetown University

Academic Experience

2005 – present Assistant Professor, Global Health and Development, Boston University

Languages French, German

Overseas Experience The Gambia, South Africa, Francophone West Africa, China, Vietnam

Research and Teaching Early child health and subsequent morbidity and mortality in a rural area of the Gambia. Longitudinal study of orphan welfare in the Ladysmith Region of KwaZulu Natal. Demography, infectious disease epidemiology, maternal and child health, the socioeconomic impact of HIV/AIDS, and nutrition in developing countries. Teaches Applied Research Methods, Research Proposal Development.

Time devoted to African Studies teaching, research or consulting: 75%

KATHRYN BARD

Ph.D. 1987 (Egyptian Archeology) University of Toronto, M.A. 1976 University of Toronto, M.A. 1974 University of Michigan, M.F.A 1971 Yale University, B.A. 1968 Connecticut College

Academic Experience

1988 – present Professor, Department of Archaeology, Boston University

Languages

French (2)

Overseas Experience

Egypt, Ethiopia

Research and Teaching

Late Prehistory of Egypt and Near East, rise of complex society in Ethiopia, and Egypt social evolution and the origin of the state. Mersa/Wadi Gawasis, Egypt: a paranoiac harbor on the Red Sea.

Selected Publications

2007 Bard, K.A. & R. Fattovich, eds. *Harbor of the Pharaohs to the Land of Punt. Archaeological Investigations at Mersa/Wadi Gawasis, Egypt 2001-2005*. Naples: Università degli Studi di Napoli l' Orientale.

2008 *An Introduction to the Archaeology of Ancient Egypt* (Oxford: Blackwell).

Distinctions:

Chairman's Award, National Geographic Society, 1998.
Fellow, American Academy of Arts & Science, 2010
BU University Lecturer, 2011

Time devoted to African Studies teaching, research or consulting: 90%

LINDA L. BARNES

Ph.D. 1996 Harvard, M.A. 1977 Northampton, B.A. 1974 Smith College, M.T.S (1983) Harvard Divinity School

Academic Experience

2004 – Present Associate Professor, Department of Pediatrics, B.U. School of Medicine
1999 – 2002 Assistant Professor, Social and Behavioral Sciences, Boston University School of Public Health

2001 Director and Editor, Boston Healing Landscape Project Website: Curricular resources for the study of African and African Diaspora cultures, religious worldviews, and complementary / alternative healing practices

Languages

Spanish (4), French (3), Latin (2), Portuguese (2), Italian (2) German (2).

Overseas Experience

Haiti

Research and Teaching

Herbal Medicines in Haitian and Latino Communities, Chinese Healing Practices in the context of American Religions and Medicines

Recent Publications

2008 The Unspoken, the Spoken, and the Affirmed: Meanings of Healing, Same-Gender-Loving African Americans, and Black Churches. In *Faith, Health, and Healing in African American Life*. Stephanie Y. Mitchem and Emile M. Townes. New York: Praeger, pp. 128-144.

Time devoted to African Studies teaching, research or consulting: 25%

JENNIFER BEARD

Ph.D. English Literature, University of New Hampshire, MA Ohio University, MPH, Boston University School of Public Health

Academic Experience

Assistant Professor, School of Public Health, Boston University

Overseas Experience

Ukraine, Vietnam, Zambia

Teaching and Research

Teaches courses in professional and scientific writing. Her research interests include the health and well-being of orphans and vulnerable children in low and middle income countries, The social impacts of HIV/AIDS, and human resource capacity strengthening.

Selected Publications

2012

Bryant, M., Beard J., Sabin L., Brooks, M.I., Scott, N., Larson, B.A., Biemba, G., Miller, C., Simon J. PEPFAR's support for orphans and vulnerable children: Some beneficial effects, but too little data, and programs spread thin. *Health Aff* (Millwood).

2011

McDougal L., Beard J. "Revisiting sphere: New standards of service delivery for new trends in protracted displacement." *Disasters* 35(1): 87-101 *PubMed*

Time devoted to African Studies teaching, research or consulting: 30%

CYNTHIA BECKER

Ph.D. 2000 University of Wisconsin-Madison, M.A. 1991 University of Wisconsin, B.A. 1987 University of New Orleans, 1997 Certificate in African Studies, University of Wisconsin-Madison

Academic Experience

2009 – present

Associate Professor of Art History, Boston University

2005 – 2009

Assistant Professor, Art History Department, Boston University

2000 – 2005

Assistant Professor, Art History, University of St. Thomas Minnesota

Languages

Moroccan Colloquial Arabic (4), French (4), Tamazight (2)

Overseas Experience

Morocco, Niger, Senegal, Tunisia, Algeria, Mali

Research and Teaching

Arts of Africa, Art and the African Diaspora, Islamic Art in Africa, Women's Art in Cross-Cultural Perspective, Contemporary African Art, African Architecture

Selected Publications

2013

"Performing Africa in New Orleans," co-authored with Rachel Breunlin and Helen A. Regis. *African Arts* 46, no. 2, 12-21.

2009

Desert Jewels: Jewelry and Photography from the Xavier Guerrand-Hermès Collection (New York: Museum for African Art).

Grants and Awards

2009 – 2010

Fellow, Radcliffe Institute for Advanced Study

Time devoted to African Studies teaching, research or consulting: 90%

KHEIREDDINE BEKKAI

M.A. 2000 Université De La Sorbonne Nouvelle, Paris III (France), B.A. 1998 Université Paris Sorbonne, Paris IV (France)

Academic Experience

Fall 2006 – Present Senior Lecturer in Arabic
Boston University, Boston, Massachusetts
2002-2005 Visiting Assistant Professor
Tulane University, New Orleans, Louisiana

Languages

English (native), French (native) Arabic (native), Spanish (beginner) German (advanced)

Teaching and Research

Introduction to Arabic literature, Arab Culture, and three levels of the Arabic language.

Selected Publications

Pour Magazine – Articles on political, economic and social situations in Algeria during the 90's.
Francais du Monde Magazine – French expatriates working in risky environments, particularly in Africa.

Time devoted to African Studies teaching, research or consulting: 50%

RUHA BENJAMIN

Ph.D. and MA, 2008 Sociology, University of California, Berkeley, BA Sociology and Anthropology, Spelman College, 200

Academic Experience

Assistant Professor, Sociology and African American Studies,
Boston University

Overseas Experience

South Africa, India, Mexico

Teaching and Research

Science, medicine and biotechnology; the construction and naturalization of racial and gender taxonomies, science policy, public health, and social theory

Selected Publications

Forthcoming *People's Science. Reconstituting Bodies and Rights on the Stem Cell Frontier* (Stanford University Press).

Time devoted to African Studies teaching research or consulting: 25%

CELIA BIANCONI

Ph.D. Lesley University, MA University of Illinois Urbana, BA Faculdades Integradas Alcantara Machado (Brazil)

Academic Experience

2011 – Present Lecturer in Portuguese; Head, Portuguese Language Program,
Organizer for STARTTalk Portuguese program

Courses Taught: Portuguese language courses

Languages: Portuguese

Overseas Experience: Brazil, Portugal

Time devoted to African Studies Teaching, research or consulting: 25%

ALLISON BLAKELY

Ph.D. 1971 University of California Berkeley, M.A. 1964 University of California Berkeley, B.A. 1962 University of Oregon

Academic Experience

2001 – Present Professor of European and Comparative History, Boston University

2002 (March) Visiting Professor, Centre d' Études Africaines, École des ÉHautes Études en Sciences
Sociales, Paris.

1971 – 2001 Assistant Professor - Professor, Howard University

Languages Russian (3-4), Dutch (3-4), French (2), German (1)

Overseas Experience Ghana, Senegal, Ivory Coast, Brazil, Russia, Germany, Western Europe,
England, Viet Nam, Japan, Thailand, Australia

Research and Teaching European and African Diaspora history, Racial Thought, Modern Revolutions

Selected Publications

2006 “West African Contributions to the Dutch Empire,” in Akua Sarr, Edris
Makward et al., eds., *The Histories, Languages, and Cultures of West Africa:
Interdisciplinary Essays* (Lewiston, N.Y.: Edwin Mellen Press), pp. 131-49.

Time devoted to African Studies teaching research or consulting: 25%

JACOB BOR

ScD, SM Harvard University School of Public Health

Academic Experience

2013 – Present

Assistant Professor in Global Health, Boston University School of Public Health

Research and Teaching

Economic spillover effects of HIV treatment on patients, households, and communities; decision-making in HIV-endemic risk environments; population health impacts of social policy; and causal inference in public health research.

Selected Publications

2013

Bor J., Herbst, A.J., Newell, M.L., Barnighausen, T. “Increases in adult life expectancy in rural South Africa: Valuing the scale-up of HIV treatment.” *Science* 2013 Feb 22; 339(6122): 961-5.

2012

Bor, J., Tanser, F., Newell, M.L., Barnighausen, T. In a study of a population cohort in South Africa, HIV patients on antiretrovirals had nearly full recovery of employment. *Health Aff* (Millwood). 2012 Jul; 31(7):1459-69.

Time devoted to African Studies Teaching, research or consulting: 75%

LAURENCE A. BREINER

Ph.D. 1973 Yale University, M.Phil. 1971 Yale University, B.A. 1968 Boston College

Academic Experience

2000 – Present

Professor, English Department, Boston University

1981 – 2000

Associate Professor of English, Boston University

Languages

Latin, Greek, French, German, Italian

Overseas Experience

Caribbean, Japan, South East Asia

Research and Teaching

Postcolonial literature and Theory, West Indian literature, Caribbean Fiction and Poetry, New lands, Old Gods: West African myth in literature of Africa and the Americas, Nigerian literature

Selected Publications

2008

Black Yeats: Eric Roach and the politics of Caribbean Poetry.
(Peepal Tree Press).

1998

An Introduction to West Indian Poetry (Cambridge University Press)

Forthcoming

“Orality and Decolonization in West Indian Poetry: The
Chemistry of Presence.”

Time devoted to African Studies teaching, research or consulting: 10%

BARBARA BROWN

Ph.D. 1979 Boston University, M.A. 1971 Boston University, A.B. 1968 Smith College.

Academic Experience

1990 – Present Outreach Director, Boston University.
1987 – Present Global Education Consultant on Africa

Languages French (3), Spanish (3), Setswana (1)

Overseas Experience Botswana, Kenya, Tanzania, Benin, South Africa, Egypt

Research and Teaching Southern African politics, curriculum writing in social studies
African Society Institutes (K-12 teachers)

Selected Publications Articles in International Relations and Comparative Politics: in *Women and Development in Africa*, *Journal of Southern African Studies*, *African Affairs*, *Botswana Notes and Records*, *New Political Science*.

Articles on aspects of Global Education in Faces; Social Education; Social Studies and the Young Learner.

DVD: What Do We Know about Africa? DVD: Inside Africa: Introducing the Continent & Its People Educational Posters: “How Big Is Africa?”, “Do Africans See Wildlife: their answers may surprise you” PowerPoint Curriculum: “Medieval Africa: Ghana and Mali.”

Awards Fulbright-Hays Group Projects Abroad to Egypt and Tanzania, 2010.

Time devoted to African Studies teaching, research or consulting: 100%

SHELLY M. BROWN

MPH International Health, Boston University, Boston, MA B.A. Political Science, Emory University, Atlanta, GA

Academic Experience

2009 – Present Clinical Instructor, Sargent College, Department of Health Services

Research and Teaching Co-Investigator on Multi-site prospective epidemiologic investigation of Cardiovascular Disease (CVD) - both rural and metropolitan Abuja, Nigeria in 5 clinical sites.

Invited to attend events related to United Nations High Level Meeting on non-Communicable disease to represent study, including meeting with Nigerian Minister of Health minister C.O. Onyebuchi Chukwu

Selected Publications

2013 Brown, S.M., Monahan, A, Daniels, J.E., Type-2 diabetes in Belize: A cross-sectional study and holistic approach to increasing health education. *International Public Health Journal*, 2013;5(3).

2013 Brown, S.M., Monahan, A, Daniels, J.E. *Type-2 diabetes in Belize: A cross-sectional study and holistic approach to increasing health education: Building Community Capacity: Case Examples from Around the World*. Hauppauge, NY: Nova Science Publishers.

Time devoted to African Studies teaching, research or consulting: 50%

MALCOLM BRYANT

MD University of London, MA Public Health, Harvard University

Academic Experience

Clinical Associate Professor, School of Public Health
Research Associate Center for Global Health and Development, Boston
University School of Public Health

Languages

French

Overseas Experience

Rwanda, Democratic Republic of the Congo, Zimbabwe, Cameroon, Haiti.

Research and Teaching

Manager of research program seeking to improve quality and coverage of services to orphans and vulnerable children around the world through applied, operations, and evaluation research.

Selected Publications

2013

Mary H. Shann, Malcolm H Bryant, Mohamad I Brooks, Paul Bukuluki, Denis Muhangi, Joe Lugalla, Gideon Kwesigabo. "The Effectiveness of Educational Support to Orphans and Vulnerable Children in Tanzania and Uganda." *ISRN Public Health*.

2013

Micah Rae Pepper, Juan Guillermo Perez, Juan Carlos Villar, Malcolm Bryant. "Treatment Patterns and their Relation to the Diagnosis of Chagas Disease in Patients with Heart Failure 2001-1022: Bogota, Colombia." *Global Journal of Medicine and Public Health*.

Time devoted to African Studies teaching, research or consulting: 90%

EDOUARD BUSTIN

1953 Cand. Phil & Littres, Universite de Liege. 1956 Docteur en Droit, Universite de Liege (cum laude). 1957 Lic. En Sciences Diplomatques, Universit de Liege.

Academic Experience

1963 – Present

Professor of Political Science, Boston University, (Emeritus)

1993 – Present

Director, Francophone Africa Research Group (GRAF)

2005 – Present

Coordinator, Walter Rodney Seminar Series

Languages

French, Spanish, Italia, German, Dutch, Swedish, Portuguese, Afrikaans

Overseas Experience

DR Congo, Cameroun, Gabon, Zaire, Burundi, Ivory Coast, Senegal, South Africa

Research and Teaching

Francophone Africa, Southern Africa, Africa in International Relations

Selected Publications

2007

Africa Contemporary Record, 1976-1977 & following years through 2002-2004, ed. Colin Legum, London: Rex Collings & New York: Holmes and Meier. 1977 through 2007. Yearly sections on Zaire/Congo under various titles (ca. 415p).

2002

"Remembrance of Sins Past: Unraveling the Murder of Patrice Lumumba, in Congo between Crisis and Renewal." *Review of African Political Economy*, 93-94, pp. 537-560.

Distinctions

1991

Officier de l'Ordre des Palmes Academiques (France)

Time devoted to African Studies teaching, research or consulting: 100%

ODILE CAZENAVER

Ph.D. 1988 The Pennsylvania State University, M.A. 1985 The Pennsylvania State University,
B.A. 1985 University of Strasbourg

Academic Experience

2008 – Present Professor of French, Romance Studies, Boston University
September 2009 – Present Head of the French Section, Romance Studies, Boston University
2008 – 2009 Director of Studies, Boston University Program, Paris
Summers 2006, 2007, 2008 Director of Boston University Program in Dakar

Languages

French (native), Spanish (4), Modern Greek (3) German (2), Wolof (1)

Overseas Experience

Cameroon, Senegal

Research and Teaching

Francophone Literature and Cinema (esp. African, Caribbean, Maghrebi,
Indian Ocean); Modern French Literature and Culture; Feminist/Gender and
Postcolonial Theory

Selected Publications

2013 Dictionnaire Universel des Creatrices, Director of section African Literature
(Editions Des Femmes/Antoinette Fouque).
2013 Anthologie de la nouvelle, selection and presentation of texts (Cle international).
2011 *Contemporary Francophone African Writers and the Burden of Commitment*
(Charlottesville and London: University of Virginia Press; Co-author Patricia
Celerier, Vassar College).

Time devoted to African Studies teaching research or consulting: 90%

IAIN COCKBURN

Ph.D. 1990 Harvard University, A.M. 1987 Harvard University, B.A. 1984 University of London

Academic Experience

1999 – Present Professor of Finance & Economics, Boston University School of Management
1989 – 1999 Assistant/Associate Professor, Faculty of Commerce, University of British
Columbia

Languages

English, French

Overseas Experience

Resident of Zambia, 1960-1969; Africa Community
Publishing and Development, Harare Zimbabwe, 2004

Research and Teaching

Research on Intellectual Property and Drug Pricing; Global Clinical Trials

Recent or Selected Publications

2008 “Pharmaceuticals.” In D. Mowery, J. Macher and S. Merrill, eds., *Globalization of
Innovation: U.S. Firms Competing in a New World*. National Academies Press, Washington
DC. pp. 207-230.
2009 “Intellectual Property Rights and Pharmaceuticals: Challenges and Opportunities
for Economic Research.” In *The Economics of Intellectual Property. Suggestions
for Further Research in Developing Countries and Countries with Economies in
Transition*. (World Intellectual Property Organization, Geneva).

Time devoted to African Studies teaching research or consulting: 10%

RICHARD W. CLAPP

Sc.D. 1989 (Epidemiology), Boston University School of Public Health, M.P.H. 1974 Harvard School of Public Health, A.B. 1967 Dartmouth College

Academic Experience

2004 – 2007 Senior Environmental Health Scientist, Third Sector New England, Boston MA
2002 – Present Professor, Department of Environmental Health, Boston University School of Public Health
2007 – Present Adjunct Professor, U. Mass.- Lowell School of Health and Environment

Research and Teaching

Impact of pesticides on South African farm workers

Selected Publications

2004 Environment and disease: Vital intersection or contested territory. *Am J Law and Med.* Fall, 2004.
2008 Clapp R, Jacobs M, Loechler E. "Environmental and occupational causes of cancer: New evidence 2005-2007." *Rev Environ Health* 23:1-37, 2008.

Time devoted to African Studies teaching, research or consulting: 20%

NETA CRAWFORD

Ph.D. 1992 (Political Science), Massachusetts Institute of Technology, B. A. 1985 (with Honors) Brown University

Academic Experience

2005 – Present Professor, Department of Political Science, Boston University
2001 – Present Associate Professor (Research) Watson Institute for International Studies, Brown University
1993 – Present Associate Professor, Department of Political Science, University of Massachusetts, Amherst

Overseas Experience

South Africa

Research and Teaching

International Relations Theory and Security, US Foreign Policy, Economic Sanctions, humanitarian Intervention; Ethics, and International Organization, African and South African Foreign and Military Policy

Selected Publications

2002 *Argument and Change in World Politics; Ethics, Decolonization, and Humanitarian Intervention* (Cambridge: Cambridge University Press).
1999 *How Sanctions Work; Lessons from South Africa.* (London/New York; Macmillan/ St. Martin's Press) (With Audie Klotz eds.).

Time devoted to African Studies teaching, research or consulting: 10%.

JOANNA DAVIDSON

Ph.D 2007 Emory University, MA 2001 Emory University, BA (with honors) 1992 Stanford University

Academic Experience

2011- present Assistant Professor, Department of Anthropology, Boston University
2008 – 2011 Postdoctoral Fellow, States at Regional Risk Program, Emory University
2001 – 2003 Researcher, Guinea-Bissau, West Africa

Languages

Guinean Crioulo, Edjamat Diola

Research and Teaching

Peoples and Cultures of Africa, Introduction to Cultural Anthropology,
Social Science Research

Selected Publications

Forthcoming Davidson, J., *Sacred Rice; Identity, Environment and Development in Rural West Africa*.
Oxford University Press.
2012 Davidson, J., "Of Rice and Men: Climate Change, Religion and Personhood among the
Diola of Guinea-Bissau." *Journal of the Study of Nature, Religion, and Culture* Vol. 6,3:
363-381.
2012 Davidson, J., "Basket Cases and Breadbaskets: Sacred Rice and Agricultural
Development in Postcolonial Africa. *Culture, Agriculture, Food & Environment*, Vol. 34
(1): 15-32.

Time devoted to African Studies teaching, research or consulting: 80%

ANDRE DE QUADROS

M.Ed. 1991 La Trobe University, 2001 Graduate Certificate of Higher Education, Monash University. B.A. 1974 University
of Bombay, 1989 Graduate Diploma of Music, Victorian College of the Arts, 1981 Graduate Diploma of Movement and
Dance, University of Melbourne. 1979 Graduate Diploma of Humanities, La Trobe University.

Academic Experience

2001 – present Boston University Professor of Music; Director, School of Music, CFA; Chair,
Department of Music, CAS/GRS
1992 – 2001 Monash University [Australia] Associate Professor and Director of Music Performance
2000 – 2001 Australia Catholic University

Languages

English, Hindi, German, Konkani, French, Portuguese

Overseas Experience

Studies in India, Australia, Austria; worked throughout Asia, in southern Africa, most of
Europe

Research and Teaching

Music and public health; postcolonial choral music –
Africa and Asia; incarceration. Graduate course: Music of Africa

Selected Publications

Spice, Magic and Mystique: Choral Music of Southeast Asia (Carus Verlag, Germany)
Cambridge Companion to Choral Music (in preparation).

Awards

President's award for distinguished teaching: Monash University, Australia.

Time devoted to African Studies teaching, research or consulting: 15%

KIRK DEARDEN

Dr.PH. 1990 University of Alabama at Birmingham, M.P.H. 1988 University of Alabama at Birmingham, B.A. (Magna Cum Laude) 1987 Boston University

Academic Experience

2011 – present Deputy Chief of Party, Programs, Suaahara Project Helen Keller International
Associate Professor, Department of International Health
Boston University School of Public Health
Associate, Center for Global Health and Development
Boston University, Boston, MA
2007 – present
2002 – 2007 Associate Professor, Department of Health Science, Brigham Young University, Provo, UT

Overseas Experience

Africa: Benin, Ethiopia, Kenya, Mali, Sierra Leone, Zambia

Research and Teaching

Health in lower income countries; demography; social and behavioral sciences for international health; medical anthropology

Selected Publications

2010 Dearden KA, Lung'aho M for CARE/US (2010). Infant and young child feeding practices; a step-by-step guide to collecting and using data. Atlanta: CARE/US.
2006 De la Cruz N, Crookston BT, Dearden KA, Gray B, Ivins N, Alder S, Davis R. Who sleeps under bednets in Ghana?: a doer/non-doer analysis of malaria prevention behaviors. *Malaria Journal*. 5, 61.

Time devoted to African Studies teaching, research or consulting: 75%

JEREMY DESILVA

Ph.D. 2008 University of Michigan, Doctoral pre-candidate, Boston University, 2003-04, B.A. 1998 Cornell University

Academic Experience

2009 – Present Assistant Professor, Department of Anthropology, Boston University
2008 – 2009 Assistant Professor, Worcester State College, Worcester

Overseas Experience

Uganda, South Africa, Kenya, Tanzania, Ethiopia

Research and Teaching

Biological anthropology, locomotor habits of apes and human ancestors (hominins).

Selected Publications

2013 Desilva, J., Holt, K., Churchill, S., Carlson, K., Walkerk, C, Zipfel, B., Berger, L. “The lower limb and walking mechanics in Australopithecus sediba. *Science*. 340: 123999-1-123999-5
2012 DeSilva, J., Proctor, D., Ziipfel, B. A complete second metatarsal (StW 89) from Sterkfontein Member 4, South Africa. *Journal of Human Evolution*. 63: 487-496.

Awards and Grants

2012 The Leakey Foundation. The midtarsal break and locomotor diversity in early hominins.
2008 National Science Foundation Dissertation Improvement Grant for “Functional Morphology of the Talocrural Joint in Hominoids and Hominins- a Study of the Internal Structure of the Talus

Time devoted to African Studies teaching, research or consulting: 50%

MICHAEL C. DIBLASI

Ph.D. 1986 Boston University, M.A. 1976 Boston University, B.A. 1973 The Pennsylvania State University

Academic Experience

2006 – Present Publications Editor, African Studies Center, Boston University
2005 – Present Associate Director, Program for the Study of the African Environment, African Studies Center, Boston University
1995 – Present Adjunct Associate Professor of Archaeology, Archaeology Dept., Boston University

Languages

German (3), French (3), Swahili (2)

Overseas Experience

Ethiopia, Eritrea, Kenya, Nigeria, Uganda, Egypt

Research and Teaching

Late Holocene archaeology of eastern Africa (Ethiopia, Eritrea, Kenya); environmental history and human ecology; archaeological palynology; development of complex societies

Selected Publications

2012 “Aksum,” in Neil A. Silberman, ed., *The Oxford Companion to Archaeology*, Vol. 1.2nd Edition, New York: Oxford University Press, pp. 47-49.
2009 “Holocene Palaeovegetation of the Tigray Plateau in Northern Ethiopia from Charcoal and Stable Organic Isotopic Analysis of Ravines,” (With Tsige Gevru, Zewdu Eshetu, Tadesse Woldemariam, Nikki Strong, Mohamed Umer, Valery Terwilliger), *Palaeogeography, Palaeoclimatology, Palaeoecology*, 282: 67-80.
2008 “Spatial and spectral analysis of soil surface properties for an archeological area in Aksum, Ethiopia, applying high and medium resolution data” (With T. Schmid, M. Koch, M. Hagos), *CATENA* 75: 93–101.

Time devoted to African Studies teaching, research or consulting: 100%

ANNE DONOHUE

MA Tufts University, Fletcher School of Law & Diplomacy. MS, Boston University. BA University of Massachusetts, Amherst

Academic Experience

Teaches courses on radio, television, online reporting and writing courses
Co-leader Project Pamoja-Together

Selected Publications and Honors

2010 From Home to Homeland.
Contributor to NPR, BBC, WGBH and WBUR
2008 Fulbright Scholar Renmin University.

Awards

Bill and Melinda Gates Foundation recipient,
Bondo, Nyanza Province, Kenya

Time devoted to African Studies teaching, research or consulting: 25%

CHARLES DUNBAR

M.A. Columbia University, B.A. Harvard University

Academic Experience

2011 – present	Lecturer, International Relations, Boston University
2004 – 2011	Professor of International Relations, Boston University
2001 – 2004	The Warburg Professor in International Relations at Simmons College in Boston
1993 – 2001	President of the Cleveland Council on World Affairs, also Taught at Case Western Reserve University, Cleveland State University, and Hiram College
1962 – 1993	State Department Foreign Service officer and ambassador

Languages French Arabic Farsi

Overseas Experience Morocco, Algeria, Mauritania, Qatar, Yemen, Afghanistan, Iran

Research and Teaching Afghanistan, Yemen and the Arabian Peninsula, North Africa and post—Cold War United Nations peacekeeping.

Time devoted to African Studies teaching, research and consulting: 35%

SUSAN EVA ECKSTEIN

Ph.D. (Sociology) Columbia University, B.A., Beloit College

Academic Experience

1996 – Present	Professor, Department of Sociology, Boston University
1995	Adjunct professor of Political Science, Columbia University
1974	Visiting Assistant Professor of Sociology, University of California, Santa Barbara

Languages Spanish (4)

Overseas Experience Bolivia, Mexico, Cuba

Research and Teaching Political Economy of Developing Countries, Race and Ethnic Relations, Women in Developing Countries, Immigration, Comparative Revolutions, Political sociology, Comparative Urbanization

Selected Publications

2013	<i>The Immigrant Divide: How Immigrants Impact Their Homelands</i> (co-ed).
2009	<i>The Immigrant Divide: How Cuban Americans Changed the U.S. and Their Homeland</i> (New York: Routledge).
2003	<i>Back From the Future: Cuba Under Castro</i> (Routledge).

Time devoted to African Studies teaching, research or consulting: 25%

FAROUK EL-BAZ

Ph.D. 1964 (Geology) University of Missouri-Rolla, M.S. 1961 Missouri School of Mines & Metallurgy, B.Sc., 1958 Ain Shams University, Cairo, Egypt.

Academic Experience

1986 – Present
1973 -1982

Research Professor and Director, Center for Remote Sensing, Boston University
Research Director, Center for Earth and Planetary Studies, National Air and Space Museum, Smithsonian Institution, Washington DC

Languages

English, Arabic (Native languages)

Overseas Experience

Egypt, Sudan, Libya

Research and Teaching

Applications of Remote Sensing technology to the fields of Archaeology, Geography and Geology- applications of space photography to the understanding of arid terrain, particularly in North Africa.

Selected Publications

2003

“Satellite Observations of the Interplay Between Wind and Water Processes in the Great Sahara.” *Photo-grammetric Engineering and Remote Sensing*, Vol. 66, No. 6, p. 777-782.

2003

“Sand Accumulations and Groundwater in the Eastern Sahara.” *Episodes* Vol. 21, no. 3, p. 147-151.

Time devoted to African Studies teaching, research or consulting: 25%

RANDALL P. ELLIS

Ph.D. 1981 (Economics) Massachusetts Institute of Technology, M.Sc.1977, London School of Economics and Political Science, London, England, B.A. 1976, Yale University

Academic Experience

1995 – Present

Professor of Economics, Boston University

Language

French

Overseas Experience

Niger, Kenya, Ghana

Research and Teaching

Health Economics

Selected Publications

2008

Ellis, Randall P. and Michelle M. Miller “Provider payment and provider incentives,” in K. Heggenhougen (ed.) and G.Carrin (Economics & Finance ed.), *Encyclopedia of Public Health* (New York: Elsevier).

2004

Ellis, Randall P., and Germano M. Mwabu, “The demand for outpatient medical care in rural Kenya,” *Boston University Working Paper*.

Time devoted to African Studies teaching research or consulting: 10%

FRANK G. FEELEY

J.D., 1973 Yale University Law School, B.S. cum laude, 1967 Princeton University, Woodrow Wilson School of Public and International Affairs, Junior Research Fellowship, Science Studies Unit 1967-1968 University of Edinburgh.

Academic Experience

1991 – Present Associate Professor, Center for International Health, Boston University

Overseas Experience

Namibia, Uganda, Zambia, Ghana, Lesotho, Egypt, Kenya, Tanzania, Botswana, Nigeria, Ethiopia, Kenya

Research and Teaching

Teaching: Comparative health systems and health policy, financial management and consulting skills,
Research: Role of employers, health insurance and private sector health providers in treating HIV/AIDS in Africa

Selected Publications

- 2006 Feeley, Frank “Fight AIDS as well as the brain drain.” *Lancet*, Vol, 368, p. 435-436. (August 5, 2006).
- 2007 Collier, Alizanne, VanderBorgh, Stefaan, Rinke deWit, Tobias, Richards, Sarah, and Feeley, Rich, “A Successful Workplace Program for Voluntary Counseling and Testing (VCT) and Treatment of HIV/AIDS at Heineken Rwanda.” *International Journal of Environmental and Occupational Health* Vol. 13/31. January-March, 2007, p. 99-106.
- 2007 Feeley, Frank; Connelly, Patrick; Rosen, Sydney. “Private Sector Provision and Financing of AIDS Treatment in Africa; Current Developments.” *Current HIV/AIDS Reports*, 2007; 4:192-200.

Time devoted to African Studies teaching, research or consulting: 50%

STANLEY Z. FISHER

1968 J.D. Yale Law School, BA Oberlin College

Academic Experience

1968 - Present Professor of Law, Boston University School of Law
2003-2004 University of Asmara, Asmara, Eritrea Professor, Law Faculty
1992 University of Addis Ababa, Addis Ababa, Ethiopia Visiting Lecturer, Law Faculty
1964-1968 Haile Sellassie I University, Addis Ababa, Ethiopia Assistant Professor, Law Faculty

Selected Publications

- 1981 “Parents’ Rights and Juvenile Court Jurisdiction: A Review of Before the Best Interests of the Child,” review of Joseph Goldstein, *Before the Best Interests of the Child*, Free Press (1980), *American Bar Foundation Research Journal* 835 (1981).
- 1975 “The Victim’s Role in Criminal Prosecutions in Ethiopia,” in 3 *Victimology: A New Focus* 73, Drapkin & Viano, eds., Lexington Books. Paper presented to the First International Symposium on Victimology, Jerusalem, 1973.

Time devoted to African Studies teaching,, research or consulting 50%

WALTER E. FLUKER

Ph.D. 1988 Boston University, Boston, MA. MD 1980 Garrett-Evangelical Seminary, BA 1977 Trinity College, Deerfield, IL.

Academic Experience

2010 – present Martin Luther King, Jr. Professor of Ethical Leadership.
1993 – present Editor of the Howard Thurman Papers Project, Boston University
1997 - 2010 Executive Director of the Leadership center, Morehouse College

Overseas Experience

Sierra Leone, Cuba, South Africa, Nigeria

Selected Publications

2009 *The Quest for Character, Civility and Community* (Fortress).
1998 “They Look For a City: A Comparative analysis of the Ideal of Community,” in *Howard Thurman and Martin Luther King, Jr.* (University Press of America).

Time devoted to African Studies teaching, research or consulting: 25%

SUSAN D. FOSTER

Ph.D. 1996 University of London, M.A. 1978 Ohio University, Athens, B.A. 1972 University of Colorado

Academic Experience

2003 – Present Professor, Department of International Health, BU School of Public Health.
1998 – 2003 Department Chair and professor, Department of International Health, Boston University School of Public Health
1991 – 1995 Principal Investigator; Study of Adult Disease in Zambia (ADZAM)

Languages

French (4), Spanish (3), Portuguese (3)

Overseas Experience

Zambia, Zaire, Cameroon, Mali, Niger, Southeast Asia, Brazil, Switzerland and UK.

Research and Teaching

Research on various aspects of international public health, including health care financing and economics, economics of infectious disease, and curriculum development and teaching of public health subjects

Recent Publications

2003 Chapter 7, Economics and financing of tropical and infectious disease programmes, Cook and Zumla, eds., *Manson's Tropical Diseases*, 21st edition. (Elsevier).
1999 Chapter 10, “The economics of tuberculosis diagnosis and treatment.” In Porter JDH and JM Grange, eds., *Tuberculosis -- an international perspective* (Imperial College Press).

Time devoted to African Studies teaching, research or consulting: 50%

MATTHEW FOX

D.Sc. 2007 Boston University, M.P.H. 2002 Boston University, B.A.1995 Bates College

Academic Experience

2007 – Present Assistant Professor, Center for Global Health and Development,
Boston University
2005 – 2006 Lecturer, Center for Global Health and Development, Boston University

Languages Russian (2) Spanish (1)

Overseas Experience South Africa, Kenya, Zambia, Turkmenistan, Russia, Vietnam, Pakistan

Research and Teaching Advanced Epidemiology
Critical Analysis of the Public Health Literature
Infectious Disease Epidemiology

Recent Publications

2009 Fox, M.P., McCoy, K., Larson, B.A., Rosen, S, Bii, M., Sigei, C., Shaffer, D., Sawe, F.,
Wasunna, M., Simon, J.L. Improvements in Physical Wellbeing over the First Two Years
on Antiretroviral Therapy in Western Kenya. *AIDS Care*.
2009 Fox, M.P., Ive, P., Long, L., Maskew, M., Sanne, I. “High Rates of Survival, Immune
Reconstitution and Virologic Suppression on Second-Line Antiretroviral Therapy in South
Africa.” *JAIDS*.

Time devoted to African Studies teaching, research or consulting: 80%

DAVID FRANKFURTER

Ph.D. 1990 Princeton University, MA 1998 Princeton University, M.T.S. 1986 Harvard Divinity School, B.A. 1983 Wesleyan
University

Academic Experience

2010 – present Professor of Religion and William Goodwin Aurelio Chair in the Appreciation of
Scripture, Boston University
2002 – 2010 Professor, History and Religious Studies, University of New Hampshire

Research and Teaching Early Christianity, Christianization, Theories of Syncretism, Popular religion, spirit
possession, magic

Selected Publications

2010 Where the Spirits Dwell: Possession, Christianization, and Saint-Shrines in
Late Antiquity, *Harvard Theological Review* 103: 27-46.
2012 The Construction of Evil and the Violence of Purification. Oxford University
Press, pp. 521-32.
2006 *Evil Incarnate: Rumors of Demonic Conspiracy and Satanic Abuse in
History* (Princeton University Press.)

Time devoted to African Studies Teaching or Research: 20%

IRENE L. GENDZIER

Ph.D. Columbia University, B.A. Barnard College

Academic Experience

1990 – Present Professor, Department of Political Science & Department of History, Boston University
2001 Visiting Professor, New York University, Fall Semester

Languages Arabic (3)

Overseas Experience Algeria

Research and Teaching History of Western Civilization, History of North Africa, Comparative Political Development, State and Society in the Contemporary Middle East and North Africa, Comparative Political Development

Selected Publications

1998 *Notes From the Minefield: United States Intervention in Lebanon and the Middle East, 1945-1958* (Columbia U Press).
1995 “Who Rules the Middle East Agenda,” in W. Crotty, ed., *Democratic Development and Political Terrorism, The Global Perspective* (Northeastern University Press).

Time devoted to African Studies teaching, research or consulting: 35%

CHRISTOPHER GILL

MD University of Massachusetts Medical School, MS Tufts-Sackler School of Graduate Biomedical Studies

Academic Experience

2011 – present Associate Professor, Center for Global Health and Development, Boston University School of Public Health

2002 – 2008 Assistant Professor Department of International Health, Boston University School of Public Health

Academic Experience

Director of the BUSPH Pharmaceuticals Program
Member of the World Health Organization Collaborating Center on Pharmaceutical Policy (WHOCCPP)

Research and Teaching

Principal investigator of the Lufwanyama Neonatal Survival Project in Northern Zambia

Selected Publications

2013 Underpricing the Competition in the Other Drug War: A Novel Strategy for Combatting the Inappropriate Use of Artemisinin Monotherapies, *Pathogens and Global Health*, 108-109.

Time devoted to African Studies teaching, research or consulting: 50%

PHILIMON GONA

Academic Experience

Lecturer in Math and Statistics, Boston University
Lecturer in Math, University of Massachusetts, Boston
Visiting lecturer, University of Zimbabwe

Research Interests

Medical statistics in Zimbabwe

Overseas Experience

Zimbabwe

Time devoted to African Studies teaching, research or consulting: 25%

SUCHARITA GOPAL

PhD 1988 University of California, Santa Barbara, MPhil 1983 Madras University

Academic Experience

2010-Present
2011-Present
2003-Present

Research Professor, Pardee Center for the Study of the Longer-Range Future
Research Professor, Boston University Marine Program (BUMP)
Professor, Department of Geography, Boston University, Boston, MA

Research and Teaching

Malaria risk mapping in Ethiopia
Mapping health service delivery in Zambia

Grants

National Science Foundation, Global Change Initiative, Research and Education
Rockefeller Foundation – Data mining and visualization
MacArthur Foundation – Impact of climate change on food security in Cambodia

Publications

Everett, Lindsey L., Gopal, S., Thomas, M., Hamer, D. “Spatial modeling of health facility utilization by expectant mothers in Kalomo, Zambia.” *International Journal of Health Geographics*.

Davidson H. Hamer, Katherine Semrau, Lindsey L. Everett, & Sucharita Gopal (2012). “Emergency obstetrical and neonatal capacity and health center access in Kalomo District, Zambia.” Abstract 53. 2nd Global Symposium on Health Systems Research, Beijing, China, November 1-3, 2012

Time devoted to African Studies teaching, research or consulting: 25%

CHARLES L. GRISWORLD, JR.

Ph.D. 1978 Pennsylvania State University, M.A. 1976 Pennsylvania State University, B.A. 1973 Philosophy, Trinity College, Hartford, CT.

Academic Experience

1991 – Present Professor, Department of Philosophy, Boston University
1989 – 1991 Professor, Howard University
1996 Olmsted Visiting Professor in Ethics, Yale University, Spring.

Languages

French (3), Italian (3), German (2), Spanish (3), Greek (Ancient)

Research and Teaching

Ancient Philosophy, Political Philosophy; Plato, Adam Smith, Eighteen-Century Philosophy, History of Ethics, Philosophy and literature, German idealism.

Selected Publications

1986 *Self-knowledge in Plato's Phaedrus* (New Haven: Yale University Press). This book won the Franklin J. Matchette Prize (1988) awarded by the American philosophical Association.

1999 *Adam Smith and the Virtues of Enlightenment* (Cambridge University Press).

Time devoted to African Studies teaching, research or consulting: 10%

ROY GRUNDMANN

Ph.D. with Distinctions, 1998 (Cinema studies) New York University, Distinction, M.A. 1992, New York University, B.A. 1985 Wilhelms-Universitat Munster, Germany.

Academic Experience

2000 – Present Associate Professor of Film Studies, Boston University
1998 – 2000 Visiting Assistant Professor of Film Studies, Boston University

Languages

German (native language)

Overseas Experience

Germany

Research and Teaching

History of Avant-garde Film and video; film theory; American Cinema Cultural Studies

Recent Publications

2010 Editor of A companion to Michael Haneke (Wiley-Blackwell).
2012 Co-editor of the Wiley-Blackwell History of American Film, Vo. 1-4.

Distinctions

George Amberg Dissertation Award, NYU, Department of Cinema Studies.

Time devoted to African Studies teaching, research or consulting: 25%

MARILYN HALTER

Ph.D. 1986 (American and New England Studies) Boston University, Ed.M. 1972 Harvard University, A.B. 1971 Magna cum Laude, Brandeis University.

Academic Experience

2003 – Present	Professor of History, Boston University
1996 – 2003	Associate Professor of History, Boston University
1990 – 1996	Assistant Professor of History, Boston University
1990 – Present	Research Associate, Institute on Culture, Religion and World Affairs (formerly the Institute for the Study of Economic Culture)

Languages

Portuguese

Overseas Experience

Cape Verde

Research and Teaching

American Studies, history and sociology of immigration, race and ethnicity, West Africa immigrants, 19th and 20th century American social and cultural history, consumer studies.

Selected Publications

2000	<i>Shopping for Identity: The Marketing of Ethnicity</i> (New York: Schocken Books)
1993	<i>Between Race and Ethnicity: Cape Verdean American Immigrants, 1860-1965</i> (University of Illinois Press).

Time devoted to African Studies teaching, research or consulting 33%

NAFISA HALIM

PhD Sociology University of New Mexico, MA Sociology and Economics University of New Mexico

Academic Experience

Research Assistant Professor, Department of International Health, Boston University

Overseas Experience

India, Vietnam, Peru, Bangladesh, Ethiopia

Teaching and Research

Examination of the associations between women's political empowerment and gender-gaps in primary education in India, parental access to credit market and child growth in India, Vietnam, Peru and Ethiopia.

Selected Publications

2013	Yount KM, Halim N, Schuler SR, Head S. "A Survey Experiment of Women's Attitudes About Intimate Partner Violence Against Women in Rural Bangladesh." <i>Demography</i> . 2013 Feb; 50(1): 333-57.
2012	Yount KM, Halim N, Head S, Schuler SR. "Indeterminate Responses to Attitudinal Questions About Intimate Partner Violence Against Women in Rural Bangladesh." <i>Popul Res Policy Rev</i> . 2012 Dec; 31(6): 797-830.

Time devoted to African Studies teaching, research or consulting: 20%

DAVIDSON H. HAMER

M.D. 1987 University of Vermont College of Medicine, B.A. 1981 Amherst College

Academic Experience

2004 – Present Associate Professor of International Health and Medicine, Center for International Health and Development, Boston University Schools of Public Health and Medicine
2002— 2004 Adjunct Associate Professor of Nutrition, Tufts University Friedman School of Nutrition Science and Policy

Overseas Experience

Ghana, Kenya, Nigeria, South Africa, Tanzania, Uganda, Zambia, Bolivia, Ecuador, Peru, China, India, Bangladesh, Vietnam

Teaching and Research

Intervention to prevent or treat malnutrition or specific micronutrient deficiencies including evaluations of the effects of micronutrients, especially zinc, vitamin A. Epidemiology and the treatment of malaria in pregnancy and evaluation of Interventions designed to decrease maternal morbidity, improve birth outcomes, and reduce neonatal mortality.

Selected Publications

2008 Jeena PM, Adhikari M, Sturm AW, Carlin JB, Qazi S, Weber MW, Hamer DH. "Clinico-epidemiological profile and predictors of severe illness in young infants (<60 days) in Durban, South Africa." *SAfr Med J* 2008;98:883-888.
2008 Orogade AA, Okafor HU, Falade CO, Mokuolu OA, Mamman AI, Ogbunu TA, Ogunkunle OO, Ernest SK, Callahan MV, Hamer DH. "Clinical and laboratory features of congenital malaria in Nigeria." *J Pediatr Infect Dis* 2008;3:1-7.

Time devoted to African Studies teaching, research or consulting: 50%

JOHN R. HARRIS

Ph.D. 1967; M.A. 1964, Northwestern University (Economics). A.B. 1955, Wheaton College (Economics).

Academic Experience

1975 – Present Professor of Economics, Boston University

1975 – 1987 Director, African Studies Center, Boston University.

Languages French (3)

Overseas Experience

Nigeria, Kenya, Tanzania, Botswana, Sudan, Somalia, Uganda, Malawi, Zimbabwe, Ghana, Liberia, Chad, Togo, Ivory Coast.

Research and Teaching

Applied Macroeconomic Theory, Monetary Economics, Migration Theory, Regional and Urban Economics, Transportation Economics, Economic Development.

Selected Publications

1995 "Credit Where is it Due? A review of the macro and micro evidence on the real effects of financial reform," Chapter 4 in Caprio, Gerard, Jr., Izak Atiyas, and James A. Hanson (eds.), *Financial Reform: Theory and Experience*, (Cambridge: Cambridge University Press, 1994), 64-81.
1994 "The Effect of Financial Liberalization on the Capital Structure and Investment Decisions of Indonesian Manufacturing Establishments," *The World Bank Economic Review*, Vol. 8, No. 1, 17-47 (co-authored with Fabio Schianarelli and Miranda G. Siregar).

Distinctions

Advisor to Project on Environmental Scarcity, State Capacity, and Civil Violence, The American Academy of Arts and Sciences. 1994-present.

Time devoted to African Studies teaching, research or consulting: 50%.

LINDA M. HEYWOOD

Ph.D. 1984 Columbia University, M.A. 1975 Columbia University, B.A. 1973 Brooklyn College

Academic Experience

2002 – Present Boston University, Boston, MA, Professor
2000 – 2002 Howard University, Washington, DC, Professor
1990 – 2000 Howard University, Washington, DC, Associate Professor

Languages Portuguese

Overseas Experience Zambia, Congo, Angola, Brazil

Research and Teaching African History, all periods and regions, History of the African Diaspora, African Economic and Social History, Writing across the Curriculum, History.

Recent Publications

2007 *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585-1660* (with John K. Thornton).
2002 *Central Africans and Cultural Transformations in the American Diaspora*, ed. (Cambridge University Press).

Time devoted to African Studies teaching, research or consulting: 100%

JOHN PRIESTLEY HUTCHISON

Ph.D. 1976 (Linguistics) Indiana University, M.A. 1971 Indiana University, B.A. 1966 Pomona College, Claremont, California

Academic Experience

1989 – Present Associate Professor, Modern Foreign Languages and Literatures & African Language Coordinator Boston University.
1996 – Present Coordinator of the West African Languages Task Force of the National Council of the Less Commonly Taught Languages, NFLC/ALTA

Languages Bamanankan (5) French (5), Hausa (5) Kanuri/Kanembu (4), Cape Verdean (Kriolu) (4), Haitian (Créole), Swahili (4)

Overseas Experience Niger, Mali, Cape Verde, Tanzania,

Research and Teaching African languages, creole languages (Haitian and Capeverdean) & linguistics, linguistic and cultural reform of education systems in Africa, minority language publishing.

Recent Publications

2003 Bamanankan Teacher's Manual (Bamanankan kadiida). (Introductory Bamanan language manual). Brattleboro: School for International Training.
1994 *Disonariu Preliminariu Kriolu* (Preliminary Cape Verdean Kriolu-English Dictionary), Boston: Funkul ño [with J.J.R. Pires and Manuel Goncalves].

Time devoted to African Studies Teaching, Research or Consulting: 90%

KAREN JACOBSON

MD 2002 John Hopkins School of Medicine

Academic Experience

Assistant Professor of Medicine

MPH 2013 Johns Hopkins MD 2007 University of Vermont BA 2002 Middlebury College

Academic Experience

2013 – Present Director, Global Health, Boston University Medical School
2011 – 2013 Public Health Fellow, Johns Hopkins University
2007 – 2011 Emergency Medicine Resident, Denver Health

Languages

French

Selected Publications

2014 “The State of Emergency Care in the Republic of Sudan,” *African Journal of Emergency Medicine*, June 2014.
2013 “Global Health and Emergency Care: A Postgraduate Medical Education Consensus-based Research Agenda,” *Academic Emergency Medicine*.
2013 “The Injury Burden of the 2010 Haitian Earthquake: A Stratified Cluster Survey,” *Injury* February 2013.

Time devoted to African Studies Teaching, Research or Consulting: 15%

GABRIELLE A JACQUET

MD 2007 University of Vermont School of Medicine

Academic Experience

Assistant Professor, Boston University School of Medicine, Emergency Medicine
Director Global Health Education

Languages

French

Selected Publications

2014 Smalley, C.M., Jacquet, G.A., Sande, M.K., Heard, K., Druck, J. “Impact of a teaching service on emergency department throughput.” *West J Emerg Med.* 15(2): 165-9.
2013 Tupesis, J.P., Jacquet, G.A., Hilbert, S., Pousson, A., Khanna, K., Ross, J., Butteris, S., Martin, I.B. “The role of graduate medical education in global health: Proceedings from the 2013 Academic Emergency Medicine consensus conference.” *Acad Emerg Med.*; 20(12): 1216-23.

Time devoted to African Studies Teaching, Research or Consulting: 25%

WARREN KAPLAN

Ph.D. Biology, Boston University, JD, Suffolk University (cum laude), MPH, School of Public Health, Boston University, M. Texas A & M University

Academic Experience

1977 – 1989 Assistant Professor International Health, School of Public Health, Boston University
Harvard University

Overseas Experience

South Africa, Mozambique, Rwanda, Kenya

Research and Teaching

Pharmaceutical policy, intellectual property policy, and access to medicines and antimicrobial resistance.

Selected Publications

2013 The Market Dynamics of Generic Medicines in the Private Sector of 19 Low and Middle Income Countries Between 2001 and 2011: A Descriptive Time Series Analysis.

2012 Policies to Promote Use Of Generic Medicines in Low and Middle Income Countries: A Review of Published Literature, 2000 – 2010.

2012 Policies to Promote Use of Generic Medicines in Low and Middle Income Countries; A Review of Published Literature, 2000 – 2010.

Time devoted to African Studies Teaching, Research or Consulting: 25%

LESLIE SAMUEL KAUFMAN

D.Phil 1980 The Johns Hopkins University, B.A. 1974 (Earth and Planetary Sciences) The John's Hopkins University

Academic Experience

2003 – Present Professor of Biology, Marine Program and Center for Ecology and Conservation Biology, Department of Biology, Boston University

1994 – 2003 Associate professor of Biology, Boston University

Overseas Experience

Kenya, Uganda, Tanzania

Research and Teaching

Aquatic Biological Diversity and the processes that create it (speciation), destroy it (extinction), and maintain it (conservation biology). Mainly focuses on why some organisms are more adaptable than others, and how this relates to the ways that they evolve and interact with each other.

Selected Publications

2004 *The Conservation and Management of African Aquatic Ecosystems* (University Press of Florida, Gainesville).

2003 "Fish Faunal Resurgence in Lake Nabugabo, East Africa." *Conservation Biology* 17

Time devoted to African Studies teaching, researcher or consulting: 50%

SAM KAUFFMANN

M.S., (Film) Boston University, B.A., (History) University of Pennsylvania.

Academic Experience

1987 – Present Professor, Department of Film and Television, Boston University, College of Communication
1992 – 1997 Chairman, Department of Film and Television, Boston University, College of Communication

Overseas Experience

South Africa, Uganda, Botswana

Research and Teaching

Film Production I, Writing for Television, Graduate Production, Digital Editing

Selected Publications

2004 “Uganda: self-reliant progress, but next, that ‘election thing.’” *Global Beat Syndicate* September 13-20, 2004.
2007 Massacre at Murambi.
2004 Living with Slim: Kids Talk About HIV/AIDS.

Time devoted to African Studies teaching, research or consulting: 25%

SEAN KEALY

JD 1994 Temple University School of Law, Cum Laude
MGA 1994 University of Pennsylvania Fels Institute of Government

Academic Experience

2008 - Present Clinical Associate Professor, Boston University School of Law
Director, African I-Parliaments Clinic
2002 – Present Senior Instructor Suffolk University
1999 Instructor Massachusetts Bay Community College

Selected Publications

2011 "The Second Amendment as Interpreted by Congress and the Court," 3 *Northeastern University Law Journal* 325.
2003 "Reexamining the Posse Comitatus Act: Toward a Right to Civil Law Enforcement," 21 *Yale Law & Policy Review* 383.

Time devoted to African Studies teaching, research or consulting: 50%

GERALD T. KEUSCH

M.D. 1963 Harvard Medical School, Honors: Boylston Medical Society, A.B. 1958 Columbia College, Honors: Deans Academic List, 1954-1958

Academic Experience

2009 – present Associate Director, National Emerging Infectious Diseases Laboratory, Professor of Medicine and International Health, Boston University School of Medicine and Public Health, Boston, MA
2004 – 2008 Associate Provost and Associate Dean for Global Health, Professor of Medicine and International Health, Boston University.
1998 – 2003 Associate Director for International Research, Director Fogarty International Center, National Institutes of Health, Bethesda, MD.

Overseas Experience

South Africa, Democratic Republic of Congo, Kenya, Uganda, India, Bangladesh, Thailand, Guatemala

Research and Teaching

Tropical Infectious Diseases, Geographic medicine, Global Health

Selected Publications

2004 Global health, personal action. *Clin Infect Dis* 38:879-880.
2004 Spreading effective AIDS care in poor countries, thoughts on the Partners – in – Health/Zanmi Lasante experience in Haiti. *JPublic Hlth Policy* 25:159- 161.

Time devoted to African Studies teaching, research or consulting: 10%

GISELLE KHOURY

Ph.D. 2008 (Applied Linguistics) Boston University, M.A. 2002 (Applied Linguistics) Ohio University, B.A. 1996 University of Haifa, Haifa, Israel

Academic experience

2008 – Present Senior Lecturer In Arabic & Head Of The Arabic Language Program
Department Of Modern Languages & Comparative Literature
Boston University, Boston, MA
2006 – 2008 Arabic Lecturer
Department Of Modern Languages And Comparative Literature
Boston University, Boston, MA

Languages

Arabic (5), Hebrew (5), English (5)

Research and Teaching

Foreign language acquisition, Arabic as a foreign language.
Organizer GO-BU language program, organizer STARTALK Arabic language summer institute

Honors and Awards

2003 – 2005 Fulbright scholarship to study at Boston University
2003 – 2006 Research assistantship by Boston University
2000 – 2002 Teaching assistantship by Ohio University

Time devoted to African Studies teaching, research or consulting: 25%

MAGALY KOCH

Ph.D. in Geology, Boston University, Boston, MA, 1993. Diploma in Ground Water Hydrology, Polytechnic University of Catalonia (UPC), Barcelona, Spain, 1987. M.Sc. in Geology, University of Cologne, Cologne, Germany, 1986

Academic Experience

2013 – Present Lecturer, Department of Civil and Environmental Engineering, Tufts University
1998 – Present Research Associate Professor, Center for Remote Sensing, Boston University
1998 – 2005 Research Assistant Professor
Center for Remote Sensing, Boston University

Languages

English, German and Spanish

Overseas Experience

Ethiopia, Venezuela, Germany, Spain, Italy

Research and Teaching

Remote Sensing and Geographic information Systems as applied to: human impact in environmental change, land and water resources in arid/semiarid environments, natural hazards (flash floods), archaeology (human-environment relationship)

Selected Publications

2013 Gaber, A., Koch, M., Geriessh, M.H., Sato, M., and El-Bax, M. Near-surface imaging of a buried foundation in the Western Desert, Egypt, using space-borne and ground penetrating radar. *Journal of Archaeological Science*, 40(4), 1946-1955.
2008 Schmid, T., Koch, M., DiBlasi, M., and Hagos, M. Spatial and spectral analysis of land cover properties for an archaeological area in Aksum Ethiopia, applying high and medium resolution data. *Catena* (Special Issue), 75(1), 93-101.

Time devoted to African Studies teaching, research or consulting: 25%

SANJAY KRISHNAN

B. A. London University; M.A., Ph.D., English And Comparative Literature, Columbia University

Academic experience

Boston University, Boston, MA
Associate Professor, English Department

Research and Teaching

Postcolonial and world literatures, the novel, critical theory, globalization

Overseas Experience

South Africa

Selected Publications

2012 "V.S. Naipaul and Historical Detrangement" *Modern Language Quarterly*. Special Issue on Peripheral Realisms. Guest edited by Joseph Cleary, Jed Esty, and Colleen Lye. Afterword by Fredric Jameson. 73:3. 433-451.
2007 *Reading the Global: Troubling Perspectives on Britain's Empire in Asia*. (New York: Columbia University Press).
2007 "Reading Globalization from the Margin." *Representations*.

Awards

NEH Fellow, National Humanities Center 2012-2013
Mellon Foundation Fellow, University of Western Cape, South Africa, 2011

Time devoted to African Studies teaching, research or consulting: 25%

RICHARD LAING

MD University of Zimbabwe, MSc University of London

Academic Experience:

Professor School of Public Health, Department of Global Health

Overseas Experience

Zimbabwe

Selected Publications

- 2010 Ritz LS, Adam T, Laing R. A bibliometric study of publication patterns in access to medicines research in developing countries. *South Med Rev.* Feb; 3(1):2-6.
- 2009 Waning B, Maddix J, Tripodis Y, Laing R, Leufkens HG, Gokhale M. Towards equitable access to medicines for the rural poor: analyses of insurance claims reveal rural pharmacy initiative triggers price competition in Kyrgyzstan. *Int J Equity Health.* 8:43.
- 2003 Kaplan WA, Laing R. Paying for pharmaceutical registration in developing countries. *Health Policy Plan.*; 18(3):237-48.

Time devoted to African Studies teaching, research or consulting: 75%

KEVEN LANGERGRABER

Ph.D 2007 University of Michigan; BA 1998 Okanagan University College

Academic Experience

- 2010 – present Assistant Professor, Anthropology Department Boston University
- 2010-2013 Research Scientist, Department of Primatology, Max Planck Institute for Evolutionary Anthropology
- 2007 – 2009 Alexander von Humboldt Post-Doctoral Research Fellow, Department of Primatology, Max Planck Institute for Evolutionary Anthropology

Overseas Experience

Uganda

Selected Publications

- 2013 Langergraber, K.E., Mitani, J.C., Watts, D.P., and Vigilant, L. Male-female socio-spatial relationships and reproduction in wild chimpanzees. *Behavioral Ecology and Sociology*, 67: 861-873.
- 2012 Langergraber, K.E., Prufer, K., Rowney, C., Boesch, C., Crockford, C., Fawcett, K., Inoue, E., Inoue-Muruyama, M., Mitani, J.C., Muller, M.N., Robbins, M.M., Schubert, G., Stoinish, T.S., Vola, B., Watts, D., Wittig, R.M., Wrangham, R.W., Zuberbuhler, K., Paabo, S., and Vigilant, L. Generation times in wild chimpanzees and gorillas suggest earlier divergence times in great ape and human evolution. *Proceedings of the National Academy of Sciences of the USA*, 109: 15716-15721.
- 2012 Chancellor, R, Langergraber, KE, Ramirez, S, Rundus, AS, and Vigilant, L, Genetic sampling of unhabituated chimpanzees (*Pan troglodytes schweinfurthii*) in Gishwaati Forest Reserve, an isolated forest fragment in western Rwanda. *International Journal of Primatology*, 33: 479-88.

Time devoted to African Studies teaching, research or consulting: 75%

BRUCE A. LARSON

Ph.D. 1987, University of Wisconsin-Madison, Agricultural Economics, M.A., 1984, University of Wisconsin Madison, Agricultural Economics. B.A., 1983, Economics, University of Wisconsin-Madison.

Academic Experience

2007 – Present Associate Professor, Department of International Health and Center for International Health and Development, Boston University School of Public Health, Boston University, Boston, MA.

2003 – 2007 Associate Professor (with tenure), Department of Agricultural and Resource Economics (ARE), University of Connecticut, Storrs, CT. .

Languages

French (2)

Overseas Experience

China, Cyprus, Ghana, Kenya, Turkey, Syria, Jordan, Lebanon, Egypt, Ethiopia, Lithuania, Tunisia, Morocco, Madagascar, Romania, Zaire, Zambia, Costa Rica, Honduras, El Salvador, South Africa.

Research and Teaching

Economic impacts of antiretroviral therapy; malaria prevention
Health Economics, Poverty, Health and Development, Kenya Field Director

Recent or Selected Publications

2009 Larson BA, Brennan A, McNamara L, Rosen S, Long L, Sanne I, Fox MP: A lost opportunity: most VCT patients who test positive for HIV in a large South African clinic do not initiate HIV care. Boston: Boston University School of Public Health, Center for International Development and Health.

2009 Larson B, Fox M, Rosen S, Bii M, Sigei C, Shaffer D, Sawe F, McCoy K, Wasunna M, Simon J: Do the socioeconomic impacts of antiretroviral therapy vary by gender? A longitudinal study of Kenyan agricultural worker employment outcomes. *BMC Public Health* 9(1):240.

Time devoted to African Studies teaching, research or consulting: 100%

PAMELA R. LIGHTSEY

Ph.D. Garrett-Evangelical Theological Seminary, Evanston, Illinois, 2005. MD Gammon Seminary at the Interdenominational Theological Center, Atlanta, Georgia, 2001. BS Columbus State University, Columbus, Georgia, 1998

Academic Experience

2011 – Present Clinical Assistant Professor, Theology and Ethics, Boston University

2007 – 2011 Adjunct Professor, Practical Theology, Garrett-Evangelical Theological Seminary, Evanston, Illinois

2004 – 2010 Adjunct Professor, Theology, Dominican University, River Forest, Illinois

Overseas Experience

Palestine, Israel

Selected Publications

2012 Inner Dictum: A Womanist Reflection From the Queer Realm. *Black Theology Journal*, 10.3 339-349.

2012 Reconciliation in Prophetic Evangelicalism: Envisioning a Just and Peaceable Kingdom, eds. Malinda Berry, Bruce Benson and Pete Heitzel. Erdmans Publication.

Time devoted to African Studies teaching, research or consulting: 25%

MARGARET LITVIN

Ph.D. 2006 University of Chicago, B.A. 1995 (Humanities, *cum laude* with distinction in the major)

Academic Experience

2009 – Present Assistant Professor, Modern Languages and Comparative Literature

Languages

Russian (5), Arabic (5), Spanish, French, Italian, Haitian Creole

Overseas Experience

Egypt, Israel, Morocco, Syria

Research and Teaching

Arabic literature in translation, convener of Arabic, freshman core curriculum, Shakespeare in the Arab world, Arab theatre.

Selected Publications

2010 (under contract)

Hamlet's Arab Journey (Princeton University Press).

2010

“Explosive Signifiers: Sulayman Al-Bassan’s Post-9/11 Odyssey,” *Shakespeare Yearbook*.

Fellowships

2006-2008

Andrew W. Mellon Postdoctoral Fellowship in Humanities, Yale University.

2003-2005

Bradley Graduate Fellowship, Georgetown University Dept. of Government.

Time devoted to African Studies teaching, research or consulting: 40%

ROBERT LOFTIS

BA Political Science, Colorado State University 1979

Academic and Professional Experience

2013 - Present

Professor of Practice, International Relations, Boston University

1980-2012

United States State Department, served as Ambassador to Lesotho,

Deputy Chief of Mission in Mozambique,

Languages

Portuguese, French

Overseas Experience

Guinea-Bissau, Mozambique, Lesotho, Brazil, New Zealand, Switzerland

Research and Teaching

Diplomatic Practice, U.S. Foreign Policy and International Negotiations

Time devoted to African Studies teaching, research or consulting: 10%

RODRIGO LOPES DE BARROS

Ph.D. University of Texas Austin, MA Federal University of Santa Catarina, BA Federal university of Santa Catarina

Academic Experience:

Assistant Professor of Spanish, Boston University Department of Romance Studies

Languages:

Spanish, Portuguese

Overseas Experience:

Cuba, Brazil

Academic Interests:

African musical influences in Brazil and Cuba

Selected Publications:

2010

Havana: a cidade como catástrofe em Antonio José Ponte.

2012

“From Underworld to Avant-Garde: Art and Criminology in Cuba and Brazil,”
Comparative Literature Studies

Time devoted to African Studies teaching, research or consulting: 25%

NOORA LORI

PhD. John Hopkins University, Department of Political Science 2013, MA Political Science 2007, BA Northwestern University Political Science and International Relations, 2006

Academic Experience

2014 -

Assistant Professor of International Relations, Boston University

2013 - 2015

Harvard Academy Scholar Harvard Academy for International and Area Studies

2012 – 2013

Research Fellow International Security Program, Kennedy School of Government,
Harvard University.

Overseas Experience:

United Arab Emirates, Qatar, Egypt

Research Interests:

Immigration in the Arab peninsula, majority immigrant states, African immigrants

Publications:

Review of *Impossible Citizens: Dubai's Indian Diaspora* by Neha Vora, *Middle East Journal* (Sept. 2013)

“‘Temporary Migrants’ or Permanent Residents? The Kafala System and Contestations over Residency in the Arab Gulf States” Center for Migrations and Citizenship, *Institut Français des Relations Internationales* (November 2012).

"National Security and the Management of Migrant Labor: A Case Study of the United Arab Emirates" *Asian and Pacific Migration Journal* Vol. 20, Nos.3-4, 2011 (

Time devoted to African Studies teaching, research or consulting: 25%

TIMOTHY LONGMAN

Ph.D. 1995, M.A 1991 University of Wisconsin-Madison, B.A. Phillips University 1986

Academic Experience

2009 – Present Director, African Studies Center, Associate Professor, Political Science, Boston University
1996 – 2009 Associate Professor, Political Science and Africana Studies, Vassar College
2001 – 2006 Research Fellow, Human Rights Center, University of California, Berkeley

Languages

French (5), Kiswahili (3), Swedish (3), Lingala (2), Kinyarwanda (2)

Overseas Experience

Rwanda, Burundi, Democratic Republic of Congo, South Africa, Kenya, Tanzania, Uganda

Research and Teaching

Human rights, genocide, transitional justice, ethnic identity and conflict, religion and politics, civil society, democratization, gender and politics.

Selected Publications

2010 *Christianity and Genocide in Rwanda*, (New York: Cambridge University Press)
2008 Sarah Freedman, Harvey Weinstein, Karen Murphy, and Timothy Longman, "Teaching History after Identity-Based Conflicts: The Rwanda Experience," *Comparative Education Review*.
2006 Timothy Longman and Theoneste Rutagengwa, "Memory and Violence in Post-Genocide Rwanda," in *States of Violence: Politics, Youth, and Memory in Contemporary Africa*, Edna G. Bay and Donald L. Donham, eds., (University of Virginia Press).
2006 "Gacaca Trials in Rwanda: Justice at the Grassroots," in Naomi Roht-Arriaza and Javier Mariezcurrena, eds., *Beyond Truth Versus Justice: Transitional Justice in the New Millennium*, (Cambridge U. Press).
2004 Phuong Pham, Harvey Weinstein, and Timothy Longman, "Trauma and PTSD Symptoms in Rwanda: Implications for Attitudes Toward Justice and Reconciliation," *Journal of the American Medical Association*.

Time devoted to African Studies teaching, research or consulting: 100%

ROBERT E. B. LUCAS

Ph.D. 1972 Massachusetts Institute of Technology, M.Sc., with Distinction, 1967 London School of Economics, B.Sc., First Class 1966, London School of Economics

Academic Experience

1985 – Present Professor, Economics Department, Boston University.
2003 – Present Research Affiliate, Center for International Studies, MIT

Overseas Experience

Botswana Egypt, South Africa, India, Malaysia

Research and Teaching

Migration, inequality, international trade, human resources, labor, econometrics, micro, macro. Immigration in the United Arab Emirates

Selected Publications

Forthcoming African Migration, in *The Handbook on the Economics of International Migration*, Barry R. Chiswick and Paul W. Miller, (ed.), Elsevier Science.
2006 Migration and Economic Development in Africa: A Review of Evidence, *Journal of African Economies*, 15, supplement 2, 337-395.

Time devoted to African Studies teaching, research or consulting: 25%

WILLIAM BRUCE MACLEOD

Doctor of Science 1999, Harvard University, M.Sc. 1995, B.A. 1985 University of California at Davis.

Academic Experience

2010 – present Adjunct Lecturer, Health Economics and Epidemiology Research Office, Department of Internal Medicine, School of Clinical Medicine, Faculty of Health Sciences, University of the Witwatersrand, Johannesburg, South Africa
2001 – Present Assistant Professor. Center for International Health, Boston University School of Public Health.
1999 – 2001 Associate, Harvard Institute for International Development.

Overseas Experience

South Africa, Kenya, Zambia, The Gambia, Honduras

Research and Teaching

International health, Infectious Diseases, Research Methods

Selected Publications

2011 Effect of training traditional birth attendants on neonatal mortality (Lufwanyama Neonatal Survival Project): randomized control study. *BMJ* With Gill, CJ, Phiri-Mazala, G, Guerina, NG, Mulenga, C, et al.
2012 The Feasibility of Using Screening Criteria to Reduce Clinic Visits for Stable Patients on Antiretroviral Therapy in South Africa. *Journal of acquired immune deficiency syndromes*. Ith Maskew, M., Jaffray, I., Macphail, A.P., Ive, P., & Fox, M.P.,

Time devoted to African Studies teaching, research or consulting: 100%

ZOLISWA O. MALI

Ph.D. 2007, The University of Iowa; M.A. 2002, The University of Iowa; M.A. *cum laude*, 1995, Stellenbosch University; B.A. (Honors) 1989, University of Fort Hare; B.A. 1998, University of Fort Hare

Academic Experience

2010 – Present Lecturer, African Studies Center, Boston University
2007- 2010 Clinical Assistant Professor, Curriculum and Teaching, School of Education, Boston University, Coordinator of South African Languages, Boston University
2000 – 2006 Teaching & Research Assistant, Zulu; Language and Society & Technology, University of Iowa.

Languages

IsiXhosa, IsiZulu, English, Afrikaans

Overseas Experience

South Africa

Research and Teaching

African Linguistics (isiXhosa/ isiZulu/ siSwati); Communication Strategies, Computer-mediated Communication, isiXhosa, isiZulu, African Culture, Computer Assisted Language Learning.

Selected Publications

2010-11 On-line African Language Instructional Materials: bu.edu/africa.
2005 Eloquent Elegance: The Language of Beadwork in the Zulu Cultural Tradition—A Technological Approach to the Teaching of Culture. *Journal of African Language Teachers Association*, 7, 1-21.

Time devoted to African Studies teaching, research or consulting: 75%

JAMES C. MCCANN

Ph.D. 1984 (History) Michigan State University, M.A. 1978, Michigan State University, B.A. 1973, Northwestern University

Academic Experience

1990 – Present Professor, Department of History, Boston University. Tenured.
1990 – 2002 Director, African Studies Center, Boston University

Languages

Amharic (3), Italian (3), French (3), Arabic (2)

Overseas Experience

Ethiopia, Ghana, Ivory Coast, Italy, Kenya, Lesotho, Mali, Malawi, Nigeria, South Africa, Sudan, Tanzania, Upper Volta, Zimbabwe

Research and Teaching

Agricultural and Environmental History of Ethiopia/ East Africa

Recent Publications

2009 *Stirring the Pot: A History of African Cuisine* (Athens: Ohio University Press).
2005 *Maize and Grace: A History of Maize in Africa* (Harvard University Press).
1999 *Green Land, Brown Land, Black Land: An Environmental History of Africa, 1800-1990* (Heinemann).
1995 *People of the Plow: A Modern History of Highland Agriculture in Ethiopia* (University of Wisconsin Press).

Distinctions

Herskovitz prize (finalist) 1996 (for People of the Plow), 2005 (for Maize and Grace)
US Congress, invited testimony to joint Economic Committee (Sen. A. Gore) on long term strategy for environmental policy to end famine) 1990.

Time devoted to African Studies teaching, research or consulting: 90 %

BRENDA GAEL MCSWEENEY

Ph.D. 1979 Fletcher School of Law and Diplomacy, M.A.L.D. 1970 Fletcher School of Law and Diplomacy

Academic Experience

2004 – Present Visiting Faculty, Women's Gender & Sexuality Studies Program, Boston University
2004 - Present Resident Scholar, Women's Studies Research Center & Adjunct Professor of the Practice, The Heller School for Social Policy and Management, Brandeis University, Waltham, MA
2003 First-ever Visiting Scholar, Boston University's Women Studies Program: designed and taught a new Seminar on Gender and International Development.

Languages

English (4), French (4)

Overseas Experience

Burkina Faso, India, Jamaica, Switzerland, France, Germany

Selected Publications

2013 Web book: Gender Perspectives in Case Studies Across Continents. Editors: Gloria Bonder and Brenda Gael McSweeney, (Publisher: UNESCO).
2013 Another View of Africa: A photo essay on Female education and empowerment in Burkina Faso. Brenda Gael McSweeney and Scholastique Kompaore with Cassandra Fox. UNESCO.

Distinctions

Elected Academician of the International Informatization Academy, 2002
Elected to the Board of the Brighton-Allston Historical Society, 2004.

Time devoted to African Studies teaching research or consulting: 25%

ELIZABETH MEHREN

B.A. and M.J. University of California, Berkeley

Academic Experience

2007 – present Professor of Journalism, Boston University

Professional Experience

1980 – 2007 National correspondent, Los Angeles Times

1972 – 1980 Reporter/Assistant new editor, The Washington Post

Overseas Experience

Kenya, Taiwan, Monte Carlo, Italy, United Kingdom

Selected Publications

www.pamojatogether.com
After The Darkest Hour (Simon & Shuster).
Born Too Soon (Doubleday/Kensington Brooks).

Time devoted to African Studies teaching, research or consulting: 25%

SAMUEL MENDLINGER

Ph.D 1980 Hebrew University, M.Sc. 1975 Tel-Aviv University, B.A. 1969 Queens College;

Academic Experience

2003 – Present Professor, Boston University
1987 – 2003 Adjunct Professor, Boston University, Dept. of Administrative Science Global Sustainable Economic Development via Tourism
Academic Coordinator, Boston University Metropolitan College

Overseas Experience

Asia, Africa, South America
Kenya, Tanzania, Ethiopia, Egypt and Botswana and has consulted in several other African countries which include Liberia, Mali, South Africa and Morocco

Teaching and Research

Statistics, culture and development, and economic sustainability in tourist destinations, agricultural development

Publications

2013 Melita, A., and Mendlinger, S. “The impact of tourism revenue to the local communities’ livelihood: A case study of Ngorongoro Conservation Authority.” *Journal of Service Science and Management* 6, no. 1 (2013): 117-126
2004 Roth-Bejerano, S. Mendlinger and V. Zur. “Effect of calcium on growth of submerged *Terfezia boudieri* mycelium.” *Mycoscience*.
2004 Volis, S., Anikster, Y., Olsvig-Whittaker, L. and S. Mendlinger. The influence of space in genetic-environmental relationships when environmental heterogeneity and seed dispersal occurs at similar scale. *American Naturalist*.
1993 *Papers* Mendlinger, S. and M.L. Chadha. “The importance of vegetables during famines in Africa” (in preparation).

Awards

1994-Boston University, Outstanding Faculty Award for Teaching Excellence

Time devoted to African Studies teaching, research or consulting 20%

ELLEN MESSER

Ph.D. Ecological Anthropology, University of Michigan.

Academic Experience

Faculty affiliations at Tufts University Friedman School of Nutrition Science and Policy, Boston University Master's Program in Gastronomy and Food Studies, and Brandeis Department of Anthropology

Overseas Experience

Mexico, Tanzania

Research and Teaching

Food anthropologist and scholar-activist specializing in food, security, religion, and human rights

Selected Publications

2007

The Human Right to Food as a US Nutrition Concern, 1976-2006

2001 – 2002

Food Systems and Dietary Perspective: Are Genetically Modified Organisms the Best Way to Ensure Nutritionally Adequate Food? 9 Ind. J. Global Legal Stud. 65

Time devoted to African Studies teaching, research or consulting: 50%

LISA J. MESSERSMITH

Ph.D 1994 Anthropology University of California, Los Angeles; MA 1991 Anthropology University of California, Los Angeles; MPH 1992 John Hopkins University School of Public Health

Academic Experience

2007- present

Associate Professor, International Health, Boston University School of Public Health. Associate Professor, Anthropology, Boston University.

2004 - 2007

Director and Co-Principal Investigator, Vietnam AIDS Public Policy Project & Adjunct Lecturer of Public Policy (2006 – 2007), Kennedy School of Government, Harvard University

Languages

French, Vietnamese

Overseas Experience

Vietnam, Bangladesh, Nigeria, Burkina Faso, Ghana, Zambia, Senegal, Thailand, India, China, Brazil, Jamaica

Research and Teaching

Global AIDS epidemic, gender and health, medical anthropology, qualitative research methods.

Selected Publications

2013

Herligy JM, Shaikh A, Mazimba A, Gagne N, Grogan C, Mpamba C, Sooli B, Simanywa G, Mabeta C, Shankoti P., Messersmith L, Semrau K, Hamer D. Local perceptions, Cultural Beliefs and Practices That Shape Umbilical Cord Care: A Qualitative Study in Southern Province, Zambia. *PLoS ONE* 8 (11): e79191. Doi:10.1371/journal.pone.0079191.

2000

Messersmith, L., Kane T., Odebyi, A., Adewuya, A. Who's at Risk? Men's STD Experience and Condom Use in Southwest Nigeria. *Studies in Family Planning*, 31 (3):203-216.

Time devoted to African Studies teaching, research or consulting: 33%

GESINE MEYER-RATH

MD/PhD Humboldt University and Free University, Berlin, Germany

Academic Experience	Research Assistant Professor, School of Public Health, International Health, Boston University
Languages	German
Overseas Experience	South Africa
Research and Teaching	Modeling the budgetary requirements for national ART and PMTCT programs and on analyzing the cost and outcomes of pediatric ART provision. The economics of HIV and antiretroviral treatment (ART) in resource-limited settings. Worked and trained health economists from four sub-Saharan African countries

Time devoted to African Studies teaching, research or consulting: 25%

JUDITH M MMARI

M.A. 2002 Ohio University, Athens, Ohio, B.S. 2000 University of Oregon, Eugene Oregon, Diploma in Teaching 1995, Marangu College of National Education, Kilimanjaro Tanzania

Academic Experience	
2003 – Present	Senior Lecturer in Swahili, Boston University African Studies Center
2003 – Present	Research Fellow, WEB Dubois Institute for African and African American Research, Harvard University.
2000-2003	Graduate Teaching Fellow, Linguistics Department, Ohio University
Languages	Kiswahili (5), Chaga (4), Gikuyu (2)
Overseas Experience	Tanzania, Kenya
Research and Teaching	Teaching Kiswahili as a Foreign Language, Material Development for language teaching, women and development
Awards	1997 – 1999 International Cultural Service Program, University of Oregon

Time devoted to African Studies teaching, research or consulting: 100%

LAWRENCE MWANANYANDA

MD, 1997 Jagiellonia University, Academy of Medicine, MPH, University of Alabama, Birmingham

Academic Experience

2012 – present Research Assistant Professor, International Health, Boston University
2007 – 2010 Research Associate, Rollins School of Public Health, Emory University
2003 – 2007 Senior Scientist, Tropical Diseases Research Center, Ndola, Zambia

Languages

Tonga, Polish, Bemba, Ngoni, English

Overseas Experience

Zambia, South Africa, Botswana, Poland

Research and Teaching

HIV vaccines and prevention studies, Pneumonia etiology, Malaria drugs, prevention research

Selected Publications

2011 Diagnosis of Latent Tuberculosis infection among HIV discordant partners using Interferon Gamma Release Assays. *BMC Infect Dis.* 2011 Sep 30; 11(1): 264. PMID: 21962029. Talati NJ, Gonzalez-Diaz E, Mutemba C, Wendt J, Kilembe W, Mwanany and L, Chomba E, Allen S, Del Rio C, Blumberg HM.

Time devoted to African Studies teaching, research or consulting: 90%

FALLOU NGOM

Ph.D. 2002 University of Illinois at Urbana-Champaign, M.A. 1997 University of Montana, Maîtrise, 1996 Université de Saint-Louis, Senegal.

Academic Experience

2008 – Present Associate Professor of Anthropology & Director of the African Language Program, Boston University. Tenured.
2007 – 2008 Associate Professor of French & Linguistics, Western Washington University, Fall 2007- Spring 2008. Tenured.
2002 – 2006 Assistant Professor of French & Linguistics, Western Washington University,

Languages

French (Senegalese variety) (5), Arabic (2), Wolof (5), Senegambian Fula varieties (Pulaar,Pular, Fulakunda) (3), Mandinka (4), Kriolu (4)

Overseas Experience

Senegal, The Gambia, Guinea Bissau, Mali, Niger

Research and Teaching

Linguistics, West African languages, sociolinguistics, language contacts, Wolof language and literature, Ajami literatures of Islamic Africa, Islam in West Africa.

Recent Publications

2012 Popular Culture in Senegal: Blending the Secular and the Religious,” *In Music Performance and African Identities*, Toyin Falola and Tyler Fleming, editors. New York: Routledge, 97-124.
2009 *Facts, Fiction, and African Creative Imagination*. (Routledge: Routledge African Studies Series). (Edited volume with Toyin Falola).

Awards

Gugenheim Fellowship, British Museum Endangered Archives
Fulbright Lecturer/Researcher, Senegal, 2007-2008.

Time devoted to African Studies teaching, research or consulting: 100%

MARY CATHERINE O'CONNOR

1987 Ph.D. Linguistics, University of California, Berkeley. 1983 M.A. Linguistics University of California, Berkeley, 1977 A.B. Human Language, Stanford University

Academic Experience:

2012 – 2015 Associate Dean for Faculty Affairs, School of Education, Boston University.
1999 – 2012 Program Director, program in Applied Linguistics, Boston University
1996 – P Professor, Developmental Studies and Applied Linguistics, Boston University

Selected Publications:

2013 Orman, W., Franich, K., Goldman, N. Hawkes, R., Ngabeu, A., and O'Connor, C. Variation in noun class realization in Medumba, a Grassfields language. ACAL 44: Annual Conference on African Linguistics. Georgetown University, Washington, DC.
2011 O'Connor, Catherine. Is animacy the most important factor in predicting the English possessive alternation? ISLE Workshop on Genitive Variation. 2nd Biennale Conference of the International Society for the Linguistics of English.

Time devoted to African Studies teaching, research or consulting: 10%

EILEEN O'KEEFE

M.DI, M.B., BCh., Royal College of Surgeons Dublin, Ireland. MPH, University of Massachusetts, Amherst, Massachusetts.

Academic Experience Director, Undergraduate Programs in Health Science & Public Health
Instructor for courses in public and global health

Languages Gaelic, English

Research and Teaching SAR HS 363/564 Global Health: Beyond Germs & Genes. Focuses on the impact of social determinants on health; wealth/poverty, conflict, discrimination.

Selected Publications

2010 Margaret J. Giannini, Brian Bergmark, Samantha Kreshover, Eileen Elias, Caitlin Plummer, Eileen O'Keefe. Understanding suicide and disability through three enabling conditions; intellectual disability, spinal cord injury and multiple sclerosis. Disability and Health Journal, 3 (2): 74-78.

Time devoted to African Studies teaching, research or consulting: 25%

MONICA ADHIAMBO ONYANGO

RN/M, M.P.H., M.S., Ph.D. (c) (Nursing) in progress William Connell School of Nursing Boston College, M.S. 2005 William Connell School of Nursing Boston College, M.P.H. 1999 Boston University School of Public Health: Diploma in Advance Nursing 1989 Nairobi University, Diploma in Midwifery 1985 Kenya Medical Training College, Diploma in Registered Nursing 1982 Kenya Medical Training College

Academic Experience

2000 – Present Instructor–International Health Department, Boston University
1989 –1992 Lecturer-School of Nursing, Kenya Medical Training College, Nairobi

Languages

English (5), Kiswahili (4), Dholuo (5)

Overseas Experience

Kenya, Sudan, Angola, Sierra Leone

Research and Teaching

Reproductive health, maternal and child health, managing community health services and healthcare in disasters and complex emergencies.

Selected Publications

2008 Onyango, M. A. Humanitarian responses to complex emergencies. In Heggenhougen and Quah, K (Ed.).

Time devoted to African Studies teaching, research or consulting: 75%

ELIZABETH C. PARSONS

Ph.D., Systematic Theology (Theology and Development Programme), 2007, University of KwaZulu-Natal, Pietermaritzburg, South Africa. M. Div. with teaching certification in English, 1998, Harvard Divinity School, Cambridge, MA. M.A., Media Management, 1989, Emerson College, Boston, MA

Academic Experience

2008 – Present Adjunct Instructor, Religion, Culture & Development Boston University School of Theology, Boston, MA
2007 – 2008 Instructor, Liberal Arts Department, Quincy College, Quincy,
Via Episcopal Church USA:
2002 – 2003 Lecturer, Mindolo Ecumenical Foundation, Kitwe, Zambia
2002 – 2004 Visiting Lecturer, St. John's Anglican Seminary, Kitwe, Zambia
2002 Guest Lecturer, Africa Literature Centre, Kitwe, Zambia
2003 Guest Lecturer, United Church of Zambia Theological College, Kitwe, Zambia

Languages

English (5), French (2), Shona (1)

Overseas Experience

Zimbabwe - lived and worked, Zambia - lived and worked
Cote d'Ivoire, Kenya, Malawi, Botswana, Namibia, South Africa – traveled

Selected Publications

2010 *What Price for Privatization? Cultural Encounter with Development Policy on the Zambian Copperbelt* (Lexington Books).

Time devoted to African Studies teaching research or consulting: 25%

PETER D. QUELLA

Ph.D. 2007 University of Wisconsin-Madison (African Languages & Literature), M.A. 1999 University of Wisconsin-Madison, B.C.E. 1989, University of Minnesota-Minneapolis

Academic Experience

2011 – Present Assistant Director, African Studies Center, Boston University
2009 – 2011 Research Consultant, Liatla Productions, Maseru, Lesotho
2008 Instructor, African Studies Program, University of Wisconsin- Madison

Languages Sesotho, French

Overseas Experience Lesotho, South Africa, Botswana, Tanzania

Research and Teaching Africa Today, The Beat of Popular Culture

Selected Publicaitons

2010 Sex Work in Lesotho: A Desk Review of Research, Projects and Policy (Maseru: UNFPA).
2007 Now My Tale has Truly Traveled Far! Ts'omo-Making as Contemporary Tradition in Lesotho (Dissertation).

Time devoted to African Studies teaching, research or consulting 100%

FRANCES ELIZABETH RESTRICK

Masters in Library and Information Science, 2006, Simmons Graduate School of Library and Information Science; B.A. 2002, Eastern Nazarene College.

Academic Experience

July, 2009 – Present Head Librarian, African Studies Library, Boston University
2004 – July, 2009 Library technician, African Studies Library, Boston University,
2002 – 2003 Volunteer Librarian, Nazarene Theological Seminary, Maputo, Mozambique;

Languages Portuguese (5), Spanish (2), Zulu (3)

Overseas Experience Life experience in South Africa, Swaziland, Mozambique ; 2001 summer course in Kenya.

Research and Teaching Guest speaker, "Introduction to Missions" course, offer library instruction to courses at various levels

Time devoted to African Studies teaching, research or consulting: 100%

RONALD KENT RICHARDSON

Ph.D. 1983 (modern European history), M. A. 1975 (Medieval European history), B. A. 1973 (history), State University of New York at Binghamton.

Academic Experience

2008 – Present	Associate Professor of History, Boston University
2000 – 2008	Director, African American Studies Program, Professor of History, Boston University
1997 – 2000	Visiting Associate Professor, Department of Afro-American Studies, Harvard University, Cambridge, MA
1994 – 2000	Associate Professor, Department of History, Clark University

Research and Teaching

Blacks and Asians: Encounters through time and space

Selected Publications

Forthcoming	<i>Winston S. Churchill. Imagining the Racial Self</i> (New York: Praeger/Heinemann Publishers).
Forthcoming	“Henry Stanley, Frederick Lugard, Harry Johnston and the Capitalist Critique of African Culture, (<i>Journal of Negro History</i>).
1987	<i>Moral Imperium</i> . (Westport, CT: Greenwood Press).

Time devoted to African Studies teaching, research or consulting: 25%

DANA L. ROBERT

Ph.D. 1984 (Religious Studies) Yale University, B.A. 1977 magna cum laude with College Honors in History, Louisiana State University 1977

Academic experience

1984 – Present	Truman Collins Professor of World Christianity, Boston University School of Theology
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Research and Teaching

Mission History and Missiology, World Christianity, African Christianity, American Religion

Overseas Experience

Zimbabwe, South Africa

Selected Publications

2013	Gender Roles and Recruitment in Southern African Churches, 1996-2001 in <i>Communities of Faith in Africa and the African Diaspora</i> , eds. Casely Essamuah and Robert Coote. (Wipf & Stock).
2009	<i>Christian Mission: How Christianity Became a World Religion</i> (Oxford: Wiley-Blackwell)
2003	<i>African Christian Outreach: Vol. 2 Mission Churches</i> , ed. (Pretoria: South African Missiological Society).
2003	<i>Frontiers of African Christianity: Essays in Honour of Inus Daneel</i> . Edited with G. Cuthbertson and H. Pretorius (Pretoria: University of South Africa Press).

Time devoted to African Studies teaching, research or consulting: 75%

WILFRID ROLLMAN

Ph.D. University of Michigan, M.A. University of Michigan, B.A. Creighton University

Academic Experience

2005 - Present Fellow of the Center for International Relation, Boston University
2004 – Present Adjunct Associate Professor, Wellesley University

Languages French, Spanish, Arabic, German

Overseas Experience Spain, Portugal, Italy, Malta

Research and Teaching North Africa and Middle Eastern History and Politics, International Relations, Government and Politics in the Contemporary Middle East.

Selected Publications

2013 Servant, Pffocer. Resostamce Fogjter” The Aitpbopgra[jupf Qa’od al-Raha al-Mako, a;- Al;jsasso (1867/68 – 1964) Forthcoming Leiden: E.J. Brill.

Time devoted to African Studies teaching, research or consulting: 33%

SYDNEY ROSEN

M.A. 1995 Kennedy School of Government, Harvard University, A.B. 1987 Magna Cum Laude in History, Harvard University.

Academic Experience

2007 – Present Research Associate Professor, Center for Global Health & Development, Boston University
2001 – 2007 Assistant professor Center for International Health and Development, Boston University School of Public Health.
1993 Field Researcher; Kennedy School Program on South Africa. Conducted research on public administration training at eight historically black universities in South Africa and provided recommendations for improving undergraduate training in this area.

Overseas Experience South Africa, Kenya

Research and Teaching Current research focuses on assessing the economic consequences of HIV/AIDS for African public and private sector organizations and developing policy options for mitigating these consequences. (Resident in South Africa since September 2003.)

Selected Publications

2007 Rosen S, Fox M, Gill CG. Patient retention in antiretroviral therapy programs in sub-Saharan Africa: a systematic review. *PLoS Medicine* 2007; 4(10): e298.
2008 Rosen S, Long L, Fox MP, Sanne I. Cost and cost-effectiveness of switching from stavudine to tenofovir in first-line ARV regimens in South Africa. *JAIDS* 2008; 48(3):334-44.

Time devoted to African Studies teaching, research or consulting: 90%

LORA SABIN

Ph.D. 1995 Harvard University, A.M. 1986 Harvard University, A.B. 1981 Stanford University, CA

Academic Experience

2001 – Present Assistant Professor International Health, Department of International Health, Boston University School of Public Health.
1996 – 1998 Development Associate. Harvard Institute for International Development, Harvard University

Languages Mandarin – Chinese (4)

Overseas Experience Uganda, China, Vietnam

Research and Teaching Child Health, Economic Impact of HIV/AIDS in Africa and Asia

Selected Publications

In Press No Room for Complacency about Adherence to Antiretroviral Therapy in Sub-Saharan Africa” [With CJ Gill, DH Hamer, DM Thea] *AIDS*.
2001 Comperative Studies of Orphans and Non- orphans in Uganda. Monograph [With Kris Heggenhougen, Kate Laurence, eds. Boston, MA. Boston University School of Public Health, Center for International Health and Development (October).

Time devoted to African Studies teaching, research or consulting: 50%

ANN WILLCOX SEIDMAN

Ph.D. 1968 University of Wisconsin, Madison, M.S. 1953 Columbia University, B.A. 1947 Smith College

Academic Experience

2001 – Present Conducting Distance Learning Course as part of Boston University Program on Legislative Drafting for Democratic Social Change.
2000 to Present Visiting Professor, Brandeis University, Heller School’s Sustainable International Development
1990 – 2000 Adjunct professor, International Development & Director, South African Summer Program, Clark university.

Overseas Experience Tanzania, Ghana, Zambia

Selected Publications

1980 An Economics Textbook for Africa (London: Methuen and Co., Ltd., 1969; 2nd ed., 1972; 3rd ed.).
1968 Co-author, Unity or Poverty: The Economics of Pan Africanism, with Reginald H. Green (Middlesex, England: Penguin African Library).

Time devoted to African studies teaching, research and consulting: 50%

NANCY SCOTT

MPH Boston University School of Public Health, BSc, Santa Clara University

Academic Experience:

Instructor, School of Public Health, Center for Global Health, Boston University

Selected Publications:

2014

Brennan AT, Thea DM, Semrau K, Goggin C, Scott N, Pilingana P, Botha B, Attendants in Rural Zambia: A Feasibility Study. *J Midwifery Womens Health*. 59(2):198-204.

2012

Bryant M, Beard J, Sabin L, Brooks MI, Scott N, Larson BA, Biemba G, Miller C, Simon J. PEPFAR's support for orphans and vulnerable children: some beneficial effects, but too little data, and programs spread thin. *Health Aff (Millwood)* 31(7):1508-18.

Time devoted to African studies teaching, research and consulting:

MARY H. SHANN

PhD, Boston College, Educational Psychology and Research, M.d., Boston College, Program Planning and Evaluation, B.S., Boston College, Chemistry

Academic Experience:

Professor, Boston University School of Education

Selected Publications:

2001

Shann, Mary H. Students' Use of Time Outside of School: A Case for Extended Day Programs for Urban Middle Schools. *The Urban Review*, 33 (4), 339-356.

1999

Shann, Mary H. Academics and a Culture of Caring: The Relationship Between School Achievement and Prosocial and Antisocial Behaviors in Four Urban Middle Schools. *School Effectiveness and School Improvement*, 10 (4), 390- 413.

Time devoted to African studies teaching, research and consulting: 10%

PARKER SHIPTON

Ph.D. 1985 Cambridge University, Cambridge England, M. Litt. 1979 Oxford University England, A.B. 1975 Cornell University Anthropology, Summa cum Laude

Academic Experience

1994 – Present Professor, Department of Anthropology
1984 –1994 Instructor (1984-5), Assistant Professor (1985-9), Lecturer (1989-94)
1980 – 1983 Research Associate, Institute for African Studies University of Nairobi

Languages

French (5) Spanish (5) Swahili (3) Dhluo (3), German (2) Italian (2)

Overseas Experience

Kenya, Tanzania, Gambia. Congo, England, Colombia, Italy, France, Mexico

Research and Teaching

Africa: Cultural dimensions of economy, religion and property law in twentieth century East Africa (esp. Luo and neighbouring Nilotic and Bantu Speaking groups).

Recent Publications

2014 (in press) Trusting and Transcending: Sacrifice at the Source of the Nile. *Current Anthropology Encyclopedia of the Social and Behavioral Sciences*. 2nd ed. (Elsevier).
2013 *Credit Between Cultures: Farmers, Financiers, and Misunderstanding in Africa*, (Yale University Press).
2010 *Mortgaging the Ancestors: Ideologies of Attachment in Africa*, (Yale University Press).
2009 *The Nature of Entrustment: Intimacy, Exchange and the Sacred in Africa* (Yale University Press).

Time devoted to African Studies teaching, research or consulting: 90%

CAROLYN A. SHUMWAY

Ph.D. 1988 (Marine Biology) Scripps Institution of Oceanography, B.A. 1981 (with Honors) Wellesley College, 1979-1980 (Junior year abroad), King's College, University of London

Academic Experience

1999 – Present Adjunct Assistant Professor of Biology, Boston University
2002 – Present Senior Scientist for Aquatic Biodiversity, New England Aquarium

Languages

Spanish (4), French (2)

Overseas Experience

Tanzania, DRC, Ghana

Research and Teaching

Fish and Fisheries Biology, Current Issues in Evolutionary Biology, International Biodiversity Policy

Selected Publications

1999 A Neglected Science: Applying behavior to aquatic conservation. *Environmental Biology of Fishes*. 55(1-2): 183- 201.
1999 *Forgotten Waters: Fresh Water and Marine Ecosystems in Africa*. Strategies for Biodiversity Conservation, (Boston University Publication).

Time devoted to African Studies teaching, research or consulting: 25%

JONATHON LEE SIMON

Ph.D. 1999, Harvard University, MPH. 1986 University of California, Berkeley, B.Sc. 1984 UC-Berkeley.

Academic Experience

2000 – Present Director, Center for International Health and Development, Boston University School of Public Health
2010 – Present Robert A. Knox Professor
2003 – Present Chairman, Department of International Health, Boston University
2001 – Present Principal Investigator; The Impact of Morbidity on Labor Productivity in Western Kenya

Overseas Experience

South Africa, Uganda, Nigeria, Tanzania, Zambia, Kenya

Research and Teaching

Child survival, infectious diseases, capacity strengthening in Africa. The impact of the HIV/AIDS epidemic on sectors of the African economy.

Selected Publications

2013 Larson BA, Fox MP, Bii M, Rosen S, Rohr J, Shaffer D, Sawe F, Wasunna M, Simon JL. Antiretroviral therapy, labor productivity, and sex: a longitudinal cohort study of tea pluckers in Kenya. *AIDS*. 27(1): 115-23.
2011 Macleod WB, Waitolo N, Knapp AB, Mirochnick M, Mazimba A, Fox MP, Sabin L, Seidenberg P, Simon JL, Hamer DH. Effect of training traditional birth attendants on neonatal mortality (Lufwanyama Neonatal Survival Project): randomized controlled study. *BMJ*. 342: d346.

Time devoted to African Studies research, teaching or consulting: 50%

MICHAEL SORENSON

Ph.D. 1990 University of Minnesota, B.A. 1984 Luther College

Academic Experience

Professor, Biology Department, Boston University
Chairman, Biology Department, Boston University

Languages

French (1)

Overseas Experience

Cameroon, Tanzania, Zambia, Zimbabwe, Gambia, Guinea, Papua New Guinea

Research and Teaching

Avian behavioral ecology, population genetics, molecular systematics

Selected publications

2011 Spottiswoode, C.N., K.F. Stryewski, S. Quader, J.F.R. Colebrook-Robject & M.D. Sorenson. Ancient host specificity within a single species of Brood parasitic bird. *Proceedings of the National Academy of Science USA* 43: 17738-17742.
2009 Njabo, K. Y. & M.D. Sorenson. Origin of the endangered Bannerman's turaco in relation to historical climate change and the distribution of Podocarpus forests. *Ostrich: Journal of African Ornithology* 80: 1-7.

Time devoted to African Studies research, teaching or consulting: 10%

CHARLES RICHARD STITH

ThM. 1977 Harvard University Divinity School, M. Div 1975 Interdenominational Theological Center, Atlanta, B.A. 1973 Baker University, Baldwin KS

Academic Experience

2001- present Director, African Presidential Center, Boston University
1998-2001 Ambassador to the United Republic of Tanzania
1992 – 1994 Visiting Lecturer, Harvard University Divinity School

Languages

Swahili

Overseas Experience

Benin, Botswana, Cape Verdi, Ghana, Kenya, Liberia, Malawi, Mauritius, Mozambique, Namibia, Niger, Tanzania, Senegal, South Africa, Zambia

Research and Teaching

IR 430 Africa and Globalization: Opportunities and Obstacles

Selected Publications

2002 – 2012 The African Leaders State of Africa Report (APC) annual report.
2003 Moral Values and Market Values: The Impact on Africa in an era of Global Capitalism? *The Trotter Review*, Vo. 15, No. 1.

Time devoted to African Studies teaching, research or consulting 100%

JOHN STONE

D.Phil (1970) St. Anthony's College, Oxford, B.A. (1966) Cambridge University

Academic Experience

2001 – Present Professor of Sociology and Chairman of the Department of Sociology, Boston University.
1998 – 2001 Director of Graduate Studies, Department of Sociology & Anthropology, George Mason University

Overseas Experience

England, South Africa

Research and Teaching

Comparative Race and Ethnic Relations, Migration and Nationalism, Social and Political Change in Southern Africa

Recent Publications

2003 *Race and Ethnicity: Comparative and Theoretical Approaches*. (Oxford: Blackwell,) [With Rutledge M. Dennis].
1986 *Ethnicity, Empire and Race Relations*. (London: Routledge) [With A.H.M. Kirk-Greene].

Time devoted to African Studies teaching, research or consulting: 50%

DONALD MARK THEA

M.Sc. 1985, University of London, School of Hygiene & Tropical Medicine, London, UK, M.D. 1981 Columbia University, College of Physicians & Surgeons, New York, B.S. 1976 Antioch College, Yellow Springs, OH.

Academic Experience

1998 – Present Professor, International Health, Boston University School of Public Health and Scientific Director, Applied Research in Child Health Project.
2000 – Present Principal Investigator, Zambian Exclusive Breastfeeding Study
1998 – 2001 Harvard Institute for International Development, Cambridge, MA.

Overseas Experience

Zambia, Zimbabwe, United Kingdom

Research and Teaching

Epidemiology, infectious disease research, HIV/AIDS, perinatal transmission, acute respiratory illness, malaria.

Selected Publications

2004 Issues in the Design of a clinical Trial with a Behavioral Intervention – The Zambia Exclusive Breastfeeding Study (ZEBS) *Controlled Clinical Trials*, 25;353-65 [With Vwalika C, Kasonde P, Kankasa C, Sinkala M, Semrau K, Shutes E, Ayash C.].
2003 “Why do firms take action on HIV/AIDS Evidence from Nigeria?” *The Journal of Business in Developing Nations*.

Time devoted to African Studies teaching, research or consulting: 75%

JOHN K. THORNTON

Ph.D. 1979 (History) UCLA, Los Angeles, M.A. 1972 UCLA, Los Angeles, B.A. 1971 University of Michigan, Ann Arbor, Michigan.

Academic Experience

2003 – Present Professor, Department of History and African American Studies, Boston University.
1986 – 2003 Department of History, Millersville University, Millersville, PA, Professor
1979 – 1981 Department of History, University of Zambia, Lusaka, Lecturer Grade II (Assistant Professor in USA)

Languages

French, Portuguese, Italian, German, Dutch, Kiswahili, Hausa (Reading and Speaking)

Overseas Experience

Zambia, Angola, Congo

Research and Teaching

Africa: All periods, pre-colonial, central Africa and Portuguese-speaking Africa. Includes extensive research experience. World History: Experience in teaching world survey, all periods.

Recent Publications

2012 *Cultural History of the Atlantic World* (Cambridge University Press).
2007 John K. Thornton, Linda Heywood. *Central Africans, Atlantic Creoles & Foundation of the Americas* (Cambridge University Press).

Time devoted to African Studies teaching, research or consulting: 75%

SUSHIL VACHANI

Ph.D. Harvard University, Post Graduate Diploma, Indian Institute of Management Bachelor of Technology Indian Institute of Technology Kanpur, India with honors in Mechanical Engineering.

Academic Experience

1986 - Present Associate Professor, School of Management, Boston University.

Overseas Experience

Japan

Research and Teaching

Multinational-government relations, Impact of NGOs on international business, Multinationals non-market strategies.

Selected Publications

Forthcoming MNCs and Global Poverty Reduction. To be edited with Subhash Jain. Cheltenham, (UK: Edward Elgar Publishing).

1991 *Multinationals in India: Strategic Product Choices*, (New Delhi: Oxford & IBH Publishers).

South Africa and the AIDS epidemic, Socially Responsible Pricing: Lessons from the Pricing of AIDS Drugs in Developing Countries.

Time devoted to African Studies teaching research or consulting: 25%

HANNELORE VANDERSCHMIDT

Ph.D., Educational Psychology, Boston College, Graduate School of Education Ed.M, Harvard University, Graduate School of Education, M.A., B.A., English, Wellesley College

Academic Experience

1984 – Present Co-Director, Center for Educational Development in Health, Boston University Health Policy Institute

1986 – 1991 Visiting Lecturer, Health Policy and Management, Harvard School of Public Health

1984 – Present Adjunct Associate Professor of Public Health, Health Services.

Overseas Experience

Botswana, South Africa

Research and Teaching

Educational design and evaluation, competency based education and training with ministries of health in Africa, Asia and the Middle East.

Selected Publications

2001 Vanderschmidt, H. F., Segall, A. J., Design for Learning: Developing and Evaluating Competency-based Courses. (Boston University CEDH. Available in hard copy and PDF format).

1994 Vanderschmidt H. F., McGuire, R. Preventing Substance Abuse Related Risks: Parent-Teacher-Youth Packages. (Boston University, Center for Educational Development in Health).

Time devoted to African Studies teaching, research or consulting: 25%.

TARYN VIAN

Ph.D Public Policy and Global Health, Boston University, Boston, MA. M.Sc. 1987 Harvard School of Public Health, Health Policy and Management, Boston, MA. Teaching Fellow, Health Policy and Planning in Developing Countries. B.A. 1980 Colgate University, Philosophy

Academic Experience

2010 – Present Associate Professor, Department of International Health, Boston University School of Public Health
2006 - Present Faculty Director, MBA-MPH in Global Health Management

Research and Teaching

Anticorruption programs for health sector, Policy analysis and planning for health reform, financial management and cost analysis.

Languages

French (4)

Overseas Experience

Albania, Cameroon, Chad, Colombia, Democratic Republic of Congo, Egypt, Haiti, Kenya, Madagascar, Morocco, Niger,

Recent Publications

2013 Vian T, Koseki S, Feeley FG, Beard J. Strengthening capacity for AIDS vaccine research: analysis of the Pfizer Global Health Fellows Program and the International AIDS Vaccine Initiative. *BMC Health Services Research*, 13:378.
2005 Vian T., "Sectoral Dimensions of Corruption: Health," In Spector B., ed., *Fighting Corruption in Developing Countries* (Bloomfield, CT: Kumarian Press).

Time devoted to African Studies teaching, research or consulting: 50%

SUSAN WALKER

M.A. 2009 (History) Boston University, A.B. 1979 (English Literature) Brown University, Providence, R.I.

Academic Experience

1997 – Present Associate Professor of Broadcast Journalism, College of Communication Boston University
1997 – Present Tecknow Productions; Video Production Company Founder
1982 –1985 WCVB TV Newscast Producer

Overseas Experience

South Africa

Research and Teaching

Broadcast writing, reporting and video production

Selected Publications

Forthcoming A book about the crashes of the world's first passenger jet during the 1950s.
2005 Co producer documentary “ A Tale of Two Teens” contrasting the lives of an American teenage girl and her South African peer, both living during the age of AIDS. Documentary, along with a curriculum guide, is used as the AIDS education unit in high schools throughout the United States and South Africa. Distributed through Cinema Guild, one the world's largest distributor of educational films.

Time devoted to African Studies teaching, research or consulting: 25%

CHRIS WALSH

PhD 2000 Boston University American Studies, MA 1995 Boston University, American Studies BA 1988 University of Rochester, English/Psychology

Academic Experience

2002 - present Assistant Professor of English, Associate Director Writing Program

Research and teaching

The Poetry of War, Africa and the West, Rotten English: the Vernacular in World Literature.

Selected Publications

Explicator (on Ken Saro Wiwa's *Sozaboy*, Literary Griot (on Chinua Achebe and Joyce Cary) and *Raritan* (on his experience in West Africa).

Time devoted to African Studies teaching, research and consulting

BRENDA J. WANING

M.P.H. 1996 (Epidemiology & Statistics) Boston University School of Public Health, B.S. 1988 (Pharmacy) Massachusetts College of Pharmacy, Boston, MA.

Academic Experience

2003 – Present Assistant Professor of International Health/Pharmaceutical Scientist, Center for International Health and Development, Boston University School of Public Health

1997 – 2003 Assistant Professor Pharmaceutical Sciences, Massachusetts College of Pharmacy

1988 –1997 Clinical Pharmacist, Boston Medical Center

Research and teaching

Drug policy issues in developing countries, policy implementation, evaluation, quality assurance, rational use of medicine current work is focused in Central Asia, Sub-Saharan Africa and the Philippines

Selected Publications

2001 *Agni*, Artsfuse.org, Essays in Criticism, The Explicator, Raritan, and the Yale Review
Pharmacoepidemiology: Principles and Practice. (McGraw-Hill Publishers New York, NY) (With Montagne M.).

Time devoted to African Studies teaching, research or consulting: 25%

DAVID M. WESTLEY

Ph.D. 1986 (African Languages and Literature) University of Wisconsin, M.A. 1975 University of Wisconsin, Masters in Library Science. 1985 University of Wisconsin, B.S. 1972

Academic Experience

1989 – Present Bibliographer. African Studies Library. Boston University.
1986 –1988 Assistant Professor. Stillman College, Tuscaloosa Alabama

Languages

Hausa (2), Kiswahili (3), Xhosa (2), Zulu (2)

Overseas Experience

Nigeria, Cameroon, Tunisia, South Africa

Research and Teaching

Teaching Hausa, African literature, linguistics and folklore. Annotated bibliographies on various African topics.

Selected Publications

2001 Bibliography of Swahili Language and Linguistics Madison, Wisconsin.
1993 Mental Health and Psychiatry in Africa: An Annotated Bibliography (London: Hans Zell).

Time devoted to African Studies teaching, research or consulting: 100%

ROBERTA F. WHITE

Ph.D. 1978 Wayne State University, M.A. 1975 Wayne State University, B.A. 1969 Michigan State University

Academic Experience

2003 - Present Chair and Professor, Department of Environmental Health
School of Public Health

Overseas Experience

South Africa

Research and teaching

Principal Investigator. Prenatal pesticide exposure in South Africa:

Selected Publications

2003 Neuropsychological screening for cognitive impairment using computer-assisted tasks. *Assessment*, 10(1):86-101, 2003. [With James KE, Vasterling JJ, Letz R, Marans K, Delaney R, Kregel M, Rose F, Kraemer HC].

Time devoted to African Studies teaching, research and consulting: 25%

MICHAEL WOLDEMARIAM

Ph.d. 2011 Politics, Princeton University, MA 2007 Politics, Princeton University, BA 2005 Political Science and Sociology, Beloit College, Wisconsin

Academic Experience

2011 – Present Assistant Professor, Department of International Relations and Political Science, Boston University

Overseas Experience

Ethiopia, Mozambique, Somaliland, South Africa, India

Research and Teaching

African politics, particularly the dynamics of armed conflict, the behavior of rebel organizations and self-determination movements, and post-conflict institution building

Selected Publications

Forthcoming “Why Rebels Collide: Factionalism and Fragmentation in African Insurgencies,” Book project/dissertation
2012 “The Perils of Partition: Successor States and the Dynamics of War in the Horn of Africa” with Alden Young—Op-ed version, “The Bad News Over Badme: Why Ethiopia Won’t Back Down on Eritrean Border,” published on May 24, 2012, at <http://africanarguments.org/2012/05/23/the-bad-news-over-badme-why-ethiopia-won%E2%80%99t-back-down-on-eritrean-border-by-michael-woldemariam/>

Time devoted to African Studies teaching, research or consulting: 100%

DIANA WYLIE

Ph.D. 1984 (History) Yale University, M. Litt. 1974 University of Edinburgh, Scotland, B.A. 1969 Goucher College Maryland

Academic Experience

1994 – Present Professor, Department of History, Boston University. Tenured.

Languages

French (4), Swahili (2), Dutch (2), Setswana (2)

Overseas Experience

Algeria, Kenya, Botswana, South Africa, Zambia

Research and Teaching

South African History: Chiefdomship, colonialism, cultural racism, food health, labor migration, poverty.

Recent Publications

2008 Art and Revolution: The Life and Death of Thami Mnyele, South African Artist, (Johannesburg: Jacana, 2008; Charlottesville: University of Virginia Press, 2008).
2001 Starving on a Full Stomach: Hunger and the Triumph of Cultural Racism in Modern South Africa. (Charlottesville: University Press of Virginia) Choice magazine “Outstanding Academic Book, 2002,” Melville J. Herskovits Award, 2002.

Distinctions

Senior Fulbright Research Scholarship in Morocco 2013-14
SSRC Mid-Career Fellowship 2000

Time devoted to African Studies teaching, research or consulting: 90%

KOJO YEBOAH-ANTWI

M.P.H. 1993 Royal Tropical Institute, ICHD ,Amsterdam, Netherlands , M.B. Ch.B., 1982 Ghana Medical School, Korle Bu University of Ghana

Academic Experience

2004 – present Assistant Professor/Senior Research Associate
Center for International Health and Development (CIHD), Boston University School of Public Health

2002 – 2004 West Africa Region Officer.
Malaria Consortium, West Africa Office, Accra, Ghana

Overseas Experience

Ghana, Nigeria, Zambia, Ghana, India, Kenya, Netherlands, Iran, Pakistan, Tanzania, Zimbabwe, Malawi, Angola.

Research and Teaching

Community based management of fever study in Zambia;
Assessing the burden of malaria in pregnancy in India
Malaria micronutrients and maternal and child health.

Recent Publications

2013 Yeboah-Antwi, Gail Snetro-Plewman, Karen Z. Waltensperger, Davidson H. Hamer, Chilobe Kambikambi, William MacLeod, Stephen Filumba, Bias Sichamba, David Marsh. Measuring teamwork and taskwork of community-based “teams” delivering Methodol.

Time devoted to African Studies teaching, research or consulting: 80%

MUHAMMAD ZAMAN

PhD Physical Chemistry, A Burroughs-Wellcome Graduate Fellow in Interdisciplinary Sciences. University of Chicago (2003)

Academic Experience

2009 to present Associate Professor Biomedical Engineering, Boston University
2009 to present Associate Chair Biomedical Engineering, Boston University
2006 – 2009 Assistant Professor Biomedical Engineering, UT Austin
2003 – 2006 Herman and Margaret Post-Doctoral Fellow, MIT
Associate Director Kilachand Honors College, Boston University

Overseas Experience

Kenya, Zambia, Uganda, Ethiopia

Research and Teaching

Member of the technical committee of the UN Economic Council of Africa (UNECA). Co-Director of the UNECA biomedical innovation program in Africa.

Time devoted to African Studies teaching, research or consulting: 75%

Appendix IV: Performance Measure Forms
Boston University African Studies Center

Project Goal Statement 1: The Boston University African Studies Center will collaborate with the University of Massachusetts Boston (UMB) (a Title III school) to increase by 10% or more the number of students graduating from each school with African area studies expertise by end of the funding cycle.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
A.) Develop 16 new courses with at least 25% African area studies content and increase number of students graduating with at least 4 African area studies courses by at least 10% by end of funding cycle.	A1. Partner with UMB Department of Africana Studies and Center for African, Caribbean, and Human Development on determining curricular needs to support with course development and travel grants to augment available Africa courses. A2. Provide faculty grants to three faculty annually at BU and UMB to develop new Africa-focused courses or to enhance existing courses with at least 25% Africa content, with emphasis on departments currently lacking Africa coverage in their curriculum and provide travel grants to at least one faculty member annually to travel to Africa for course development. A3. Collaborate with BU and UMB departments of Music,							

	<p>the Health and Human Rights Caucus to recruit new students for the majors, minors, and certificates.</p>						
	<p>C3. Improve advising for African Studies and MENA majors, minors, and graduate certificates through introducing new professional advising within the Pardee School and new language advising in the CAS Academic Advising Office.</p>						

Project Goal Statement 3: The Outreach Program of the BU African Studies Center, in partnership with the BU School of Education and other area schools of education and teacher training programs, will increase the number of teachers in the Boston area and beyond with competence in African area studies and language by 110 (including 25 Teaching Africa Masters Teachers, 10 licensed Arabic instructors, and 75 additional teachers who have completed at least two Africa-focused workshops) by the end of the funding cycle.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
<p>Performance Measure A.) The African Studies Outreach Program will design a Teaching Africa Master Teacher Certification Program and certify at least 25 Boston area K-12 teachers by end of funding cycle.</p>	<p>A1. Teacher Training Coordinator will work with schools of education at BU, UMB, Tufts, and Bridgewater State to design Teaching Africa Master Teacher certification program, develop criteria for certification, identify qualifying workshops, courses, and other education programs, and maintain records of participation in African studies training.</p>							
	<p>A2. Teacher Training Coordinator will recruit at least 10 new participants in the program each year from among Boston area teachers and students in area schools of education.</p>							
	<p>A3. BU Outreach Program will develop at least one new teaching resource each year and train at least 20 teachers each semester in using the African Studies Center's teaching resources.</p>							

Project Goal Statement 3: The Outreach Program of the BU African Studies Center, in partnership with the BU School of Education and other area schools of education and teacher training programs, will increase the number of teachers in the Boston area and beyond with competence in African area studies and language by 110 (including 25 Teaching Africa Masters Teachers, 10 licensed Arabic instructors, and 75 additional teachers who have completed at least two Africa-focused workshops) by the end of the funding cycle.								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
Performance Measure B.) Collaborate with BU School of Education to train 10 Arabic language instructors in Masters of the Art of Teaching (MAT) in the Modern Foreign Language Education Program, including instruction on the presence of Arabic in Africa and the use of <i>Ajami</i> , by end of funding cycle.	B1. Partner with Department of Modern Languages and Comparative Literature to recruit students for the MAT Arabic program from among current Arabic students, including recruiting students for undergraduate and graduate FLAS for Arabic specifically with potential to participate in MAT Arabic program.							
	B2. Conduct outreach in Arabic-speaking heritage communities in Boston area, particularly North African and Sahelian immigrant communities, to recruit students for MAT Arabic program.							
	B3. Work with Boston-area school districts to encourage the inclusion of Arabic as a language option within the curriculum.							

