

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 # P015A140147 P015B140147

Univ of Wisconsin System/Regents



OFFICE OF RESEARCH AND SPONSORED PROGRAMS

UW Reference # MSN177719

U.S. Department of Education

Director

National Resource Center and FLAS: African Studies Program 2014-18

This proposal has been administratively approved on behalf of the Board of Regents of the University of Wisconsin System and is submitted for your consideration. Please keep our office advised as developments occur with regard to this application.

The appropriate programmatic and administrative personnel of each institution involved in this application are aware of the sponsor's grant policy and are prepared to establish the necessary inter-institutional agreement(s) consistent with that policy.

All costs cited conform to established institutional policies and procedures. Our DHHS Negotiated Rate Agreement can be found at <http://www.rsp.wisc.edu/rates/rates.pdf>. Website: <http://www.rsp.wisc.edu/>

A final agreement is contingent upon the successful negotiation of terms and conditions acceptable to the University of Wisconsin-Madison.

We ask that you use the University's above-referenced proposal number in any future correspondence.

Questions regarding administrative matters should be directed to:

PreAward Services by email: preaward@rsp.wisc.edu or by phone: (608) 262-3822.

Questions regarding the technical nature of this application should be directed to:

The Principal Investigator.

A handwritten signature in cursive script that reads "Brenda Egan".

Brenda Egan, Interim Managing Officer, PreAward Services

6/27/14

AF

OMB Number: 4040-0004

Expiration Date: 8/31/2016

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Board of Regents of the University of Wisconsin System"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="396006492"/>	* c. Organizational DUNS: <input type="text" value="1612021220000"/>	
d. Address:		
* Street1: <input type="text" value="Research & Sponsored Programs"/>	Street2: <input type="text" value="21 N. Park Street, Suite 6401"/>	
* City: <input type="text" value="Madison"/>	County/Parish: <input type="text" value="Dane"/>	
* State: <input type="text" value="WI: Wisconsin"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="53715-1218"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="African Studies Program"/>	Division Name: <input type="text" value="College of Letters & Science"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Neil"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Kodesh"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director"/>	
Organizational Affiliation: <input type="text" value="African Studies Program, University of Wisconsin-Madison"/>		
* Telephone Number: <input type="text" value="608-262-2380"/>	Fax Number: <input type="text" value="608-265-5851"/>	
* Email: <input type="text" value="kodesh@wisc.edu"/>		

Application for Federal Assistance SF-424

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

H: Public/State Controlled 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:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A;84.015B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and -002

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B

13. Competition Identification Number:

N/A

Title:

N/A

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

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Centers and Foreign Language and Area Studies Fellowships Programs: African Studies

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

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="2,870,605.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,870,605.00"/>

*** 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:
 Neil Kodesh

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 are 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.

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 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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 <i>Brenda Egan</i>	TITLE Interim Managing Officer
APPLICANT ORGANIZATION The Board of Regents of the University of Wisconsin System	DATE SUBMITTED 6/2/6/2014

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known: W1-002	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: Ntl Resiyrce Ctr Pr, Foreign Language & Area Studies Fellowships CFDA Number, if applicable: 84.015A & B	
8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$ N/A	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u>Brenda Egan</u> Print Name: <u>Brenda Egan</u> Title: <u>Interim Managing Officer</u> Telephone No.: <u>608-262-3822</u> Date: <u>6/26/2014</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="The Board of Regents of the University of Wisconsin System"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Brenda"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Egan"/> Suffix: <input style="width: 80px;" type="text"/>	
* Title: <input style="width: 250px;" type="text" value="Interim Managing Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Brenda Egan"/>	* DATE: <input style="width: 150px;" type="text" value="6/26/2014"/>

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017
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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"/>

**FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017**

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
Arabic	Y
Swahili	Y
Yoruba	Y
Zulu	Y
Hausa	
Wolof	

**University of Wisconsin-Madison
African Studies Program**

National Resource Center for African Languages and Area Studies, 2014-18

GEPA Statement

In strict accordance with Section 427 of GEPA, the African Studies Program (ASP) actively seeks employees from groups that have been underrepresented. All ASP openings are advertised to conform to EO/AA criteria. We systematically post openings where minority candidates will see them. The UW's ten-year plan for increasing minority faculty has yielded substantial gains. Twenty-two percent of UW faculty members are from underrepresented groups, a sharp increase since 2000. ASP is actively involved in minority faculty recruitment and its own diversity profile is strong. Of ASP faculty and staff, 17 of 93 (31%) are minorities; 35 (38%) are women. Of 15 ASP faculty hired in the last four years, 3 are non-white and seven are women. Of ASP full- and part-time office staff in the last four years, 9 of 28 are minorities and 16 of 28 women. We work *proactively* to increase diversity.

The African Studies Program complies fully with Section 427 of GEPA not only in employment but in student access and access by the public to our programs and activities. Two examples of our systematic approach to compliance and measurable impacts will suffice: (1) In our outreach programming we actively target schools that have large minority populations; (2) In the past four years, 66 percent of FLAS fellowship recipients have been women and 20 percent minorities.

National Resource Centers (NRC) Program
Foreign Language and Area Studies Fellowships (FLAS) Program

Information to Meet §602(e) Statutory Requirements

1. 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

Inscribed on a plaque near the foundation of Bascom Hall, the main administration building of the University of Wisconsin-Madison, which commands a view of the entire campus from atop Bascom Hill, are words that first appeared in 1894 in the minutes of an obscure meeting of the Wisconsin Board of Regents. This anonymously composed sentence, now famous, has been described through the years as “glorious” and “troubling.” It is the essence of this institution: *“Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”*

Here is a statement of courageous resistance to cant, fashion, preconception, and ideology. Truth is real, it says; it must be sought; it is often found in unexpected places.

It is neither grandiose nor impractical to employ this famous phrase to explain the diverse perspectives and wide range of viewpoints that are not only welcomed but encouraged by the PI, the faculty, and the staff of this center as it applies for designation as a National Resource Center in African area studies. Whatever the reputation of the University of Wisconsin-Madison in the popular culture of America, the proud fact – all here understand this – is that Wisconsin’s actual hallmark and greatest asset is intellectual humility. We *seek* all viewpoints on the world region that is our focus because we are acutely aware of the limitations of our own knowledge. At this institution we bear in mind the perils of hubris, self-satisfaction, and settled thought.

In practical terms what does this mean? We hire smart people without regard and with no attention whatsoever to their politics or their “take” on affairs or events in our region or current U.S. policies toward it. We are mindless of orthodoxies when we select scholars and others from across the nation, around the world, to speak on our campus, to our students, to our outreach constituents. In every setting we want to hear from well-informed people who have interesting and provocative things to say. We don’t stifle thought or speech. In what serious university would serious people want things otherwise?

Our faculty, we know, are not a monolith. Their political opinions, voting behaviors, and policy prescriptions run the gamut. Our students are in that phase of life when we *want* them to challenge conventional wisdom, including our own. There is no censorship here, open or oblique. Any observer from afar who thinks he or she sees anything like it needs to come closer, where fiercely conflicting opinions, usually politely expressed, are everywhere.

2. 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

The African Studies Program of the University of Wisconsin-Madison 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 non-profit sectors. Undergraduate and graduate students in our program will receive information and advising about career opportunities in government service, education, business, and the non-profit sectors, where they may use their expertise in African languages and African studies. Our own advising includes substantial information on the full range of employment opportunities open to persons who have mastered African languages and area studies. We habitually refer interested students to alumni who have entered government service, including

three who serve in the State Department and others in intelligence services. *Africa Forward*, an annual career advising event featuring a young alumnus who has taken African studies training to a career outside of higher education, is extremely popular with our students. We plan in the coming grant cycle to include at least one government employee as an *Africa Forward* presenter, probably more. In partnership with other campus NRCs and Wisconsin's International Institute and Division of International Studies, we have sponsored extended visits to Madison by several former ambassadors in recent years, and these persons, who have mature reflections and great connections, have in several cases been very helpful to our students seeking internship and employment opportunities in the field of African studies outside of schools and universities, particularly in Washington. Finally, five ASP certificate students have participated in the last four years in the Washington, D.C. International Internship program of the International Studies Major. This program places students for a summer with a government or non-governmental agency in Washington focused on international affairs (and for African studies students, ideally, African affairs). These internships often lead to permanent employment after graduation.

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: University of Wisconsin-Madison's African Studies Program

Name of Authorized Representative (Typed): Brenda Egan

Title: Interim Managing Officer, Sponsored Programs Office Telephone: 608.262.3822

Signature:  E-mail: preaward@rsp.wisc.edu

Date: 6/26/2014

University of Wisconsin-Madison
African Studies Program

National Resource Center and FLAS Institution: African Languages and Area Studies, 2014-18

Abstract

The African Studies Program of the University of Wisconsin-Madison has been a world leader in African language and area studies research, training, and outreach for more than 50 years. The center supports research on Africa by university faculty members and students; maintains a strong, interdisciplinary Africa curriculum for undergraduate and graduate students, including future K-12 teachers in our School of Education; awards FLAS fellowships to graduate and undergraduate students learning African languages in order to use them in careers; collaborates with two- and four-year colleges that serve high numbers of students from historically underserved communities, and conducts Africa outreach for a range of constituents, especially teachers and students at the K-12 level.

The African Studies Program at Wisconsin is especially proud to be partly responsible for training an unusually high percentage of the nation's advanced specialists on Africa. Wisconsin African studies alumni take the expertise developed here to leadership positions in America's colleges and universities, schools, government agencies, and the private sector.

African studies students train at Wisconsin in a wide range of degree programs: B.A., M.A., Ph.D., J.D., M.D., and others. The university has particular Africa strengths in history, political science, sociology, geography, African languages and literature, visual arts, law, and global health. The university has the country's only department of African Languages and Literature; the center and that department work closely together to help provide the nation with a cadre of persons capable of using African languages in high-level careers (many trained with FLAS fellowships). We teach Arabic, Swahili, Yoruba, and Zulu to the advanced level and will be taking our other two languages – Hausa, and Wolof – to that level during 2014-2018. Recent faculty hires in the Department of African Languages and Literature will lead to important curricular and pedagogical advances that will have a national impact in the advancement of African language learning through traditional methods and by way of new technologies.

From 2014 through 2018, the center will embark on several major new initiatives: building its Wolof and Hausa language programs; collaborating with the College of the Menominee Nation to support development of a certificate program in Indigenous Studies; collaborating with that college and four other Minority Serving Institutions in Wisconsin to embed global and African area studies content in the curricula of their teacher training (i.e., education) departments and schools; collaborating with our own School of Education in teacher training by way of a new FIG (First-Year Interest Group) focused on area studies in the social studies classroom, designed for freshmen intending to become high school social studies teachers; and other programming with teacher trainers and in-service teachers across in this university and others. The center will also continue to develop its existing, widely lauded quantitative impact evaluation system (SWEPT), launching three new surveys to complement the two (of alumni and of current Wisconsin students) that have been completed thus far. Program planning in the African Studies Program at Wisconsin builds from assessments of the data generated by SWEPT.

PROJECT NARRATIVE



African Studies Program, University of Wisconsin-Madison
NRC – FLAS Application Narrative

Table of Contents

Introduction.....	1
1. Commitment to the Subject Area.....	2
A. University’s Financial and Other Support.....	4
B. Financial Support for Students.....	6
2. Quality of Curriculum Design.....	6
A. Undergraduate & Graduate Degree Programs & Training Options.....	6
B. Academic and Career Advising.....	11
3. Quality of the Applicant’s Non-Language Instructional Program.....	15
A. Quality and Extent of Center’s Course Offerings.....	15
B. Depth of Specialized Courses.....	18
C. Interdisciplinary Courses.....	18
D. Number of Non-Language Faculty.....	19
4. Quality of the Applicant’s Language Instructional Program.....	19
A. Extent of Language Instruction.....	20
B. Levels of Language Training.....	22
C. Faculty.....	23
D. Quality Measures of Language Program.....	24
5. Strength of Library.....	25
A. Strength of Library Holdings.....	26
B. Cooperative Arrangements.....	27
6. Quality of Staff Resources.....	28
A. Qualifications of Faculty.....	28
B. Center Staffing and Oversight, and Faculty Participation.....	30
C. Underrepresented Groups.....	32
7. Outreach Activities.....	32
8. Program Planning and Budget.....	40
A. Quality and Relevance.....	40
B. Development Plan.....	40
C. Costs.....	40
D. Impact.....	40
9. Impact and Evaluation.....	42
A. Impact on University, Community, Region, and Nation.....	42
B. Equal Access and Treatment.....	44
C. Evaluation Plan.....	44
D. Improved Supply of Specialists.....	47
E. The NRC, National Needs, and Information for the Public.....	47
F. FLAS Fellowships and National Needs.....	48
10. FLAS Awardee Selection Procedures.....	48
A. Selection Plan (Process).....	48
B. Selection Plan (Application).....	49
C. Selection Plan (Selection and Criteria).....	50
Competitive Preference Priorities.....	50
Appendix 1: Project Budget and Budget Narrative	
Appendix 2: Profiles: Project-Related Personnel	
Appendix 3: Course List	
Appendix 4: Performance Measure Forms	
Appendix 5: Letters from Collaborators	

African Studies Program, University of Wisconsin-Madison
NRC – FLAS Application Narrative

Acronyms Guide

AASP	Association of African Studies Programs
ACTFL	American Council on the Teaching of Foreign Languages
AL&L	Department of African Languages and Literature
ALMA	African Language Materials Archive
ALTA	African Language Teachers' Association
APTLII	Arabic, Persian, Turkish Language Immersion Institute
ASA	African Studies Association
ASAS	Area Studies Alumni Survey
ASP	African Studies Program
CMN	College of the Menominee Nation
DIS	Division of International Studies
EFC	Expected Family Contribution
FIG	First-Year Interest Group
FLTA	Fulbright Foreign Language Teaching Assistant
GLOWS	Global Learning Outcomes at Wisconsin Survey
GLS	General Library System
GPA	Fulbright-Hays Group Projects Abroad
IAP	International Academic Programs (the campus study-abroad office)
II	International Institute
LCTL	Less Commonly Taught Language
LI	Language Institute
L&S	College of Letters and Science
MATC	Madison Area Technical College
MSIs	Minority-Serving Institutions
NALRC	National African Language Resource Center
NCOLCTL	National Council of Organizations of Less Commonly Taught Languages
PEOPLE	Pre-College Enrichment Opportunity Program for Learning Excellence
SKJ	Scott Kloeck-Jenson Pre-dissertation Field Research Awards
SLA	Second Language Acquisition
SSRC	Social Science Research Council
SWEPT	The Standardized Wisconsin Evaluation Program for Title VI
UGB	Université Gaston Berger de Saint-Louis
UW	University of Wisconsin-Madison
UWSC	University of Wisconsin Survey Center
WARA	West African Research Association
WARF	Wisconsin Alumni Research Fund
WASOS	Wisconsin Area Studies Outreach Survey
WIOC	Wisconsin International Outreach Consortium

INTRODUCTION

The nation requires that its colleges and universities develop global citizens able to think responsibly about the world and its parts. We also must train a smaller number of true area experts, persons with deep knowledge and language skills able to engage in other countries, make foreign policy, advise policy makers, and educate the next generation. In African studies the University of Wisconsin-Madison is indispensable in this regard. Wisconsin sets international benchmarks of excellence in Africa research and education. Data confirm our centrality: Almost 20 percent of the nation's academic Africa specialists in the social sciences, humanities, and languages were trained at Wisconsin. In some fields, such as history, politics, and languages, the percentage is higher. Furthermore, Wisconsin's Africa experts lead. Ten of the last 25 presidents of the African Studies Association, and 5 of the last 12, have Wisconsin Ph.D.s or served on our faculty. These are remarkable numbers. Nor is Wisconsin's service to the nation limited to academia. The Departments of Defense and State are larded with Wisconsin-trained Africanists, including the nation's top Africa policy-maker and diplomat, Linda Thomas-Greenfield, Assistant Secretary of State for African Affairs, trained at Wisconsin under Crawford Young.

While it is important to invest in area studies growth in different universities, including some that have not benefitted from Title VI in the past, it is also vital that we sustain centers that set standards for the country and have the capacity and experience to help other institutions build curricula and train teachers. The African Studies Program at Wisconsin (ASP) is reaching out to historically underserved colleges as part of a national effort to improve capacity in two-and four-year institutions, especially minority-serving institutions (MSIs), notably in teacher education.

ASP is positioned to reach out from strength because it has been attentive to the need for self-renewal. Fifteen of ASP's 61 core faculty members (and 29 of our 98 total faculty and staff) have been hired since 2010, including three young historians and four members of our

Department of African Languages and Literature. More than a quarter of ASPs core faculty members were born after 1970. Just as we have been careful to maintain our strength in traditional area studies fields, we have also expanded rapidly and with cross-disciplinary acumen into STEM fields and the professions. As Appendix 2 shows, 17 of our core members teach in professional schools and 9 in the physical and biological sciences. From this base, with Title VI support, ASP will lead African area studies in new directions, including richer collaborations with schools of education, two-year colleges, and MSIs. This proposal, rooted in our historic role, energized by a vigorous faculty, supercharged with innovations in pedagogy, outreach, and assessment, is our *action plan* for continued African studies leadership from 2014 to 2018.

1. COMMITMENT TO THE SUBJECT AREA

The University of Wisconsin-Madison takes pride in ASP's leadership and backs this pride with unwavering support. The College of Letters and Science (L&S) is ASP's administrative home. For the duration this grant, L&S will pay all of the ASP director's salary, all of the associate director's salary, and the entire administrative portion of the assistant director's salary. Strong L&S salary support for our administrative core frees us to use Title VI funds for their best purpose: area studies and LCTL training; capacity building for interdisciplinary research and teaching, especially in schools of education, including our own; and outreach to K-16 educators and others. *No administrative salaries will go on the grant* (see Budget, Appendix 1). L&S also provides the bulk of ASP's *faculty* salaries and expenses. Other colleges, such as Education, Law, and Engineering contribute faculty salaries in proportion to their faculty representation.

Though based in L&S and largely funded by it, ASP receives substantial additional support from the Division of International Studies (DIS), headed by Vice Provost and Dean of International Studies, Guido Podestá, a former NRC director and stalwart promoter of Title VI. Since 2012, DIS has entirely funded ASP's part-time financial specialist and will do so for the

duration of this grant, a significant direct administrative investment that, considered with the L&S salary support described above, frees the center to use grant funds for best purposes. In addition, DIS has agreed to pay the entire tuition remission surcharge (\$8,000 per year for four years – not allowed on Title VI funds) for a graduate student African Studies outreach project assistant (see section 7). DIS also will partly fund a continuation of our nationally lauded impact and evaluation plan, SWEPT (see section 9). In addition, DIS will seed new ASP faculty positions; over the past several years it has given salary and research support for two new African Studies faculty members per year, and this will continue. Finally, DIS manages study-abroad programs in Africa, with strong input and formal mechanisms for consultation with ASP, and will continue supporting Africa teaching, research, and outreach as shown in Table 1-1.

In sum, ASP enjoys dual administrative backing from L&S and DIS. L&S pays our main administrative salaries. DIS covers our financial specialist, supports our outreach project assistant, covers study abroad, and pays for most impact and evaluation. The hope of Title VI funding has leveraged these commitments, which, as noted, will free us to use federal funds for high-impact programming (e.g., LCTLs, teacher training, and outreach), not administration.

The International Institute (II) – a cross-college network of area and international programs – is a particular strength at Wisconsin. ASP and the University's other II member programs, including all of its NRCs, are housed together in Ingraham Hall, meaning that ASP cooperates routinely with other area centers in fields such as internationalizing teacher training, outreach (through WIOC, see section 7), our online FLAS application system, and impact evaluation and assessment (see section 9). The II, a joint venture of L&S and DIS (it is overseen by both deans) gives member programs a visible unity and coherent campus voice. In few universities do area studies centers enjoy the formal and informal efficiencies in staffing and opportunities for cross-regional research, training, and outreach that the II affords Wisconsin.

A. University's Financial and Other Support: The University's strong backing of ASP is summarized in Table 1-1, whose data derive from 2013-14.

Operation of program. As shown in Table 1-1's first two rows, the University provides 86 percent of ASP's operating costs (65 percent of supplies and expenses and 96 percent of administrative salaries and fringes), including all of the salaries of the director (of which 50 percent is counted as administrative) and associate director, and 90 percent of that of the assistant director/outreach/FLAS coordinator. It covers impact evaluation costs, equipment, supplies, events, and programs. We are proud that the University funds ASP's administration.

Teaching staff. Table 1-1 shows that 99 percent of the salaries and fringe benefits of ASP's teaching staff (including language teachers) are paid from University funds; this figure includes the average of \$1.1 million per year in internal research support that the University provides for ASP faculty members (see section 6-A), an investment very rare in public institutions.

Library resources. Almost 98 percent of the funding for library Africa collections, bibliographic staff, and Africa services comes from the University (see Table 1-1 and section 5).

Linkages with institutions abroad. Table 1-1 shows that the University pays all costs of Africa linkages – student programs in Senegal, Kenya, South Africa, Ghana, and Uganda.

Outreach activities. Fully 2/3 of African Studies outreach expenses are paid by the University, including most of the salary of our outreach coordinator (this is unusual) and large parts of some outreach programs, such as *A Day in Africa* and *World Languages Day* (Table 1-1). The University's investment in ASP outreach will increase if we are successful in this proposal because it will bear some of the cost of new programming with MSIs and community colleges and the tuition-remission costs of an outreach project assistant (see section 7).

Students. Of 141 ASP graduate students, 102 have full University fellowship or assistantship support. (Eight others are funded by ASP on FLAS fellowships.) The University provides more

TABLE 1-1. UNIVERSITY CONTRIBUTION TO AFRICAN STUDIES AT WISCONSIN, 2013-14

Category of University Support	University Contribution	Percent of Total Cost Borne by University
ASP operational costs: supplies and expenses; computer and other technical support; travel; special lecturers; development grants; impact evaluation; and other institutional support for ASP activities and events	\$104,700	65%
ASP operational costs: salaries and fringes for ASP administration (director [100% paid; 50% counted here as administrative], associate director [100%], assistant director/FLAS coordinator [90%], financial specialist [100% of a part-time position], and student workers)	\$344,400	96%
Core teaching staff salaries and fringe benefits; language and non-language teachers (100 percent of salaries and fringe benefits for core members), plus Wisconsin Alumni Research Foundation (WARF) research grants	\$6,247,000	99%
Non-core teaching staff salaries and fringe benefits; language and non-language teachers (25 percent of salaries and fringe benefits for non-core members), plus Wisconsin Alumni Research Foundation (WARF) research grants	\$1,615,000	100%
Support for libraries (Africa collections only; includes acquisitions, library salaries, and fringes)	\$355,013	97.8%
Support for overseas linkages (includes Africa study-abroad operational, salary, fringe, and travel expenses; African student fee remissions; and technical support for digital linkages with partner institutions)	\$323,000	100%
Support for outreach (includes outreach coordinator salary and fringes; supplies and expenses; teacher workshops; support for <i>Africa Scholars</i> program; support for <i>A Day in Africa</i> ; support for <i>World Languages Day</i> ; upkeep of <i>AfricaFocus</i> website; and institutional support for WIOC)	\$42,500	66%
Student financial assistance for students focusing on Africa: University fellowships; teaching, research and project assistantships; Scott Kloeck-Jenson Awards, ASP pre-dissertation grants from University funds, Mellon/DIS ASP graduate student recruitment awards, TA, RA, and PA fee remission & the <i>real dollars</i> to make up the difference between FLAS institutional payments and graduate tuition, study-abroad scholarships for Africa students, and special scholarships for ASP certificate students advancing LCTL training via summer programs)	\$1,715,894	82.2% (Calculated against '13-'14 FLAS awards)
Total University Contribution	\$10,747,507	94.6%

than 82 percent of total support for graduate students (Table 1-1), including the exceptional Scott Kloeck-Jenson awards (section 2-A, below), ASP pre-dissertation research awards, and Mellon Foundation African Studies graduate student recruitment awards (see B, below, and section 2-A). In addition, about 20 *undergraduates* receive University scholarships each year for Africa study

abroad and ASP is able to provide occasional small scholarships from University funds to encourage undergraduates to advance their work on LCTLs (see next paragraph).

B. Financial Support for Students: As noted, 102 of our 141 full-time graduate students (72%) enjoy full University support. These fellowships, tuition waivers, and assistantship wages total about \$1.7 million per year (Table 1-1). Scott Kloeck-Jenson awards for pre-dissertation research in Africa, pre-dissertation awards funded by ASP from University-provided resources, and African Studies graduate student recruitment awards supported by the Mellon Foundation and DIS (section 2-A) provide additional, special-purpose assistance to graduate students. Despite this exemplary University support, we always have 35 or more applicants for academic-year FLAS fellowships, an indication of the high number of Africanists at Wisconsin and the prestige of FLAS fellowships. The University makes up the difference between FLAS institutional payments and graduate tuition in real dollars. University support for *undergraduates* takes the form of study-abroad scholarships, about \$20,000 per year, and scholarships that ASP occasionally can provide from University funds for certificate students to advance in LCTLs via summer programs (we gave 10 undergraduate scholarships of \$1,000 each in 2013-14).

2. QUALITY OF CURRICULUM DESIGN

A. Undergraduate and Graduate Degree Programs and Training Options: Our training of undergraduate and graduate students in African studies sets a standard for the nation.

Baccalaureate degree programs. ASP is exceptionally effective in training undergraduates. We have two main goals at this level: (1) provide basic Africa knowledge from multiple perspectives to large numbers of undergraduates, and (2) recruit promising undergraduates into Africa specialization in multiple disciplines with exemplary advanced African area and language study. ASP's campus reputation is important to meeting both goals.

Gateway courses are vital. Ours are heavily enrolled. We teach *Africa: An Introductory*

Survey every semester, including summers. This course is described in detail in section 3-C. Students seeking only one Africa course are drawn to this one (it is required for most students planning to study in Africa for a semester or more), and it also is the main entry-point into our advanced courses, major, and certificate program. We have other high-enrollment gateway courses, such as *Introduction to African Languages and Literature*, *African Politics*, and our lower-level African history courses, but *Africa: An Introductory Survey* is our most important investment in drawing students into advanced Africa work. About 60 percent of students enrolled in core Africa courses at the 300 level or higher have taken it. Altogether, as Appendix 3 shows, we offer 101 undergraduate Africa courses, including several sequences within disciplines.

With Title VI support, we plan a major curricular initiative in 2014-18: an International Education FIG (First-Year-Interest Group) in the School of Education for first-year students. We will offer the FIG every year, meaning it will become another gateway to area studies specialization for 20 freshmen who wish to be K-12 teachers. Section 3 details this initiative.

Table 2-1 summarizes ASP's undergraduate degree options. In a typical year, between 60 and 70 students graduate with African Studies certificates (142 students are now working on one); one graduates with an individualized African Studies B.A.; and ten graduate with a B.A. in African Languages and Literature (AL&L).

Quality of the undergraduate program. The requirements described above yield a robust undergraduate program. All of our B.A. degree students study an African language at least through the third year; many study two. As for certificate students, most study an African language: of the 65 who earned certificates in 2012-13, 52 had completed at least a first-year African language course and 32 had completed two years. (We do not *require* certificate students to study an African language because those majoring in fields such as engineering and business have limited elective options, yet we wish to them to study Africa.)

TABLE 2-1. UNDERGRADUATE DEGREE AND CERTIFICATE OPTIONS IN AFRICAN STUDIES

Undergraduate Certificate in African Studies: 15 credits (typically four to five courses) from ASP core curriculum in at least 2 departments. Core courses have at least 2/3 Africa content. Certificates recorded on transcripts; they are Wisconsin's equivalent of a minor.

B.A. degree with individual major in African Studies: At least 40 credits from the ASP core curriculum, including languages, no more than 25 from a single department.

B.A. degree in African Languages and Literature: A minimum of 3 years of an African language; courses in African linguistics, orality, literature, and history totaling 40 credits.

While we boast superior gateway courses, we also offer outstanding series of advanced options in disciplines where students may develop an Africa specialty (for example, in AL&L, History, and Political Science; see App. 3). With a wealth of disciplinary courses, rich interdisciplinary options, and a freestanding department of African Languages and Literature, ASP's undergraduate program is of unquestionable quality.

One testament to the strength of our program is its growth: A decade ago we awarded about 25 certificates per year, now we award between 60 and 80, making it *one of the University's top three certificate programs*. An even better testament is the continued engagement of our alumni with Africa. Of the 65 certificate students who graduated in 2012-13, 20 are now in Africa with the Peace Corps, studying or working there, or pursuing African studies in graduate school. Undergraduate alumni who have had time for career development include dozens who have engaged professionally with Africa: Among alumni who have graduated since 2000 are a dozen Africa-oriented academics, three physicians who have practiced in Africa, three founders of Africa NGOs, two Foreign Service officers who have been posted in Africa, a Defense Intelligence Agency analyst, and an NPR editor. We are equally proud of alumni whose engagement with Africa receives less publicity, including the many K-12 teachers who have used their ASP training to open students' minds to Africa; the artists who bring Africa knowledge to their work; and the managers who empathize and interact easily with African immigrant colleagues. ASP produces serious, well-prepared undergraduate Africanists.

Graduate Curriculum. Wisconsin offers top-quality graduate training across the disciplines. We have 141 graduate students in 25 departments, including 27 in AL&L, 12 in History, nine in Political Science, eight in Education, six in Geography, and six in Anthropology. Twenty study in professional schools: law, medicine, veterinary medicine, education, and journalism.

Wisconsin provides the training necessary for disciplinary and interdisciplinary Africa research. Our record of supplying the nation with Africa experts is evidence of the value of our approach. Graduate students complete degrees in a discipline, advised by ASP faculty. Disciplinary offerings are rich. Cross-disciplinary options are deeply embedded. *All* ASP graduate students take multiple courses outside their field. Most study an African language, many to the advanced level. Every two years, ASP organizes an interdisciplinary seminar taught by faculty from two departments, open to all, focused on a unifying theme (e.g., Health and Healing in Africa). Title VI funds (Budget, A-3) will support the seminar every two years, providing a replacement Africa lecturer to a contributing department. Rotating themes ensure that most students have access to this unique interdisciplinary experience. We also will launch a yearly one-credit interdisciplinary seminar in Fall 2015. Called *Africa Across the Disciplines*, it will feature research presentations by 12 ASP faculty members, introducing first-year graduate students in *all fields* to our interdisciplinary traditions. It will not require Title VI support.

Curricular options for ASP graduate students are outlined in Table 2-2. On average, four graduate students earn certificates every year; six earn a Ph.D. minor; ten earn disciplinary Master's; and twelve earn disciplinary Ph.D.s in African studies.

The formal curriculum is our most visible strength, but it is matched by a less tangible one: strong cross-disciplinary expectations. Every Wednesday we hold *Africa at Noon*, a seminar presenting front-line research by a Wisconsin or guest Africanist. Attendance ranges from 40 to 60, with faculty, students, and the community equally represented. We vary the disciplines and

TABLE 2-2. GRADUATE DEGREE AND CERTIFICATE OPTIONS IN AFRICAN STUDIES

<p>Graduate Certificate in African Studies: 12 credits from ASP core curriculum in at least two departments outside the student’s major field. At least one Africa seminar involving a major research project on Africa.</p> <p>Disciplinary M.A./M.S. with Africa concentration: An option in most departments with Africanist faculty. Requirements vary. For example, African Languages and Literature requires two years of an African language, courses in African linguistics or literature, two seminars, and an M.A. thesis. Geography requires one Africa-specific course in the department, one seminar with an Africanist in geography, at least two graduate-level Africa courses outside the department, and an M.A. or M.S. thesis on an African topic.</p> <p>Ph.D. Minor in African Studies: 4 courses from the ASP core curriculum from at least 2 departments outside the major, one a seminar; elementary African language courses may not be used for these credits.</p> <p>Disciplinary Ph.D. with Africa concentration: An option in all Ph.D. departments with Africanist faculty; requirements vary. For example, history students must complete an M.A. in African history, six seminars in African history, 2 years of an African language, gain reading knowledge of 2 other languages, complete a Ph.D. minor, usually in African Studies, pass a Ph.D. exam, and write a dissertation on Africa.</p>

viewpoints of *Africa at Noon* presenters and strongly encourage students to attend regularly, especially when the subject or perspective is far from their own.

Our commitment to cross-disciplinary training and research is also reflected in the cross-disciplinary thematic *research circles* based in ASP. We have hosted several circles (a campus institution) over the years. Our current circles, funded by II and the Mellon Foundation, are *Africa and the Atlantic World*, led by Olaniuyan and Sweet; *International Human Rights*, led by Klug and Straus (along with non-ASP member Steve Stern of History), *Health and Healing in Africa*, led by Kodesh, Gomez, and Wendland, and *New Media and Popular Culture in the Global South*, led by Nimis and Brown. About 15 other ASP faculty members and 30 of our graduate students participate in research circle seminars, annual conferences, and publications.

Several ASP graduate students receive hands-on training every year as volunteer speakers in the state’s schools via our Outreach Scholars program (see section 7). Every year two students work closely with ASP staff to organize our annual symposium. Winners of the A.C. Jordan Prize (given since 1969 for the best graduate student paper on Africa) present their work in *Africa at Noon*, as do selected students defending dissertations. In short, ASP graduate students benefit from a famously strong curriculum, but just as importantly they are integrated fully in the

interdisciplinary Africanist community that revolves around ASP.

Quality of the graduate program. The best measure of our training is that Wisconsin graduates lead the field. As noted in the introduction to this proposal, ASP graduates comprise a disproportionate share of Africanists in U.S. universities. The employment of *recent* Ph.D. recipients tells the story well. Among ASP graduates of the last three years are tenure-track assistant professors at Iowa (2), Minnesota (2), Wisconsin, Michigan State, Penn State, James Madison, Grinnell, Nebraska, Loyola University New Orleans, George Washington, Central Washington, Allegheny, and Cal State-Channel Islands. ASP students win high numbers of fiercely competitive national fellowships. Six of the 18 Fulbright-Hays Doctoral Dissertation Awards granted to Wisconsin between 2010 and 2013-14 went to ASP students. Another six won Fulbright-IIE, SSRC, and NSF awards in this period. The University has an invaluable award for pre-dissertation research abroad, and Africanists excel at obtaining it: The Scott Kloeck-Jenson (SKJ) award, created in memory of an ASP student, supports summer pre-dissertation research abroad, preparing our students better to compete nationally for full research funding the next year. SKJ awards are granted for research anywhere, and care is taken to award them for all regions, but 40 of the 126 awards since 2000 have gone to ASP students. In addition, generous support from the Mellon Foundation and matching funds from DIS have allowed us to offer small (\$5,000) recruitment awards to selected graduate applicants in any department. Awardees who matriculate use the award for summer pre-dissertation research or language learning in Africa. We made five Mellon Graduate Recruitment Awards in 2013 and four in 2014.

Quality Training Options for Students in a Variety of Disciplines. As noted, Wisconsin is a premier center for the training of Africa specialists in all fields, including professional fields. Fifteen percent of our graduate students are in professional schools such as law and medicine.

B. Academic and Career Advising: Advising is an ASP strength. We have formal systems for

advising students on degrees and certificates, language study, FLAS and other fellowships, proposals, fieldwork, internships, and jobs. The director and associate director (section 6) handle graduate advising, seeing about 100 students per year; the assistant director (section 6) advises most undergraduates, meeting individually with 178 undergraduates last year. Some advising is done most efficiently in groups. To help undergraduates make timely decisions about curricular options and fellowship opportunities, the assistant director holds sessions on the ASP curriculum in all large Africa area and language courses. She organizes a general advising meeting every semester for 100 students on curriculum options, language study, study in Africa, fellowships, and internships. To better serve undergraduates seeking Africa careers, we created *Africa Forward*, an annual day of advising featuring a recent (i.e., young, dynamic) ASP alumnus now engaged in non-academic work on Africa. The guest alumnus explains how she or he parlayed ASP training into a career. This is a terrific program that we plan to continue (Budget E-8). Our 2011 ASAS survey (see section 9) confirms the value of our approach. Fully 29 percent of our alumni report that personal contacts made within ASP helped them get a post-graduation job.

Group advising of *graduate* students takes three forms (each event is annual): a FLAS information session (there is also one for undergraduates) describing deadlines and details of our online FLAS application process (see section 10); an international fellowships seminar, organized by the University's international fellowship advisor (an Africanist) with help from ASP; and a working lunch for graduate students, presenting information on curriculum, funding, and jobs. This ASP staff advising complements first-rate academic advising by our faculty.

Arrangements to conduct research and study abroad. The seriousness of African studies at Wisconsin means many of our students study in Africa. We have formal exchange or study-abroad agreements with universities in Senegal, South Africa, Ghana, Kenya, Uganda, and Egypt. The Wisconsin study abroad office (International Academic Programs, or IAP) handles

most logistics, but ASP works closely with IAP on recruitment and selection, academic content, orientation, and logistical details of Africa programs. Seven different ASP faculty and staff members participate annually in orientations for departing students and have traveled recently to at least one of our Africa sites for quality control and advising.

Our study-abroad programs drew a remarkable 186 undergraduate students in 2012-13. We think it is a strong testament to the Africa commitment of this institution (though we understand the imperfections of continent-country comparisons) that Wisconsin sent more study abroad students to Africa last year – 186 – than to Germany (82) or France (118), and almost as many as to the United Kingdom (194), countries where generations of American students have chosen to study abroad. Most participants in Africa study abroad programs maintain a deep, lifelong Africa interest. A survey of Senegal returnees is illustrative: Of 97 Wisconsin students who participated between 1996 and 2012 in our full-year exchange with the Université Gaston Berger de Saint-Louis (UGB), 45 (46%) have returned to Africa at least once; and *most* judge themselves still proficient (and some fluent) in Wolof – which they are required to learn (see section 4). Three have had Africa Fulbrights. Seven have served in Africa in the Peace Corps. Four have become doctors. Also among Senegal program alumni are several who have gone on to become tenured and tenure-track Africanist academics: a political scientist at Northwestern, a dance professor at Ohio State, an international studies scholar at Portland State, an anthropologist at Toronto, and a sociologist at Sydney. Three of these academics first researched their dissertation subjects in projects we required of them as undergraduates in Senegal.

ASP provides orientations for students heading to service learning projects and internships in Africa, including internship programs in Tanzania (for generalists), Rwanda (for engineers), and Ethiopia and Uganda (for medical and nursing students) (Budget D-10).

The Association of African Studies Programs (AASP) and ALTA co-sponsor African

language study through GPA programs in three African countries annually, Tanzania, Nigeria, and South Africa. We inform all African language students of GPA opportunities, and regularly send three or more highly prepared Wisconsin graduate students on African language GPAs.

We expect our graduate students to study and conduct research in Africa. Most of IAP's programs are designed for undergraduates, but graduate students are accommodated. Of our 141 graduate students, 118 have studied or worked in Africa; nearly all will do so before graduation, many via programs that ASP and its faculty have organized.

We encourage summer FLAS recipients to study their language in Africa if it is not offered on a U.S. campus. We have developed a roster of institutes in Africa where curriculum and instructor training meet FLAS performance-based instructional and evaluation standards. Wisconsin has the responsibility in the community of African area studies centers for maintaining this roster. We direct FLAS applicants to these programs whenever feasible because we have confidence in them and know that our USED program officer will approve their use.

Students preparing to go to Africa also draw on the contacts of our well-connected faculty and ties developed through our various faculty exchanges with African universities, including Jos (Nigeria), UGB (Saint-Louis, Senegal), and Makerere University (Uganda). These connections, the strong performance of our students in Fulbright, SSRC, and SKJ competitions, and the formal linkages described above are largely responsible for the fact that nearly all our graduate students study in Africa, most well before Ph.D. fieldwork.

Access to study-abroad and summer language programs. ASP urges students to participate in other institutions' study-abroad and summer language programs. We facilitate this through membership in the Committee for Institutional Cooperation, the International Student Exchange Program, and the Council for International Educational Exchange, as well as FLAS fellowships for summer language study. Last year, 12 of our students participated in non-Wisconsin study

abroad programs in Africa. Our own programs are open to others; 15 percent of participants come from other institutions, mostly small colleges that do not have Africa sites. Part of our burgeoning relationship with the College of the Menominee Nation and other Wisconsin MSIs (see section 7) will include recruitment of their students into Wisconsin study-abroad programs in Africa via information sessions on those campuses and invitations to MSI faculty to travel to Africa study abroad sites with Wisconsin faculty members doing program reviews.

3. QUALITY OF THE APPLICANT'S NON-LANGUAGE INSTRUCTIONAL PROGRAM

The University of Wisconsin-Madison is one of the world's great comprehensive universities and offers excellent training in all fields. It has particular strengths in Africa across many fields, notably the social sciences, humanities, and professions. Most departments strongly connected with ASP rank among the nation's best: Sociology, Geography, History, Political Science, Curriculum and Instruction, Educational Policy Studies, Journalism, and many others.

A. Quality and Extent of Center's Course Offerings: The range and quality of courses in ASP make it one of the country's most comprehensive centers. Appendix 3 shows that we taught 197 Africa courses in 44 departments in 2012-13, with a total enrollment of 4,969 (4,481 undergraduates and 488 graduate students). Eighty-one courses focused solely or heavily on Africa; 116 had between one-quarter and three-quarters Africa content. Our course count has grown by 48 courses (32%) during the last four years. (Thesis and reading courses are omitted from this tabulation. Our many cross-disciplinary, cross-listed courses are counted *once*.)

ASP has made recent improvements to an already-strong curriculum and plans more. New hires in key disciplines have led to dozens of new courses, especially in AL&L and History. In Fall 2014 we will be joined by four new assistant professors and each will develop new Africa courses: Matthew Brown in AL&L, Richard McFarland in Anthropology, Lesley Bartlett in Educational Policy Studies, and Lindsay Palmer in Journalism.

Participation of professional schools. Seventeen of our core faculty members are in professional schools: six in education, five in medicine, two in journalism, and one each in veterinary medicine (Pathobiological Sciences), Law, Business, and Engineering (App. 2). This strength allowed ASP to offer 22 courses in professional schools in 2012-13 (App. 3). With Title VI support, we will enrich our professional school curriculum with development funds for a new Africa course in health. Our recent health offerings have been in medical history and medical anthropology. We want to provide professionally oriented courses on Africa for students training to be health care professionals. Several ASP faculty members affiliated with the University's Global Health Institute are willing to create such courses (on epidemiology and infectious and chronic disease challenges in Africa). ASP (with NRC funds) and the Global Health Institute will share development costs (Budget E-9). Another new professional school course, which will not require Title VI funds, will be in the Business School, where we have begun rebuilding an Africa presence with the addition of Assistant Professor Moussa Diop, an international real estate specialist. Diop will develop an African land markets course, to be taught in 2017-18, important given the rise of international investment interest in African land and natural resources.

As noted in section 2, we plan a major curricular initiative with the School of Education for first-year undergraduates during the 2014-2018 grant period: a FIG (First-year Interest Group) cluster of courses for first-semester freshmen who are future K-12 social studies teachers and who expect as sophomores to apply for School of Education admission. A FIG is a self-selected group of 20 first-year students who take three linked courses together in their first college semester, exploring a theme in depth, building camaraderie and excellent relations with a faculty member who teaches the FIG's central course and helps students make connections among the three courses. The faculty leader of the FIG will be Margaret Hawkins, Professor of Curriculum and Instruction, an ASP member who works mainly in Uganda. The core course in the three-

course FIG, to be taught by Hawkins and taken only by FIG participants, will be *Area Studies and the K-12 Classroom*. The course will explore the history and especially current practices of integrating area studies into K-12 social studies curricula and classrooms, especially in light of common core and other national and state curriculum developments. As part of the course, FIG students will design an area studies module and teach a lesson on it in a Madison area school under the supervision of an assigned, experienced K-12 teacher, giving them an early taste of teaching area studies. The two other FIG courses taken by the group in their first college semester will be Anthropology 104, *Cultural Anthropology and Human Diversity*, and Geography 340, *World Regions in Global Context*. In each of the linked courses the FIG students will have their own discussion section. Their anthropology section will be led by a teaching assistant with international experience and K-12 classroom interest. Their geography section will be led by Delehanty (see section 6 and App. 2) and other NRC associate directors who are world area experts. Hawkins and the instructors of the linked courses will interact to design a well integrated experience. The FIG will be offered every year starting in Fall 2015. Title VI funds will be budgeted only for two elements (the rest will be supported by the University): a Saturday colloquium midway through the semester in which we will bring to campus six internationally experienced in-service social studies teachers from around the state to share their knowledge with the FIG students and help them build networks that will serve them during and after their college years (e.g., when they apply for student teacher positions), and a graduate student hourly assistant to help with FIG logistics (Budget A-3, D-4, E-3; App. 4 - PMF Goal 1). This initiative meets the competition's ***Absolute Priority*** of providing teacher training activities. It also meets ***Competitive Preference Priority 2***.

We are excited about another initiative that will directly address the ***Absolute Priority*** and ***Competitive Preference Priority 2***. With other Wisconsin area studies centers and our

Department of Curriculum and Instruction, we will establish a half-time lectureship in that department for a teacher education specialist focused on area studies. The lecturer – a post-doc or Ph.D. student finishing his or her degree – will work with Wisconsin’s NRCs and with Professor Margaret Hawkins and other internationalists in the department to enrich area studies curriculum development, creating and teaching a new *upper-level* course on world areas in the K-12 classroom expressly for pre-service and in-service teachers (Budget A-3; App. 4 - PMF Goal 1).

B. Depth of Specialized Courses: Most of our core departments offer a full sequence of Africa courses at all levels. For example, students in history, political science, geography, sociology, and African literature take Africa courses ranging from introductions to graduate seminars (App. 3). In other fields, Africa content is built solidly into the curriculum via thematic courses taught by Africanists. As Appendix 3 shows, we taught 131 advanced (300-level and above) courses in 2012-13, a number indicative of the care Wisconsin takes care to train its Africanists thoroughly.

C. Interdisciplinary Courses: Its strength rooted in the disciplines, Wisconsin is a leader in cross-disciplinary education. Most of our undergraduates come into ASP from our heavily enrolled and explicitly interdisciplinary gateway course, *Africa: An Introductory Survey*. This carefully structured course, which has a campus reputation for excellence, draws more than 400 students per year (App. 3), leading students through African geography, history, cultures, politics, social issues, linguistics, and the arts. Appendix 3 shows that enrollment in this and other cross-listed, interdisciplinary ASP courses is very high: More than 2,300 students took interdisciplinary Africa courses in 2012-13.

ASP organizes an interdisciplinary graduate seminar on Africa every two years, team taught by faculty members from divergent fields, and we will continue to support it with partial help from Title VI funds (Budget A-3). We also will launch *Africa Across the Disciplines* (see p. 9).

Weekly ASP seminars and annual symposia (Budget E-6, E-7) attended by students and

faculty range across all fields. The 25 *Africa at Noon* seminars held in 2013-14 addressed subjects ranging from “Global Health in Africa,” to “Popular Music in Congo,” to “Ethiopia’s Grand Dam Plan.” *Africa at Noon* is attended by faculty and students in all disciplines, and the public. Our 2011 ASAS survey (see section 9) confirms the effectiveness of our approach to interdisciplinary education: 59 percent of alumni surveyed said that ASP was *highly effective* in connecting them with other students and faculty members outside their discipline. Only 3 percent said ASP was ineffective in this regard.

D. Number of Non-Language Faculty: ASP has 61 core faculty members and our courses are taught almost entirely by tenured or tenure-track scholars. Wisconsin differs from most universities in employing very few part-time or temporary lecturers. No job category exists at Wisconsin to employ for long duration faculty who will not be eligible for tenure.

Pedagogical training of teaching assistants. Teaching assistants have ancillary roles, leading discussions in large courses supervised by faculty. Wisconsin takes TA pedagogical training seriously. Applicants whose first language is not English must demonstrate English competency before being hired. Eight hours of pedagogical training for all new TAs (at least two hours provided after the start of the semester) is a contractual requirement of the Teaching Assistant Association’s agreement with the University. L&S and the other colleges provide seven-hour expert workshops for new TAs at the start of each semester as well as semester-long in-service workshops to satisfy both aspects of this requirement. Most departments run mandatory, supplemental, discipline-specific half-day workshops for new TAs every fall semester. Finally, the University requires faculty evaluation of TA performance in the classroom every semester.

4. QUALITY OF THE APPLICANT’S LANGUAGE INSTRUCTIONAL PROGRAM

Wisconsin leads the country in African language instruction and pedagogy. Three units in addition to ASP give Wisconsin unique strength in the field: the nation’s only department of

African Languages and Literature (AL&L); the Language Institute (LI), an interdepartmental campus center for innovation in language pedagogy; and the doctoral program in Second Language Acquisition (SLA). Together, ASP, AL&L, LI, and SLA provide an exceptional base for research, teaching, and curriculum development in African languages.

A. Extent of Language Instruction: AL&L teaches five African languages in the classroom at multiple levels every academic year. Until 2013 they were Arabic, Swahili, Yoruba, Twi and Zulu. With Title VI support, will replace Twi with Wolof and also add Hausa as a sixth language (App 3). We will start Hausa first, in 2014-15, with help from an FLTA, but we will consider Wolof, beginning in 2015-16, to be our fifth language, as it has higher priority (App. 3). All are (and the added languages will be) classroom courses taught by trained language teachers. All are priority LCTLs meeting *FLAS Competitive Preference Priority 2*. The chance to add Wolof and Hausa is exciting for a number of reasons. Both are key languages in the Muslim Sahel, where political developments call for deeper American knowledge. Wolof is a language we have long wanted to offer because of our longtime relationship with the Université Gaston Berger de Saint-Louis (UGB), Senegal, where we send students and faculty members every year. Our partnership with UGB will ensure a ready supply of Wolof teaching assistants (who will be supervised by our language coordinator, Professor Katrina Thompson – see below). The Wolof-speaking head of UGB's English department will spend 2014-15 with us on a Fulbright fellowship; we will use this year (and a site visit to UGB by ASP faculty members in October) to develop the pipeline of Senegalese graduate students who will help us sustain Wolof. As for our developing program in Hausa, we will begin instruction in first-year Hausa in 2014-15 with help from a Fulbright FLTA from Nigeria, and we will use Title VI funds (and advice from our two emeritus Hausa-teaching AL&L faculty members and our Hausa-speaking ASP associate director) to teach two levels the following year and advanced Hausa subsequently (Budget, A-2; App. 4 - PMF Goal 4).

As a major trainer of Africa specialists, Wisconsin must make it easy for graduate students to learn the African languages they need, even those that are rarely if ever taught in the U.S. Africa has more than 2,000 languages; the languages we can offer via regular classroom instruction, though useful to most, do not meet the needs of all. Thus, beginning in 2014-15 AL&L will offer two concurrent new courses (App 3), *Theories and Methods of Learning a LCTL* and *Directed Study of an African Language*, which will provide a mechanism for students, especially graduate students, to learn African languages other than our regularly taught classroom ones. We recruited Associate Professor Katrina Thompson last year from UCLA specifically to be our African Language Coordinator and to develop these new courses. In the first semester, the student needing to learn a rarely taught African language will take both of Thompson's new courses; subsequently he or she will enroll only in the repeatable directed study course. Most students receiving this help to begin learning one of Africa's *least* commonly taught languages (e.g., Ewe, Umbundu, Tamashek, Nuer) will develop to the advanced and superior levels later, via training and research in the country where the language is spoken.

An applied linguist and African language pedagogy expert, Thompson's charge at Wisconsin has included developing solutions for training students in these least commonly taught languages, solutions which will work at Wisconsin and, can be adapted via conventional and online methods to serve other campuses. In these courses Thompson will train students to become self-directed, autonomous learners through detailed goal-setting evaluation of available materials or creation of new ones, design of lesson plans to practice with conversation partners in the community or online, and ongoing self-assessment of progress. The first of the paired courses, a multi-language seminar focused on learner independence, is thus unique in preparing students for lifelong learning (one of the ACTFL standards), while avoiding the problems associated with dependence on native speakers with no background in language pedagogy as

instructors or tutors, strategies often used on other campuses (App. 4 – PMF Goal 4).

Enrollment. A total of 502 students took ASP language courses in 2012-13. Breakdowns by language, level, and semester are in App. 3. Enrollment is so strong that in Arabic we offer seven sections of the first-year course, and in Swahili two (App. 3). In Yoruba and Zulu, enrollments are lower (4 and 4, respectively, in the first semester; see App 3). We expect enrollments to grow: Zulu because we send 50 undergraduate students per year on our South Africa exchange and have begun strongly encouraging language study before departure, Yoruba because we have just added in AL&L a second Yoruba-speaking faculty member, Matthew Brown, who will begin offering Yoruba culture courses in 2014, which will propel students to study the language. We are confident about building good enrollments in Hausa and Wolof as well, Hausa because it so clearly is a geopolitically strategic language (we offered it at all levels from 1969-2006) and Wolof because we send so many students to Senegal (an average of six per year; many will study first-year Wolof before departure, many will study second- or third-year upon return). We do not count in these enrollment figures students taking our Africa LCTLs on other campuses through distance learning (e.g., our 1st-year Yoruba course, available at Minnesota via CourseShare).

B. Levels of Language Training: We teach *all* core African languages *every year* at a *minimum of three levels* – beginning, intermediate, and advanced – as regular classroom courses. In addition, we teach Arabic and Swahili at the high-advanced (4th- and 5th-year) levels in a classroom setting. As on most campuses, for 4th- and 5th year study of other languages we rely on tutorials and summer-intensive programs in Africa and elsewhere.

We also ensure instruction at multiple levels via summer programming. For ten years Wisconsin has hosted a summer immersion program in Arabic at all levels – APTLII – directed by Cowell (see App. 2), and we send many students to summer programs on other U.S. campuses, notably Florida. We have an agreement with the community of Africa area centers

that Wisconsin – Professor Thompson specifically – will maintain the national website listing all summer African language offerings in the U.S. and approved study programs abroad. As the organizing center of this online clearinghouse, we will of course publicize these opportunities widely, including to students at community colleges and minority serving institutions.

Courses in Appropriate Foreign Languages. Professors Songolo, Cowell, and England of AL&L offer advanced African culture courses in French (Songolo) and Arabic (Cowell and England). In addition, Professor Thompson’s new course, *Theories and Methods of Learning a LCTL*, can be used by advanced-level learners to focus on African language texts in any discipline, allowing them to integrate their African language learning into courses in other fields.

C. Faculty: AL&L has seven full-time tenured and tenure-track faculty members. Two devote between 75 and 100 percent of their time to language teaching (Cowell and Thompson). All specialize in at least one African language (Songolo in Swahili and Lingala; Thompson in Swahili and Shona; Olaniyan and Brown in Yoruba; Nimis in Lingala; Cowell and England in Arabic, including Moroccan Arabic (Cowell) and Egyptian and Sudanese Arabic (England). We are optimistic about adding an eighth tenure-track faculty member to AL&L by the end of this grant cycle, a specialist in a southern African language to replace the recently retired Professor Harold Scheub. No other American university has such faculty strength in African languages. Also listed in App. 3. are all current African language teaching assistants.

Tenured and tenure-track faculty teach languages at Wisconsin: Cowell and England teach Arabic every semester; Thompson will teach our new LCTL course every semester and occasionally Swahili or Shona. Since faculty cannot teach all sections of all languages at all levels (see App. 3), we use L&S and Title VI support to employ language-teaching TAs, carefully supervised by faculty. Thus, in a typical semester, three sections of African language courses are taught by tenured or tenure-track faculty members, ten by University-funded TAs,

and six by TAs funded under Title VI (Budget, A-2).

All language-teaching TAs are trained and closely monitored by Thompson, an expert in performance-based pedagogy. TAs work under her direct supervision, with regular consultations and class visits by her and additional support from language-specific specialists within AL&L.

Performance-based language pedagogy training. ASP is committed to performance-based language training. All language faculty have participated in workshops designed to assure compliance with national standards set out in the Language Learning Framework of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). Our teachers are active members of the African Language Teachers' Association (ALTA); eleven of our teaching assistants attended ALTA's national conference this year with ASP support, an indication of *active* membership. Thompson has long been a central figure in ALTA and NCOLCTL. ALTA works closely with the National African Language Resource Center (NALRC) to define and implement national standards. With NALRC and other LRCs, Wisconsin will maintain its central role in refining standards, training teachers, and developing materials in African languages; our language coordinator, Professor Thompson, will take the lead. Our cooperation with NALRC will include sending African language instructors from Wisconsin, especially teaching assistants, to NALRC for summer performance-based language pedagogy workshops (Budget, C-2).

All language TAs must participate in campus-wide workshops on current pedagogical methods. AL&L goes beyond this requirement by mandating language TA enrollment in a pedagogy course taught by Thompson and attendance at monthly pedagogy workshops organized by Thompson and occasional other workshops led by other SLA faculty. Many of our TAs earn Ph.D. minors in SLA, and AL&L is in the process of creating a terminal MA focused on African language pedagogy that will allow an even greater focus on current best practices.

D. Quality Measures of Language Program: *Performance-based Instruction.* Enrollments in

first-year language courses are capped at 24 to ensure effective learning. Instruction is intensive: introductory courses meet for five or more classroom hours per week. Placement is achievement based and all instruction is performance based, with continual evaluation and assessment by the instructor, supervised by Thompson, of all aspects of the student's developing proficiency. All language students, not just FLAS fellowship recipients, are formally assessed at year's end.

Adequacy of resources for instruction and practice. Language courses are taught using audio, video, and online materials, including online evaluation protocols for languages that have them, and students have access to a well-equipped language lab in the same building that houses AL&L, the LI, and SLA. Memorial Library has one of the world's best collections of African language materials, including texts, literature, grammars, and vocabularies (see section 5). ASP is closely involved in the development of instructional materials in African languages, having published textbooks in six African languages (Kanuri, Kikuyu, Kongo, Mende, Tamazight, and Adamawa Fulfulde). ASP will continue to support the African Language Materials Archive (ALMA), a joint project of the Africa NRCs to amass primary materials in African languages for classroom use by intermediate and advanced students (Budget D-2).

Language-proficiency requirements. All undergraduates in L&S must pass two years of a foreign language. Undergraduate majors in AL&L must complete three years of an African language. Graduate students in AL&L must study an African language for two (M.A.) or three (Ph.D.) years; most go well beyond the third year (see Section 2 for graduate student African language requirements in other fields). AL&L faculty are trained in ACTFL performance evaluation to assess students who seek to test out of requirements.

5. STRENGTH OF LIBRARY

Wisconsin's Africa holdings are exceptional. We will enhance them during this grant cycle through supplementary acquisitions and digitizing, and support for cooperative activities.

A. Strength of Library Holdings: Wisconsin's libraries (the General Library System or GLS) contain 6.9 million volumes. We boast one of the top three Africa collections in the country, with 277,000 volumes, plus serials. Serials and unbound materials bring the total number of Africa-related materials on campus to 325,000. Most Africa materials are in Memorial Library, one of the nation's great research libraries; some are in specialized libraries, notably law, health sciences, art, and cartography. About 115,000 of these items are in languages other than English. Wisconsin's designation as the nation's primary repository for *all* materials available on Central Africa partly explains why about 80,000 of them are in French. We have 9,890 Africa titles in 87 different African languages, unsurprising given AL&L's tradition on the Wisconsin campus.

Institutional financial support of library. The GLS has the country's largest staff of area bibliographers, commensurate funding, and an entire department in Central Technical Services to support acquisitions. Commitment to Africa is very strong. The GLS acquisitions budget for Africa this fiscal year (all campus libraries) is approximately \$118,000. A total of 3.5 FTEs are allocated to Africa in the GLS, a \$222,000 personnel commitment. The total annual University contribution to African studies in the libraries is \$359,000.

Acquisitions and bibliographic services are overseen by Emilie Songolo, our Africa bibliographer, an experienced professional librarian born in Cameroon, educated at UCLA with an MLS degree (App 2). Songolo, highly active in all aspects of information acquisition and dissemination of Africa materials, not only serves as an outstanding Africa bibliographer, she runs regular workshops for Africa-oriented faculty members and students on optimal use of online and library-based Africa materials for research, and is nearly always available for one-on-one consultations, a service especially useful for students just launching Africa research projects. She is a member of ASA's Africana Libraries Council and the Title VI Africa librarians group.

The University's part of our Africa acquisitions budget is 12 times greater than that of Title

VI. When cataloging, salaries, and other costs are included, it is 40 times greater. We use Title VI funds to acquire specialized materials in strategic areas, giving our libraries the edge necessary to serve as a national resource (Budget D-1). All materials purchased with NRC funds are available for use by anyone, and a vast and growing share of them are available digitally.

B. Cooperative Arrangements & Online Resources: Area studies programs depend on library cooperation. The online catalog and data bases of GLS are an open invitation to nationwide use of our materials. We are one of the top five libraries in the nation in lending and borrowing via interlibrary loan, with the lending function especially important in the Africa collection. The heavy imbalance between interlibrary loan materials from us (very high) and to us (low) shows that our Africa collection is a major resource for the nation, especially for the many colleges whose Africa collections are small. Our researchers make extensive use of materials at research libraries elsewhere, available via interlibrary loan and GLS's expansive online database systems.

Africa librarians around the country maintain a loose and unofficial division of fields to assure that comprehensive collections are available in the U.S. on major topics. Our Africa collection is very strong generally, but we are expected by Africana bibliographers to obtain *all* possible materials (in all languages) on Central Africa, and we do.

We participate in several cooperative projects with other Africa NRCs, including a joint initiative with WARA and others on the African Language Materials Archive (ALMA), a digital archive of materials published in African languages and video interviews with exceptional speakers of these languages, used by African language teachers across the U.S. (Budget, D-2).

Most GLS holdings, including Africa reference works, have been digitized for global access. The digital Africa materials of Memorial Library, including *AfricaFocus*, a joint project of GLS and ASP probably are unparalleled in the world, accessed by 420,000 users in 2013.

Access to holdings. In addition to impressive digital access, our physical libraries and all of

their holdings are open to undergraduates, graduates, local faculty, researchers, and community members. Entry to all University libraries is unrestricted; anyone may use the Wisconsin libraries with minimal fuss; and our stacks are open, a point of pride. Electronic services and interlibrary loan provide remote access to users anywhere.

6. QUALITY OF STAFF RESOURCES

ASP counts 66 tenured and tenure track faculty members in its program, of whom 61 are core. Appendix 2 lists a broader range of faculty and staff so as to show our full depth and reach: five associated (non-core) faculty members; eight academic staff who are professional Africanists, and thirteen African language teaching assistants in AL&L.

Our faculty has been enhanced with 17 new members since 2010, 15 recruited from outside the University and two recruited from within University faculty ranks. The new tenured and tenure-track hires are Matthew Brown, Sam England, John Nimis, and Katrina Thompson in AL&L; Richard McFarland in Anthropology; Josh Garoon in Community and Environmental Sociology; Paul Block in Civil and Environmental Engineering; Lesley Bartlett in Educational Policy Studies; Nirvana Tanoukhi in English; Pernille Ipsen and Keisha Lindsay in Gender and Women's Studies; Emily Callaci in History; Lindsay Palmer in Journalism; Pablo Gomez in Medical History and Bioethics; and Moussa Diop in Real Estate and Urban Land Economics. The two internal recruitments are both distinguished scholars who have moved their research and teaching interest partly or entirely into Africa: historian of science Gregg Mitman and botanist Don Waller. Four new members (Bartlett, Block, Diop, and Palmer) are in professional schools.

A. Qualifications of Faculty: The qualifications of the faculty listed in Appendix 2 are outstanding. The accomplishments of our emeritus faculty (e.g., Vansina, Scheub, Spear, Young) are legion, while those of members later in their careers (e.g., Songolo, Drewal, Schatzberg) speak for themselves. ASP now is led by mid-career scholars of the first rank in an array of

disciplines: Kodesh, Sweet, Seidman, Klug, Olaniyan, Fair, Foltz, Kendall, Wendland, Turner, Thompson, Naughton, Bernault, Keller, Haq, Nixon, Straus, Tripp, and others of similar stature. These are extraordinarily highly productive scholars who also teach great numbers of students about Africa and guide coming generations of experts to advanced degrees. As Appendix 2 shows, excellence extends across the disciplines. Since 2010, ASP members have produced 46 books (including those in preparation and press) and more than 300 scholarly papers.

Professional development opportunities. Thirty-two of our 61 core faculty had professional experience in Africa in 2013; 51 have worked in Africa since 2010. Competitive, extramural grants (e.g., Fulbright, NEH, Guggenheim, NSF, MacArthur) funded many of trips; others were supported by the Wisconsin Alumni Research Fund (WARF), the largest internal research endowment in a U.S. public university. Thirteen trips since 2010 have been partly funded by ASP, drawing in a few cases on Title VI funds (especially curriculum development and partnership trips) but also on funds provided to ASP by DIS for use to strengthen our center.

Wisconsin is unique among public universities in its own support for faculty research. In addition to major support from the WARF fund already noted, new Wisconsin faculty members receive start-up grants ranging from \$8,000 to \$250,000. A University travel fund is available for attending conferences. The research circles have travel funds. Nineteen core faculty members currently have endowed chairs or multi-year University awards (e.g., Vilas Professorships) providing funds for Africa research: Kodesh, Chavas, Christensen, Drewal, Keller, Klug, Ladson-Billings, McClintock, Mitman, Nixon, Ntambi, Olaniyan, Sapega, Schatzberg, Seidman, A. Songolo, Sweet, Turner, and Waller.

We will use Title VI funds to complement University development resources and provide opportunities for persons who lack them. Each year we will award a development grant for professional travel to Africa, targeting a Wisconsin faculty member not in ASP who has an

Africa interest, widening ASP's circle (Budget C-1). To give younger members every chance to earn tenure, we will make one grant available each year, competitively (our Planning Committee, see below, will award) for an *assistant professor* who could help secure his or her career with a research trip (Budget C-1). We also budget partial support for faculty and staff travel to African studies meetings and for language-teachers to attend pedagogy trainings (Budget C-2).

Teaching, supervision, and advising. All our faculty members are full-time instructors who train, supervise, and advise students. Unlike many universities, Wisconsin does not make faculty appointments to persons who work strictly in one field, such as research or administration. All faculty devote at least half of their time to teaching and advising. Professional Africanists with academic staff appointments (App. 2) are involved in student training. Some (e.g., Delehanty) regularly teach; others (e.g., Emilie Songolo) train students in research and bibliographic skills.

B. Center Staffing and Oversight, and Faculty Participation: ASP is faculty-driven and governed. A full-time, tenured member is elected as director for a three-year term. We have long preferred this system of a rotating directorship (and a permanent associate director) because it vests a broad spectrum of our faculty in operations and center direction. The ASP Planning Committee, made up of the director and four ASP members elected to staggered, three-year terms, is our governing body. Faculty members selected by the Planning Committee serve on our fellowships, awards, outreach, publications, and study-abroad committees. Of 61 core faculty, 16 are on ASP committees this year. Members from professional schools and the library are notably active; several professional school faculty have directed ASP over the years and at least one normally serves on our most important committee, the Planning Committee. Governance is egalitarian, with input of junior faculty and staff as important as that of senior faculty. We pride ourselves on our formal yet collegial governance structure and our spirit of community.

Staffing of administration and outreach. A highly qualified professional staff is critical to

ASP's success. University funds cover the salaries of our full-time professional staff to a remarkable, perhaps unparalleled degree: the director (100%), the associate director (100%) and the assistant director/outreach coordinator/FLAS coordinator (90%), meaning that we can budget Title VI funds for teaching strategic LCTLs, teacher training, outreach, and other programming.

Director Neil Kodesh is a prominent historian of East Africa. His most recent book, *Beyond the Royal Gaze: Clanship and Public Healing in Buganda*, won the 2011 Herskovits Prize for the best scholarly work on Africa. A graduate of Pomona College and Northwestern University, Kodesh teaches eight different courses on Africa, including our introductory, interdisciplinary survey course, six African history courses, and an innovative cross-disciplinary seminar with anthropologist/M.D. Claire Wendland on health, disease, and healing in Africa. Kodesh, who has just finished his first year as director, is notably engaged in center operations and a highly effective advocate for Africa in the University's administration.

Associate director James Delehanty is responsible for day-to-day operations and programming and oversees university relations with the director and Planning Committee. Delehanty has a Ph.D. in geography from Minnesota, has been a faculty member, and teaches our introductory course and other courses on Africa. He has spent six years in Niger and Kenya, speaks French and Hausa, writes on Africa in his field, and is fully versed in all aspects of ASP's mission, from research to teaching, planning, outreach, budgeting, and national and international collaborations. The University has honored him with the "distinguished" prefix; only three others in L&S have been given this title.

Assistant director Catherine Reiland joined ASP in 2008, serving as our outreach coordinator (Budget A-4), FLAS coordinator, and undergraduate advisor. She crafts our website and has charge of external communications (20,000 persons per year use our ASP website, most from outside Wisconsin). Reiland has a B.A. from Wisconsin and an M.A. from NYU. She created

World Languages Day (section 7) and has worked in Senegal and Rwanda. She speaks French and Spanish. She will be assisted in outreach starting in 2014-15 by a part-time graduate student outreach assistant (Budget A-4), a Ph.D. student in Education with Africa and K-12 teaching experience. Rounding out ASP's staff are a ¼ time financial specialist, whose salary is entirely paid by the University (Budget A-1), and part-time student workers (Budget, A-1). Professor Thompson of AL&L is our language coordinator; her salary paid by the University.

C. Underrepresented Groups: The GEPA statement submitted as part of this proposal details the manner in which, in strict accordance with Section 427 of GEPA, ASP actively seeks employees from groups that have been underrepresented. Twenty-two percent of the University's faculty members are from underrepresented groups and ASP's profile is much above that level. Of the 93 ASP faculty, staff, and language teachers listed in App. 2, 29 (31%) are minorities; 35 (38%) are women. Of 15 ASP faculty hired in the last four years, three are non-white and seven are women. Of ASP full- and part-time office staff in the last five years (including students), 9 of 28 are minorities and 16 are women. Partly because of this profile, ASP is asked and gladly accepts taking an active role in University faculty recruitment from underrepresented groups.

7. OUTREACH ACTIVITIES

ASP's vigorous outreach program is designed to achieve three outcomes: (1) improved access to accurate information about Africa and effective ways of transmitting it among K-12 teachers; (2) more systematic and comprehensive treatment of Africa in two- and four-year colleges, especially MSIs, that are not blessed with the resources of the Wisconsin's Africa NRC; and (3) better understanding of modern Africa in business, media, government, and the public. Our outreach committee, chaired by a School of Education faculty member (currently Margaret Hawkins), oversees this work. Assistant Director Catherine Reiland, an experienced outreach professional, is our outreach coordinator. Half of her time and salary are devoted to

outreach and the University pays 80 percent of that half (Budget, A-4). Beginning in Fall 2014, with Title VI support, a graduate student project assistant from our School of Education with extensive Africa and K-12 classroom experience will assist Reiland in outreach programming.

We do some of our Africa outreach work as a member of the Wisconsin International Outreach Consortium (WIOC), a collectivity comprising: (1) the outreach personnel of all campus NRCs, (2) the outreach specialists of NRCs at the University of Wisconsin-Milwaukee, and (3) the international studies coordinator at our nearest 2-year college, Madison Area Technical College. WIOC is an efficient vehicle for coordinated K-16 area studies outreach in the Upper Midwest. It has won accolades in the NRC community for years.

Elementary and secondary schools. Support for K-12 teachers and direct involvement in the classroom has long been the core of ASP outreach. ASP has a measureable impact on improved Africa knowledge at the K-12 level in the region and nation. The 2012-13 academic year was typical and points to many of the activities we anticipate in the 2014-2018 period:

Courses and Workshops for Teachers. With WIOC partners we held a five-day development course for 30 in-service teachers (*Rituals and Ceremonies in Contemporary Cultural Context*) and a workshop for 30 other teachers (*Women and Democracy*), both in Madison, each of which led to curriculum units prepared by teachers for teachers. With Africa NRC partners from around the country we held a workshop for 78 teachers during the African Studies Association conference in Philadelphia (*Africa in the World*). And on our campus we held a workshop for 28 teachers (*African Literature in the Language Classroom*), which led to the new adoption of classics of African fiction in French and English high school classrooms across the region.

Curriculum Consultations. Our outreach coordinator made trips to eight different schools in Wisconsin to consult with social studies staff (usually 3-5 teachers) on Africa in the curriculum, always in response to themes and needs identified on the school side.

School Visits. Our Outreach Scholars (carefully selected, enthusiastic, intensively trained, Africa-experienced graduate and undergraduate students, most of them second-generation African-Americans), made 31 separate visits under the supervision of our outreach coordinator to schools across Wisconsin, presenting to a single class or, more often, to a school assembly or multiple classes in the school, reaching 4,700 young people.

Special Events for K-12 Teachers and Students. In addition to events open to the general public (see below), we again held *World Languages Day* on campus, featuring seven presentations on (and in!) African languages for 600 high school students selected partly on the basis of their interest in future LCTL study in college; we held *World Cinema Day* on campus, where 288 students viewed an African film and participated in a discussion led by a UW-Madison faculty member; we held *A Day in Africa* on campus, where 200 high school seniors heard presentations on all aspects of African life; and we hosted booths at two state teacher conventions.

With Title VI support (Budget C-2, D-5, D-6, E-1/2/4/5/6/7), we will continue precisely these kinds of targeted, cost-effective K-12 outreach programs: teacher workshops, consultations with teachers at their schools, presentations by our fabulous Outreach Scholars (we are especially proud of this program), and special events for well-selected teachers and students held on our campus (e.g., WIOC's annual *Children's Literature Workshop*, Budget D-5) and at teacher conferences. To these we will add a new special program specifically for youth from underserved communities, *PEOPLE in the World*, a career readiness conference for 500 high school students involved in Wisconsin's award-winning PEOPLE program, designed to prepare historically disadvantaged youth to enter college via programming that starts when they are in 6th grade and intensifies until they are 12th-graders. *PEOPLE in the World* will serve PEOPLE students in the Madison, Milwaukee, Racine, and Waukesha School Districts, as well as students from the Bad River, Ho-Chunk, Menominee, Lac Courte Oreilles, and Lac du Flambeau

reservations. *PEOPLE in the World* will be a day of interactive sessions on campus about world regions, led by NRC faculty members, graduate students, undergraduates who are PEOPLE alumni, and advisers. The first annual *PEOPLE in the World* will occur in spring 2016. Center funds will help cover costs of busing participants to Madison for the event (Budget, E-2).

The addition of a graduate student project assistant for African outreach (Budget A-4) will allow us to maintain the vigor of K-12 programming while expanding outreach to 2-year colleges and future teachers-in-training in schools of education around the state, notably in MSIs (see below). The project assistant will be an Africanist graduate student in Curriculum and Instruction who has taught in U.S. schools. Fortunately, with our long Africa tradition and top-ranked School of Education, we always have such students. The project assistant, supervised by our outreach coordinator, will help organize the K-12 programs just described. As noted elsewhere, Title VI funds will be used only for salary and fringe benefits, not tuition remission.

With our WIOC partners we are developing an additional new thrust in direct K-12 outreach: *WIOC on the Road* (Budget C-2), targeting the Wisconsin Department of Public Instruction's (DPI) list of under-resourced rural school districts. *WIOC on the Road* will be one-day events in elementary, middle, and high schools with three parts: (1) world region content (three speakers offer introductory multi-media presentations on countries); (2) experiential perspectives (two presenters tell about growing up or living in another country); and (3) performance (one presenter engages students through dance, music, or storytelling). There will be three *WIOC on the Road* events each year. Presenters will include ASP faculty and staff and trained members of our Outreach Scholars program (Budget, C-2). We are working closely with DPI on the program. With DPI and other collaborators – curriculum planners in the target districts and faculty members in regional schools of education that are MSIs – we will design *WIOC on the Road* events to fit local needs and develop curriculum products for continuing use. This activity meets

Competitive Preference Priority 2, collaboration with schools or colleges of education.

Post-secondary institutions. ASP has a strong commitment to outreach for two- and four-year colleges. For years we have worked with Madison Area Technical College (MATC, a two-year college in Madison) and more recently with the College of the Menominee Nation (CMN), an MSI in northern Wisconsin. In preparation for this application we have reached out to a broader group of Wisconsin four-year colleges classified as MSIs (see below) such that our programming with post-secondary institutions in the coming four years will bring improved access to African area studies and African language study to students in community colleges and to education students and teacher trainers on the campuses of a wide range of Wisconsin's MSIs.

1. The Community College Passport Program. MATC, a two-year institution a few miles from our campus (with an annual unduplicated headcount enrollment of more than 40,000) is in the process of creating – with considerable WIOC and ASP input – a 20-credit Interdisciplinary Global Studies Certificate program (see App. 5 - collaboration letter). One challenge MATC faculty organizers face, however, is insufficient area studies courses at MATC – and the absence of LCTLs. Here is where our Community College Passport Program fits. Through procedures carefully worked out over the past few months with MATC administration and the faculty director of the new certificate program, we will significantly expand course options for certificate students by opening selected ASP courses (and other Wisconsin area studies courses) to MATC students for MATC credit. Our *Passport* course list will grow, but for the first year, 2015-16, we will open our large gateway course (*Africa: An Introductory Survey*), reserving at least 10 spots for MATC students, and we will open *all* of our African language courses to them. We will launch the Passport program with resource fairs for prospective certificate students at MATC in fall 2015. We have designed and received approval for a streamlined and free application process for MATC students to take our courses and have them counted automatically

on their MATC transcripts. This direct, sustainable collaboration with a community college clearly meets *Competitive Preference Priority 1* (see App. 4 - PMF Goal 3).

2. *Development of the Indigenous Studies Certificate Program at the College of the Menominee Nation.* We have designed a major initiative to help faculty colleagues at the College of the Menominee Nation build a new certificate program in Indigenous Studies (see App. 4 - PMF Goal 3 and App. 5 - collaboration letter). Carefully worked out in meetings on the Menominee campus with the college's chief academic officer and the anticipated faculty director of the new Indigenous Studies certificate program, this collaboration will have four elements: (1) Each year in the grant cycle, at least one ASP faculty member will travel to CMN to make a presentation to certificate students on ethnicity and the aspirations and challenges of minority peoples in an African country (Budget C-2). (2) In spring 2015, WIOC will host a conference in Madison on Comparative Global Indigeneity. We will sponsor participation by one faculty member and one student in the CMN Indigenous Studies certificate program (Budget C-2). At least one talk at the Madison conference will discuss the difficulties and complexities of the concept of *indigeneity* in Africa and one talk will draw comparisons between black South African and Native American experiences in the realm of land and resource rights and access. (3) In spring 2016 and spring 2017, we will sponsor participation by a CMN faculty member and a CMN Indigenous Studies certificate student in the annual international conference of the United Nations Permanent Forum on Indigenous Issues, in New York, attended by indigenous peoples from around the world; other WIOC partners will sponsor other CMN faculty members and students (Budget, C-2). (4) Finally, in spring 2018 we will provide seed funding (\$2,000) toward a curriculum development trip to South Africa for one or two CMN faculty members, accompanied by an ASP South Africa specialists, to enrich CMN's Indigenous Studies certificate program via a course unit on the Black South African experience (Budget C-1). We will need to

raise funds from other sources for the trip but we are optimistic about its appeal to funders. The planning for this work with CMN has been intense and collaborative. The collaboration has also benefited from close involvement by Professor Clifton Conrad of our School of Education, a specialist in MSIs and an affiliate of the Center for Minority Serving Institutions at the University of Pennsylvania. This activity, launching a sustained collaboration to on a certificate program in global indigeneity in a Wisconsin MSI, meets ***Competitive Preference Priority 1***.

3. *Teacher Training Institutes at MSIs for Education Faculty, Students Training to be Teachers, and In-Service Teachers*. In addition to CMN (which has an education major and trains teachers for reservation schools from Wisconsin to Montana), the state of Wisconsin includes a handful of institutions that meet the broader definition of MSIs announced for this competition (Title III / Title V), including the University of Wisconsin-La Crosse, Carthage College (Kenosha), the University of Wisconsin-Eau Claire, and Alverno College (Milwaukee). Each has a department or school of education. With our WIOC partners, we will work with these five institutions – we have formal agreements to do so – to hold annual area studies teacher institutes on their campuses. The institutes, each for several days at the end of the school year, will have a triple target audience: (1) education faculty members at the partner MSIs; (2) juniors and seniors majoring in Education at the partner MSIs; and (3) in-service teachers in the regions served by the MSIs (see App. 5 - collaboration letter; also see App. 4 - PMF Goal 2).

This concept is exciting because it will bring Africa to MSI schools of education faculty members and students, and nearby in-service teachers, *and* it will be an annual occasion for MSI education students to connect with those teachers, opening doors to lasting mentoring and collaboration. The first four institutes (Budget, C-2, D-4) will be as follows (faculty and students from all five MSIs will be invited to all; in the fifth year CMN will co-host): Year 1: *Current Events in the Classroom: Handling Discussion of Conflict and Violence*. Co-host: College of

Education, UW-La Crosse; Year 2: *Teaching about Crimes against Humanity and their Prosecution*. Co-host: Carthage College Education Department; Year 3: *Teaching about International Trafficking and its Cultural Contexts*). Co-host: Department of Education Studies, UW-Eau Claire; Year 4: *Best Practices in Developing a Global Studies Curriculum Unit*. Co-host: School of Education, Alverno College. This project meets the competition's ***Absolute Priority*** on teacher training, ***Competitive Preference Priority 1*** on sustained collaboration with MSIs, and ***Competitive Preference Priority 2*** on collaboration with schools of education.

In addition to these new initiatives, we will continue supporting, each year, participation in national African Studies conferences (ASA or AASP) by a faculty member at a two-year college and one at an MSI (Budget, C-2). And our weekly on-campus lectures will continue to be widely publicized to two- and four-year college faculty members. *AfricaFocus*, an interactive web-based curriculum development site, is our most heavily used resource for college teachers (we also have a 2,000-volume lending library, 160 DVDs, and 70 curriculum units) and we will maintain and expand it. *AfricaFocus* contains more than 4,000 images from Africa, 12 hours of sound, and extensive textual commentary by ASP faculty, who donated all its resources. It can be accessed digitally from any classroom in the country. It is used by 400,000 persons per year.

Business, media and the general public. ASP outreach is central to African cultural education in the Upper Midwest. Since 1998, we have sponsored Africa Fest, a day-long celebration of Africa drawing 3,000 community members (Budget D-9). Our annual film series is a Madison institution, drawing 600 persons to four African films (Budget D-11). In spring 2017, we will co-sponsor with the Wisconsin Film Festival a mini-festival of new African films, shown in commercial Madison theaters (Budget E-5); 2,000 persons will attend films and director talks. The public is invited to our weekly *Africa at Noon* seminars and our annual symposium, advertised in Madison's daily paper (Budget, E-6, E-7).

Outreach to business is a challenge in African studies, especially in the Midwest, but with our WIOC partners and the Wisconsin Economic Development Corporation we hold occasional sessions on *Doing Business Globally*, featuring Africa. We also present as part of WIOC at the annual *Wisconsin Future Business Leaders of America* conference. Our recruitment of new Business School Assistant Professor Moussa Diop will help us in this field. Finally, we make presentations to campus ROTC groups and at nearby Ft. McCoy in the interest of a contributing to a well-informed military. We gladly provide outreach services to all.

8. PROGRAM PLANNING AND BUDGET

A. Quality and Relevance: The application process has given us opportunity to evaluate and develop plans for keeping ASP vitally engaged in our field. The activities described here will strengthen an already-strong center. For efficiency, *we have articulated our plans fully in every part of this narrative*. We have noted points of continuity and change and *provided budget references throughout the text*, where contexts make their purpose clear.

B. Development Plan: A strong center stays strong by advancing strategically. Strategic advancement requires stepwise plans. Table 8-1, a timeline, shows rollout plans for *selected* new initiatives. The new ventures selected for inclusion in Table 8-1 – among other new initiatives and up-to-date variations on time-tested ones described in sections 1 through 7 – show an efficient use of personnel and resources that will yield a strengthened center by grant’s end.

C. Costs: Our budget outlines a cost-effective approach to activities *directly pertinent to our mission* of serving the University, community, region, and nation as a center of excellence in African studies, including multiple activities addressing *all* absolute and competitive priorities.

D. Impact: Section 9 shows that ASP in 2014-18 will have a profound impact on Africa training in the University and the world. This innovative action plan is intended to make Wisconsin, during 2014-18, the vital center for research and training on Africa that the nation expects of it.

TABLE 8-1. TIMELINE OF SELECTED NEW INITIATIVES IN AFRICAN STUDIES AT WISCONSIN

Activity	2014-15	2015-16	2016-17	2017-18
Adding Wolof language instruction. <i>Narrative pp. 21-22</i> <i>Budget A-2, PMF Goal 4</i>	-	1 st -year Wolof offered with NRC support	1 st -year continued and second year added with NRC support	1 st - and 2 nd -year continued; 3 rd -year added with NRC support
Adding Hausa language instruction. <i>Narrative pp. 20</i> <i>Budget A-2</i> <i>PMF Goal 4</i>	1st-year Hausa offered with FLTA	1 st -year continued; 2 nd -year added with NRC support	1 st -year contd. with FLTA; 2 nd -year contd. with NRC funds; 3rd-years to summer intensive study or 3 rd -year course developed	1 st -year contd. with FLTA; 2 nd -year contd. with NRC funds; 3rd-years sent for summer intensive study or 3 rd -year course developed
Creating courses on learning rarely taught languages. <i>Narrative pp. 21-22; PMF Goal 4</i>	Thomson launches courses for grad students needing unusual languages	Courses revised in light of 2014-15 experience	Courses embedded to facilitate learning of any African language	Courses embedded to facilitate learning of any African language
Creating FIG in International Studies & the K-12 Classroom, School of Education. <i>Narrative pp. 17-18</i> <i>Budget A-3, D-4, E-3; PMF Goal 1</i>	-	NRC funds support FIG colloquium featuring presentations by in-service teachers & grad. student FIG logistics assistant	NRC funds support FIG colloquium featuring presentations by in-service teachers & grad. student FIG logistics assistant	NRC funds support FIG colloquium featuring presentations by in-service teachers & grad. student FIG logistics assistant
Creating area studies lectureship in Education, to develop upper-level course on K-12 area studies. <i>Narrative p. 18; Budget A-3, D-4, E-3; PMF Goal 1</i>	-	Lectureship launched with funds from all Wisconsin NRCs and DIS. Lecturer charged with developing course.	Lecturer teaches course in fall and modifies it during spring in light of student and School of Education faculty evaluations.	Lecturer develops on-line version of course in fall and teaches classroom course in spring. On-line course to available to MSIs.
Expanding outreach to community colleges and MSIs while maintaining K-12 outreach programming. <i>Narrative pp. 35-36</i> <i>Budget A-4, D, E</i>	Outreach project assistant added to help organize K-12 outreach; outreach coordinator manages community college and MSI work	Outreach project assistant maintained to help K-12 outreach, outreach coordinator manages community college and MSI work	Outreach project assistant maintained to help K-12 outreach, outreach coordinator manages community college and MSI work	Outreach project assistant maintained to help K-12 outreach, outreach coordinator manages community college and MSI work
Supporting CMN to develop a certificate program in comparative indigenous studies. <i>Narrative pp. 37-38</i> <i>Budget C-1, C-2</i> <i>PMF Goal 3</i>	Participation of one CMN faculty member and one CMN student in Madison conference on global indigeneity	Participation of one CMN faculty member and one CMN student in U.N. Permanent Forum on Indigenous Issues	Participation of one CMN faculty member and one CMN student in U.N. Permanent Forum on Indigenous Issues	Partial support for the development of a curriculum unit for CMN indigenous studies certificate on land access issues of Black South Africans
Creating MSI Teacher Training Institutes for MSI faculty, MSI Education Students and In-Service Teachers. <i>Narrative pp. 39-40, Budget D-4, D-5; PMF Goal 2</i>	<i>Current Events in the Classroom: Handling Class Discussion of Conflict and Violence.</i> Partner: College of Education, UW-La Crosse	<i>Teaching about Crimes against Humanity and their Prosecution.</i> Partner: Carthage College Education Department	<i>Teaching about International Trafficking and its Cultural Contexts.</i> Partner: Department of Education Studies, UW-Eau Claire	<i>Best Practices in Developing a Global Studies Curriculum Unit.</i> Co-host: School of Education, Alverno College

9. IMPACT AND EVALUATION

Four years ago, with other Wisconsin area centers and funding from DIS and our provost's office, we created what we believe is the nation's premier model for Title VI impact and evaluation. Called the Standardized Wisconsin Evaluation Plan for Title VI Centers (SWEPT), and designed by UW-Madison sociology professor Ted Gerber, a specialist in survey design (and Russian area studies), this plan led quickly to the completion of a pair of large-scale surveys to provide baseline data on which to base decisions about programming and measure performance. The first of the surveys, completed in Fall 2011, was the Area Studies Alumni Survey (ASAS), which questioned a random sample of 3,200 University of Wisconsin area studies alumni – persons who had graduated since 1990 having taken at least 15 credits in area studies and/or a LCTL. Of the 1,150 persons who completed the survey, 120 were alumni of ASP. The second survey, completed in Spring 2013, was the Global Learning Outcomes at Wisconsin Survey (GLOWS), which surveyed *all* current Wisconsin sophomores and seniors to assess their global competence and interactions with NRCs. This was a web-based survey whose response rate was an excellent 22.3 percent (3,130 usable questionnaires completed). Data, findings, and evaluation plans developed from these surveys are discussed below, especially in subsections C, D, E, and F. We note the SWEPT surveys here to orient the reader and to make it clear that our numbers and evaluation plans are based on professionally designed quantitative approaches and measures.

A. Impact on University, Community, Region, and Nation: Inspired by the *Wisconsin Idea* of research, teaching, and public service, ASP serves its constituencies as a source of first-rate Africa knowledge, training, and materials. Our impact is great; Table 9-1 summarizes selected activities and impacts that we measure on a regular basis, some of them via our SWEPT surveys (ASAS and GLOWS) and some of them independently of SWEPT.

TABLE 9-1. SELECTED IMPACT INDICATORS: ASP'S RECENT WORK

Activity	Impact	Indices
Programs for students: study-abroad & career advising, lectures, <i>Africa Forward</i>	Wisconsin students highly aware of Africa study options and the work and services of ASP	Of 2,188 University <i>seniors</i> surveyed in GLOWS in Spring 2013, 80% knew about ASP , a figure far higher than any other campus NRC (knowledge of the other campus NRCs among seniors averaged 49%)
Crafting and sustaining a coherent, attractive undergraduate Africa curriculum	Wisconsin undergrads choose to study Africa to advance their knowledge and capacity for critical thinking.	4,505 undergraduates took ASP courses in 2012-13; 189 African Studies concentrations were awarded between Fall 2011 and Spring 2014. Exemplary progress: We engineered a 93% growth in concentrators since the prior 3-year period (when the number of concentrators was 98)
Preparing undergraduates via coursework, events, and advising for a diversity of Africa opportunities	Wisconsin graduates go to work in Africa: University of Wisconsin ranks 1 st in graduates entering the Peace Corps	90 Wisconsin graduates entered the Peace Corps in 2013. Exemplary impact: ASP's major 2011 national conference on the Peace Corps in Africa helped spark renewed Peace Corps interest on campus and helped return Wisconsin to #1 national ranking
Rigorous disciplinary and interdisciplinary Africa curriculum to train graduate students who will become Africa experts	Wisconsin-educated Africa experts are well prepared to use their training in service to the nation and appealing careers	582 graduate students took ASP courses in 2012-13; we awarded 21 M.A.s, 25 Ph.D.s, and 16 minors & graduate certificates between Fall 2011 and Spring 2014. Exemplary finding: ASAS data tell us that 81% of post-1990 alumni use their interdisciplinary Africa training daily in their job while 44% use their training in an African LCTL.
Training graduate students for a diversity of Africa careers, including government service	ASP graduates placed in education, government, business, and professions regionally and nationally in field of training	Of 120 post-1990 ASP alumni surveyed in ASAS, 63% work or have worked as educators, 24% for government or in the military, 22% in private business, and 5% percent in the professions (total exceeds 100% because some report multiple career tracks)
Supporting Africa priority LCTL training at all levels in the Department of African Languages and Literature	Increased range of priority LCTLs available for students to take to the highest level.	All ASP languages are priority LCTLs. 451 students enrolled in courses in six different African languages in 2012-13, 104 of them at the 3 rd -year level or beyond. Goal for 2014-18: Launch full programs in Hausa and Wolof to augment Arabic, Swahili, Yoruba, and Zulu, with students studying all six at the advanced level by 2017-18
FLAS fellowships designed to help students reach superior proficiency in priority Africa LCTLs	Well trained specialists take priority LCTLs to advanced levels at Wisconsin before commencing careers	80 FLAS fellowships awarded, 2010-14. Exemplary progress: number of fellowships granted for advanced language study increased from 20 in previous four years to 41 during this period
Helping departments recruit and retain a strong African studies faculty that extends across the disciplines	ASP faculty is becoming younger but retaining its leadership position through a process of constant renewal	Title VI support helped recruit 17 new ASP faculty members and create 8 new Africa courses at Wisconsin, 2010-14. Exemplary progress: we have been allowed to hire four new tenure-track faculty members in the Department of African Languages and Literature since 2010, each of them an advanced-level speaker of at least one priority LCTL (Swahili, Shona, Lingala, Arabic, and Yoruba)
Outreach programs for K-12 teachers and students; outreach for post-secondary teachers, including in community colleges and MSIs	K-12 students informed about Africa; K-12 teachers enhance curricula with better Africa knowledge, post-secondary teachers given access to NRC resources.	Outreach Scholar presentations reached 4700 K-12 students in 2012-13; teacher workshops reached 166 teachers; 4 instructors at 2-year colleges supported for travel to ASA and AASP meetings. Exemplary goal: dramatically increase impact in community colleges and MSIs by successfully launching and completing all of the wide range of new initiatives described in section 7

B. Equal Access and Treatment: Diversity is integral to the University's master plan, which builds on pre-college programs (e.g., PEOPLE) and financial aid to recruit and retain students from underrepresented groups, and post-doctoral fellowships and target-of-opportunity hiring to increase faculty and staff diversity. To comply with Section 427 of GEPA, we follow a policy to promote full realization of equal access and opportunities for minorities, women, and persons with disabilities (please see our separate GEPA 427 statement and p. 32). Our Vice Provost for Diversity ensures non-discrimination at all levels. The University complies with Title IX and Clery requirements. Two examples of ASP compliance: (1) We target half of our K-12 outreach programs to majority-disadvantaged schools. (2) Since 2010, 61 percent of FLAS fellows have been women and 22 percent minorities because we actively seek this outcome.

C. Evaluation Plan: In our 2010 NRC application we described an evaluation plan focused on building SWEPT. With \$45,000 from the University and Title VI funding in 2010-11, we did build SWEPT. We put it to immediate use. The two massive surveys so far conducted under SWEPT give us rich baseline data on alumni (ASAS) and students enrolled in 2013 (GLOWS), paving the way for a 2014-18 evaluation plan that concentrates on expanding, refining, and *using* our data. Specifically in 2014-18 we will: (1) Measure progress on key goals using ASAS 1 and GLOWS 1 baseline data *and findings of replicated surveys, ASAS 2 and GLOWS 2*, to be completed in Fall 2017 and Spring 2016, respectively (Budget, E-10). (2) *Extend SWEPT impact evaluation to outreach via a third survey, the Wisconsin Area Studies Outreach Survey (WASOS 1)*, which will systematically survey outreach partners and constituents, ranging from K-12 schools to MSI partners (Budget, E-10). WASOS 1 data will provide outreach assessment baselines just as ASAS 1 and GLOWS 1 have done for alumni and students. (3) *Modify programs and target activities in order to achieve goals and objectives that SWEPT data are allowing us to monitor and assess quantitatively* (see Table 9-2).

Table 9-2 illustrates our assessment plan. Not all of our goals are included there. The intent of Table 9-2 is to demonstrate the richness of the quantitative survey data we are generating via SWEPT across a wide and expanding spectrum of our programming and to show that a system for quantitative evaluation of this NRC's activities is *already in place*. With full development of ASAS, GLOWS, and WASOS, the impact of all major training and outreach work we do will be measureable in a professionally designed quantitative evaluation system. Our plan is to continue developing the SWEPT surveys (ASAS 2, GLOWS 2, and WASOS 1) and use their data for impact evaluation in the manner clearly laid out in Table 9-2.

There are parallels between Table 9-2 and the NRC Performance Measure Forms (PMFs) appended to this application because both derive from standard best practices in impact evaluation. Since Table 9-2 is built around SWEPT data and we do not want to be repetitive, *we have completed PMF forms for goals whose progress SWEPT is not yet able to measure*. We will measure progress in these goals by other quantitative means until we can do so with SWEPT. Of course ASP also conducts evaluations and assessments not illustrated in Table 9-2 or in the PMFs that make up Appendix 4. Notably, we will continue implementing instructor administered assessments of the language progress of FLAS recipients and report results in IRIS.

We consider the Government Performance and Results Act (GPRA) an opportunity to evaluate ongoing impact, and to report impact regularly and quantitatively. Our plan for meeting GPRA expectations is simple and effective. We will use SWEPT and other quantitative means to measure performance. We will report outcomes in IRIS and as requested. Tables 1-1, 9-1, and 9-2 demonstrate our attention to obtaining and retaining numeric, outcome-measure-oriented data.

Use of recent evaluations. ASAS 1 yielded alumni data on a wide range of subjects, such as the effectiveness of our curriculum, FLAS advertising, language training, interdisciplinary training, ASP faculty, ASP career advising, educational attainment, job placement and LCTL use

TABLE 9-2. ASP EVALUATION PLAN: USING SWEPT SURVEYS
 *ALSO SEE APPENDED PMF FORMS (APPENDIX 4) FOR ADDITIONAL GOALS

Goal	Metric	Baseline	Baseline Data Source and Date	Target	Target Assessment Data Source and Date
Increase awareness of ASP programs: all students	Percent of undergraduates and area studies graduate alumni reporting some awareness of ASP	Current undergraduates: 75% area studies graduate alumni: 97%	GLOWS 1, 2013 (undergraduates) ASAS 1, 2011 (graduate alumni)	Undergraduates: 80% Area studies graduate alumni: 100%	GLOWS 2, 2016 (undergraduates) ASAS 2, 2017 (graduate alumni)
Increase awareness of FLAS fellowships: all students	Percent of undergrads & area studies graduate alumni reporting knowledge of FLAS	Current undergraduates: 27% area studies graduate alumni: 71%	GLOWS 1, 2013 (undergraduates) ASAS 1, 2011 (graduate alumni)	Undergraduates: 40% Area studies graduate alumni: 80%	GLOWS 2, 2016 (undergraduates) ASAS 2, 2017 (graduate alumni)
Increase percent of all students applying for <i>summer</i> FLAS fellowships	Percent of ASP alumni reporting having applied at least once for a summer FLAS	All alumni: 34%	ASAS 1, 2011	All alumni: 40%	ASAS 2, 2017
Increase <i>undergrad.</i> participation in ASP activities, (e.g. <i>Africa at Noon, Africa Forward</i>)	Percent of sophomores & seniors who know of ASP reporting participation in <i>at least one</i> ASP event	Current sophomores: 16% Current seniors: 30%	GLOWS 1, 2013	Sophomores: 20% Seniors: 40%	GLOWS 2, 2016
Increase value of ASP activities to <i>undergraduates</i>	Percent of undergrads who have participated in an ASP activity rating ASP's work "good" or better	Current sophomores and seniors: 78%	GLOWS 1 2013	Sophomores and seniors: 85%	GLOWS 2, 2016
Improve training of students in African languages at advanced levels for jobs	Percent of alumni reporting that ASP provided language skills of professional use after graduation	Area studies graduate alumni: 69%	ASAS 1, 2011	Area studies graduate alumni: 75%	ASAS 2, 2017
Increase centrality of ASP to the undergraduate experience of those with at least some interest in Africa	Percent of undergrads who have participated in an ASP activity rating ASP's role in education as "extremely" or "very" central	Current sophomores and seniors: 9%	GLOWS 1, 2013	Sophomores and Seniors: 15%	GLOWS 2, 2016
Increase percent of graduates employed in government or the military	Percent of ASP alumni reporting ever having had a job in government or military	All ASP alumni: 20%	ASAS 1, 2011	All ASP alumni: 25%	ASAS 2, 2017

in careers. We immediately began using these findings in ways suggested by Table 9-2. For instance, seeing that social science graduates had a lower apparent regard for *Africa at Noon* than historians and others in the humanities, we dramatically increased high-profile presenters in fields like sociology and began promoting *Africa at Noon* aggressively in such departments.

GLOWS 1 data from current undergraduates were gratifying. For instance, twice as many undergraduates (75 percent) were familiar with ASP as with other campus area studies centers. But not enough of them know they can apply for FLAS fellowships (only 3.5 percent of undergraduates who have participated in an ASP activity have applied). Thus we have redoubled our efforts to promote FLAS in our gateway courses. These are examples of SWEPT's utility and our ongoing use of quantitative assessment of activities.

D. Improved Supply of Specialists: As described on p. 11 and in Table 9-1, Wisconsin supplies the nation with high-level Africa specialists in all fields. Most have studied African languages seriously, many with FLAS fellowships. The presence of AL&L, LI, and SLA, and the addition of Professor Thompson as our language coordinator and LCTL-pedagogy innovator, strongly position Wisconsin to lead the nation in producing (and developing new methods of producing) Africanists who master priority LCTLs at advanced levels. In our 2014 FLAS competition, we had 52 strong applicants from 20 departments; many will go on to careers as leading specialists.

We produce more than academics. FLAS awards help us do it. Sections 2-A and Table 9-1 describe the varied careers of our alumni, including FLAS alumni. The opportunity to grant FLAS awards to undergraduates is increasing the percent of FLAS fellows who go into non-academic careers, including government, a development to which we are delighted to contribute.

E. The NRC, National Needs, and Information for the Public: All languages taught by ASP are priority LCTLs. We serve the nation by building expertise in these languages, including advanced-level competence, and by training experts (including future teachers) on Africa. ASP

programming, guided by the Wisconsin Idea that all knowledge developed in the University belongs to the public, is systematically and assiduously geared for public dissemination.

NRC record of placing students in areas of national need. As described, we are proud to train teachers at all levels who in turn will train career employees in fields of national need. We take active steps (e.g., *Africa Forward*, p. 12; FLAS selection, p. 50) to ensure sending graduates directly to government and the private sector, where the nation needs Africa knowledge.

F. FLAS Fellowships and National Needs: All of our FLAS languages are priority LCTLs. Our FLAS selection procedures (section 10) are designed to increase the nation's supply of specialists who have mastered priority languages at the advanced level and higher. They are designed actively to provide more specialists with advanced language knowledge to government.

FLAS record, students in areas of national need. Ninety-one of 106 known ASP FLAS recipients in the past decade have entered teaching, most in universities. Yet eight have gone into government service, including two to intelligence services and 10 into the private sector, including several in law and business. We serve diverse interests – and most definitely the nation. As section 10 details, we eagerly award FLAS fellowships to undergraduates, partly because their career trajectories are varied and many find government service very appealing.

10. FLAS AWARDEE SELECTION PROCEDURES

ASP awards FLAS fellowships to students in all fields. Our process is rigorous. We consistently have three to four times more qualified applicants than fellowships to award.

A. Selection Plan (Process). Undergraduates are informed of FLAS objectives, procedures, and selection priorities in all ASP gateway courses and first-year African language courses, at ASP advising sessions, and in programs for incoming students. Graduate students and prospective graduate students learn of FLAS opportunities, priorities, and application details in flyers and email announcements sent each fall to all Wisconsin departments, professional schools, the

Multicultural Center, and diversity offices. Students also learn of FLAS from ASP faculty, at our fall FLAS information session, from our website, and from social media.

Steps in the process. Our FLAS application and evaluation system is straightforward. Advertising (described above) occurs in September and October. In early November, the online FLAS application system goes up. Students have three months to complete applications. Our deadline is in mid-February. ASP fellowships committee members read and rank proposals in the late February. The committee meets March 1st to make award decisions. Successful, unsuccessful, and waiting-list students are notified of their status before March 15th.

The process accords with priorities. Our selection procedures (below) give preference to students who demonstrate financial need (*FLAS Competitive Priority 1*). All of our requested FLAS languages are in priority LCTLs (*FLAS Competitive Priority 2*).

B. Selection Plan (Application): *How students apply for awards.* Application is via a secure online system. Applicant records are accessible only to the ASP FLAS coordinator and, at selection time, to the selection committee made up of four ASP faculty members. The information requested on the application is as follows: name, major, academic record, proposed FLAS language, academic plans, career goals, prior language training, need for African language study; transcripts; scores; a language evaluation; two letters from persons able to judge the student's academic performance and professional promise; and financial need.

Financial need will be calculated on the basis of the applicant's self-reported expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). All applicants, including graduate students, will be encouraged during FLAS orientations and pre-application consultations to complete the online FAFSA to get their EFC number in time for the application deadline (the EFC number is included in the Student Aid Report that is issued within a few days of online submission of the FAFSA). The ASP FLAS coordinator later will be able to

confirm the student's EFC from the University's *Office of Student Financial Aid*, but the timing is such that confirmation must happen after applications have been submitted. Applicants will not be penalized if they choose not to submit an EFC, but they will only be eligible for financial need bonus points if they choose to complete the FAFSA (see below).

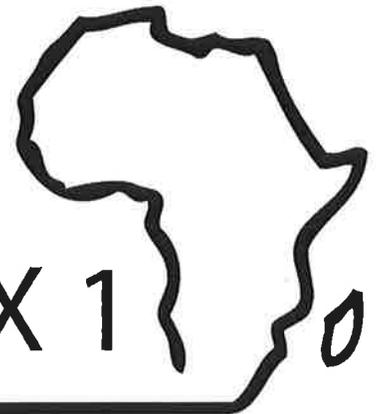
C. Selection Plan (Selection and Criteria): *Who selects fellows.* Our fellowships committee, appointed by the Planning Committee, is broad-based; its four members are ASP faculty in the arts, social and natural sciences, and an underrepresented field (usually a professional school). The committee operates under strict rules that accord with FLAS guidelines and priorities. The committee evaluates candidates only on the basis of their files. It compiles ranked lists of the candidates based on the criteria outlined below. Offers are based strictly on committee rankings.

Selection criteria. FLAS awardees must be full-time undergraduate or graduate students in good standing, committed to African studies and language learning. They must enroll in the approved language and at least one Africa area course each semester. All applications are scored on a 100-point scale: ***50 points for academic record*** (transcripts, scores, letters, and language reference); ***40 for proposal strength and language usage plans***; and ***10 on the degree to which the student has demonstrated financial need*** – the full 10 points for students with an EFC showing need greater than half of anticipated tuition and fees, 5 points for students showing need, but less than half of anticipated tuition and fees. This weighted process directly addresses ***FLAS Competitive Priority 1***. We wish to note that only our FLAS coordinator (already working closely with the *Office of Student Financial Aid*), will see the applicant's self-reported EFC, which she will convert to points (10, 5, or zero) before the faculty selection committee convenes.

COMPETITIVE PREFERENCE PRIORITIES

As described on p.17, p. 20, pp. 34 through 40, p. 49, and p. 50, ***this proposal meets both NRC and both FLAS competitive preference priorities.***

APPENDIX 1



PROJECT BUDGET + BUDGET NARRATIVE



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

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

Name of Institution/Organization
Board of Regents of the University of Wisconsin System

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	\$123,101	\$137,728	\$130,999	\$142,572		\$534,400
2. Fringe Benefits	\$27,506	\$31,826	\$29,894	\$34,479		\$123,705
3. Travel	\$44,900	\$37,900	\$37,900	\$37,400		\$158,100
4. Equipment	—	—	—	—	—	—
5. Supplies	\$34,752	\$30,200	\$29,000	\$30,200		\$124,152
6. Contractual	—	—	—	—	—	—
7. Construction	—	—	—	—	—	—
8. Other	\$29,000	\$24,500	\$32,000	\$21,000		\$106,500
9. Total Direct Costs (lines 1-8)	\$259,259	\$262,154	\$259,793	\$265,651		\$1,046,857
10. Indirect Costs*	\$20,741	\$20,972	\$20,783	\$21,252		\$83,748
11. Training Stipends	\$435,000	\$435,000	\$435,000	\$435,000		\$1,740,000
12. Total Costs (lines 9-11)	\$715,000	\$718,126	\$715,576	\$721,903		\$2,870,605

***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: 7/1/2013 To: 6/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS 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 8 %

University of Wisconsin - Madison
National Resource Center for African Languages and Area Studies
Budget, 2014-18

*Asterisks refer to budget items meeting absolute priority
**Double asterisks refer to budget items meeting competitive priorities

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
A. Salaries [2% annual increase]				
1. Administrative (Narrative, pp. 30-31)				
Neil Kodesh, Director, University funded, non-Title VI	-	-	-	-
James Delehanty, Associate Director				
100% time in African Studies, University funded, non-Title VI	-	-	-	-
Catherine Reiland, Assistant Director				
100% time in African Studies (50% admin., 50% outreach - See A-4)				
Administrative portion of salary University funded, non-Title VI	-	-	-	-
Geraldine Byrne, 1/3-time financial specialist				
University funded, non-Title VI	-	-	-	-
Office assistants (student hourlies: 1500 hrs. @ \$9.50/hr.)	14,250	14,250	14,250	14,250
Fringe benefits 4.1% or \$584/year, see Budget section B				
SUBTOTAL ADMINISTRATIVE	14,250	14,250	14,250	14,250
2. Language Instructional (Narrative, pp. 20-21)				
Teaching Assistant, 1st-year Zulu , full-time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)	14,746			
Teaching Assistant, 2nd-Year Zulu , full-time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)	14,746	15,041	15,342	15,649
Teaching Assistant, 1st-Year Yoruba , full time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)	14,746	15,041		
Teaching Assistant, 2nd-Year Yoruba , full time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)	14,746	15,041	15,342	15,649
Teaching Assistant, 1st-Year Swahili , full time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)	14,746	15,041	15,342	
Teaching Assistant, 2nd-Year Swahili , full time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)	14,746			
Teaching Assistant, 2nd-Year Hausa , full time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)		15,041	15,342	15,649
Teaching Assistant, 1st-Year Wolof , full time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)		15,041	15,342	15,649
Teaching Assistant, 2nd-Year Wolof , full time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)			15,342	15,649
Teaching Assistant, 3rd-Year Wolof , full time rate = \$29,492				
50% time in African Studies (fringe benefits = \$3,568, see B)				15,649
SUBTOTAL LANGUAGE INSTRUCTIONAL	88,476	90,246	92,050	93,891

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
3. Area and Other Instructional (Narrative, p. 9)				
Replacement lecturer, team-taught Africa seminar 50% time in African Studies One semester lecturer salary (\$3,846 fringe)		8,950		9,308
* **Partial support for an area studies lecturer, School of Education (Narrative, p. 18)		3,000	3,000	3,000
Graduate student hourly assistant to serve as a resource person to students enrolled in the International Studies FIG - costs shared with other NRCs (Narrative, pp. 17-18)		500	500	500
SUBTOTAL AREA AND OTHER INSTRUCTIONAL	-	12,450	3,500	12,808
4. Outreach Personnel (Narrative, p. 32, p. 35)				
Catherine Reiland, Outreach Coordinator, salary = \$56,294 100% time in African Studies (50% admin., 50% outreach - See A-1) 20% of outreach portion of salary (other 80% paid by University) (fringe benefits = \$1,942, see B)	5,629	5,742	5,857	5,974
Outreach Project Assistant, full-time rate=\$29,492 50% time in African Studies (salary only; tuition remission fully paid by University) (fringe benefits = \$3,568, see B)	14,746	15,041	15,342	15,649
SUBTOTAL OUTREACH PERSONNEL	20,375	20,783	21,199	21,623
SALARIES SUBTOTAL	123,101	137,728	130,999	142,572
B. Fringe Benefits (figures reflect .5% increase each year)				
34.5% of academic staff salaries (\$5,629 in salaries on Title VI, 2014-15)	1,942	5,142	2,079	5,502
24.2% of teaching assistant and project assistant salaries (\$103,222 in salaries on Title VI, 2014-15)	24,980	26,006	27,063	28,152
4.1% of student hourly wages (\$14,750 in wages on Title VI, 2014-15)	584	679	752	826
FRINGE BENEFITS SUBTOTAL	27,506	31,826	29,894	34,479

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
C. Travel				
1. Foreign				
Faculty development research support, awarded to a faculty member not now an ASP member, but prepared to develop Africa expertise (Narrative, p. 29)	5,000	5,000	5,000	5,000
Faculty development research support, awarded competitively to an untenured assistant professor in ASP to travel to Africa for research that will bolster capacity to earn tenure (2 in 2014-15) (Narrative, p. 30)	10,000	5,000	5,000	5,000
**Partial support for two Africa-interested faculty members from the College of the Menominee Nation to travel to ASP partner institution (University of the Western Cape, South Africa) with ASP faculty member for curriculum development on Global Indigeneity (Narrative. pp. 37-38)				2,000
2. Domestic				
Faculty to African studies professional meetings (ASA, etc.): 25 @ \$500 (Narrative, p. 30)	12,500	12,500	12,500	12,500
Administrative travel to African studies professional meetings (ASA, AASP): 6 trips @ \$900 (9 trips 2014-15) (Narrative, p. 30)	8,100	5,400	5,400	5,400
Outreach project assistant travel to ASA (1 trip @ \$900) (Narrative p. 30)	900	900	900	900
* **Travel by ASP Outreach presenters to workshops we organize in the schools of education of MSIs in the state of Wisconsin (Narrative p. 38)	2,000	1,000	1,000	1,000
** Travel by and ASP faculty member to the College of the Menominee Nation to speak with faculty and students in the Indigenous Studies Certificate program (Narrative p. 37)		200	200	200
**Travel by one Africa-interested faculty member and one Indigenous Studies certificate student from College of the Menominee Nation to 2015 Global Indigeneity conference at UW-Madison (Narrative p. 37)	1,000			
**Travel by one Africa-interested faculty member and one Indigenous Studies certificate student from College of the Menominee Nation to 15th (2016) and 16th (2017) sessions of the United Nations Permanent Forum on Indigenous Issues, New York (Narrative p. 37)		2,500	2,500	
** Support for participation of two representatives of two-year colleges or MSIs at the annual spring meeting of the Association of African Studies Programs or fall meeting of African Studies Assn. (Narrative, p. 39)	2,500	2,500	2,500	2,500
African Studies Outreach Scholars (outreach speakers' bureau): school presentations in Midwest, including for <i>WIOC on the Road</i> transport of scholars (Narrative p. 35)	1,400	1,400	1,400	1,400
Travel by ASP LCTL teaching assistants to NALRC pedagogy workshops in Bloomington, Indiana (support for 3 per summer) (Narrative, p. 24)	1,500	1,500	1,500	1,500
TRAVEL SUBTOTAL	44,900	37,900	37,900	37,400

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
D. Supplies				
1. Library acquisitions, Memorial Library (Narrative p. 27)	9952	8000	8000	8000
2. Development of African Language Materials Archive, joint project with Africa NRCs and West African Research Association (Narrative p. 27)	2,000	2,000	2,000	2,000
3. Classrom materials: films and other audio-visual resources for use in African language and area studies courses	2,000	1,000	1,000	1,000
4. * **Teaching materials for presentations to future teachers in schools of education *UW-Madison International Education FIG (Narrative pp. 17-18) * **Presentations to education students at MSIs (Narrative, pp. 38-39)	800	800	800	800
5. *Teaching materials (books, maps) for teacher workshops *ASP workshops in Madison (Narrative, pp. 33-34) *Annual WIOC Children's Literature Workshop (Narrative p. 34)	400 500	400 500	400 500	400 500
6. *Africa presentations at conferences for in-service teachers: Wisconsin Council for Social Studies, International Education Council of Wisconsin; materials and booth rental (Narrative, p. 34)	800	500	800	500
7. Office supplies & printing: newsletters, poster, curriculum materials, etc. General supplies For ASP symposia and lectures *For teacher workshops / community outreach	3,000 2,000 1,500	2,500 2,000 1,500	2,500 2,000 1,500	2,500 2,000 1,500
8. Communications (postage, etc.)	9,000	8,000	8,000	8,000
9. Africa Fest: materials and communications (flyers, mailings) to provide academic content and specialist knowledge for an annual Wisconsin community festival of African life (Narrative p. 39)	1,000	1,000	1,000	1,000
10. Medical School, Nursing School, and Engineering School Africa programs: instructional materials for use in Africa orientations provided by ASP for professional school students preparing for Africa internships (Narrative p. 14)	300	300	300	300
11. Annual African film series: video rental and acquisition (Narrative p. 39)	1,500	1,500		1,500
SUPPLIES SUBTOTAL	34,752	30,200	29,000	30,200

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2013-14</u>
E. Other				
1. Title VI African Studies Outreach Council: Joint National Activities				
*Annual teacher workshop at ASA meetings	350	350	350	350
Annual Children's Africana Book Award	350	350	350	350
(Narrative p. 33)				
2. People in the World: A College Readiness Day on World Regions for high school students from historically underserved communities (Narrative, p. 36)	1,000	1,000	1,000	1,000
3. * **Saturday FIG colloquium expenses: in-service social studies teachers to Madison for session with undergraduates (Narrative, p. 17-18)		300	300	300
4. World Languages Day				
Professional services (1 @ \$1,000), curriculum materials, and supplies (Narrative, p. 34)	2,000	2,000	2,000	2,000
5. Wisconsin Film Festival: Focus on Africa (rental of newly released African films) (Narrative, p. 33)			3,000	
6. Africa at Noon Lecture series, visiting lecturers professional services and travel (12 @ \$900) (Narrative, pp. 39-40)	10,800	8,000	8,000	7,000
7. Annual symposium (Narrative, pp. 39-40)				
Publicity, supplies	1,000	1,000	1,000	1,000
Professional services & travel to Madison 6@ \$1,000)	6,500	5,500	5,000	4,500
8. Africa Forward: Africa career presentations for undergraduate students featuring recent alumni working on Africa: prof. services & travel (1@ \$2,000) (Narrative, p. 12)	2,000	1,500	1,500	1,000
9. Course development grant awarded competitively to an ASP faculty member proposing new core Africa course; emphasis on health sciences (Narrative, p. 16)			5,000	
10. Impact and Evaluation of the NRC: SWEPT 2, GLOWS 2, WASOS 1 (Narrative, pp. 44-45)	5,000	4,500	4,500	3,500
OTHER SUBTOTAL	29,000	24,500	32,000	21,000
I. TOTAL DIRECT COSTS	259,260	262,155	259,793	265,651
J. INDIRECT COSTS (@8% of all direct costs)	20,741	20,972	20,783	21,252
NRC GRAND TOTAL	280,000	283,127	280,577	\$ 286,903

**University of Wisconsin - Madison
National Resource Center for African Languages and Area Studies**

**Title VI FLAS Fellowship Budget
2014-18**

The Wisconsin African Studies Program requests:

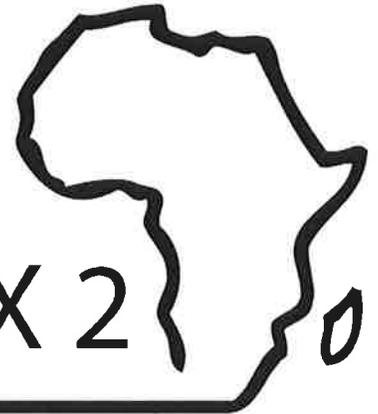
10 FLAS Fellowships for **graduate students** each academic year,
3 FLAS Fellowships for **undergraduate students** each academic year,

6 FLAS Fellowships for **graduate students** each **summer**, and
2 FLAS Fellowships for **undergraduate students** each **summer**,

Fellowships will be offered for study of:
Academic Year: **Arabic, Swahili, Wolof, Yoruba, Zulu, and Hausa**
Summer: **Priority African languages** offered in approved programs

<u>Academic Year</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
Graduate student awards				
Institutional Payment 10 @ \$18,000	\$180,000	\$180,000	\$180,000	\$180,000
Subsistence Allowance 10 @ \$15,000	\$150,000	\$150,000	\$150,000	\$150,000
Undergraduate student awards				
Institutional Payment 3 @ \$10,000	\$30,000	\$30,000	\$30,000	\$30,000
Subsistence Allowance 3 @ \$5,000	\$15,000	\$15,000	\$15,000	\$15,000
Total: Academic Year	\$375,000	\$375,000	\$375,000	\$375,000
<u>Summer</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Graduate student awards				
Institutional Payment 6 @ \$5,000	\$30,000	\$30,000	\$30,000	\$30,000
Subsistence Allowance 6 @ \$2,500	\$15,000	\$15,000	\$15,000	\$15,000
Undergraduate student awards				
Institutional Payment 2 @ \$5,000	\$10,000	\$10,000	\$10,000	\$10,000
Subsistence Allowance 2 @ \$2,500	\$5,000	\$5,000	\$5,000	\$5,000
Total: Summer	\$60,000	\$60,000	\$60,000	\$60,000
 FLAS GRAND TOTAL	 \$435,000	 \$435,000	 \$435,000	 \$435,000

APPENDIX 2



PROFILES: PROJECT-RELATED PERSONNEL

PROFILES: PROJECT RELATED PERSONNEL

INDEX

- Faculty and staff are organized alphabetically on the following pages.
 - Faculty in two departments are listed in both.
 - Core faculty are in **bold**. Non-core members are active emeritus professors, non-tenure track staff, language teaching assistants, and faculty with lesser Africa commitments.
 - Language proficiency is listed as follows:
(5) fluent/native language; (4) advanced high; (3) intermediate high; (2) fair; (1) basic.
-

AFRICAN LANGUAGES AND LITERATURE

Matthew H. Brown

Dustin C. Cowell

Samuel England

Mouna Mana

Mustafa Mustafa

John Nimis

Tejumolan Olaniyan

Harold Scheub

Aliko Songolo

Katrina Daly Thompson

Anne Waliaula

Language Teaching Assistants

Adeola Agoke

Ian Atalla

Alison Brooks

Hicham El Majdi

Said Hannouchi

Bilal Ali Humeidan

Sami Lamine

Bogani Mbatha

Beatrice Mkenda

Ahmad Muezzin

Olusegun Soetan

Kevin Wamalwa

Tarek Ziadna

AFRO-AMERICAN STUDIES

Sandra Adell

Henry Drewal

AFRICAN STUDIES PROGRAM

James Delehanty

Neil Kodesh

Catherine Reiland

AGRICULTURE AND APPLIED ECONOMICS

Jean Paul Chavas

Jeremy Foltz

ANIMAL SCIENCES

Jess Reed

ANTHROPOLOGY

Henry Bunn

Sharon Hutchinson

Richard McFarland

Larry Nesper

Travis Pickering

Claire Wendland

ART HISTORY

Henry J. Drewal

ASTRONOMY

Eric Wilcots

BIOCHEMISTRY

James M. Ntambi

BIOMEDICAL ENGINEERING

Amit Janardhan Nimunkar

SCHOOL OF BUSINESS

Moussa Diop

BOTANY

Donald Waller

CIVIL AND ENVIRONMENTAL ENGINEERING

Paul J. Block

COMMUNICATION ARTS

Kelley Conway

Jonathan Gray

COMMUNITY & ENVIRONMENTAL SOCIOLOGY

Joshua Paul Garoon

CONSUMER SCIENCE

Cynthia R. Jasper

CURRICULUM AND INSTRUCTION

Lesley Bartlett

Marianne Bloch

Margaret Hawkins

Gloria Ladson-Billings

Thomas S. Popkewitz

DESIGN STUDIES

Mary Hark

EDUCATIONAL POLICY STUDIES

Nancy Kendall

Amy Stambach

ENGLISH

Anne McClintock

Robert Nixon

Tejumolan Olaniyan

Nirvana Tanoukhi

FOREST ECOLOGY AND MANAGEMENT

Peter C. Bloch

FRENCH AND ITALIAN

Névine El-Nossery

Aliko Songolo

GENDER AND WOMEN'S STUDIES

Pernille Ipsen

Keisha Lindsay

Anne McClintock

Aili Tripp

GEOGRAPHY

Lisa Naughton

Matthew Turner

HISTORY

Florence Bernault

Emily Callaci

Michael Chamberlain

Pernille Ipsen

Neil Kodesh

Thomas Spear

James Sweet

Jan Vansina

HISTORY OF SCIENCE

Pablo Gómez

Richard Keller

Gregg Mitman

HUMAN DEVELOPMENT AND FAMILY STUDIES

Marianne Bloch

INTERNATIONAL AGRICULTURE PROGRAMS

John A. Ferrick

JOURNALISM AND MASS COMMUNICATIONS

Jo Ellen Fair

Lindsay Palmer

LAW SCHOOL

Heinz Klug

LIBRARY

Emilie Songolo

**LUBAR INSTITUTE FOR THE STUDY OF
ABRAHAMIC RELIGIONS**

Mouna Mana

MICROBIOLOGY

Ogi E. Okwumabua

**NELSON INSTITUTE FOR
ENVIRONMENTAL STUDIES**

Paul Block

Jeremy Foltz

Nancy Kendall

Gregg Mitman

Lisa Naughton

Larry Nesper

Robert Nixon

Jess Reed

Adrian Treves

Matthew Turner

Don Waller

SCHOOL OF MEDICINE AND PUBLIC HEALTH

James H. Conway

Cynthia Haq

Pablo Gómez

Richard Keller

Gregg Mitman

Claire Wendland

NUTRITIONAL SCIENCES

James M. Ntambi

PATHOBIOLOGICAL SCIENCES

Bruce Christensen

Tony Goldberg

POLITICAL SCIENCE

Keisha Lindsay

Michael Schatzberg

Scott Straus

Aili Mari Tripp

M. Crawford Young

POPULATION HEALTH SCIENCES

Ajay K. Sethi

SOCIOLOGY

Monica Grant

Gay Seidman

SPANISH AND PORTUGUESE

Luis Madureira

Ellen W. Sapega

PROFILES: PROJECT-RELATED PERSONNEL

NEIL KODESH

Director of African Studies Program
Associate Professor (tenured) Department of History

Education: PhD (2004) and MA (1999) History, Northwestern University; BA History, Pomona College (1997)

Academic Experience: Associate Professor (2011), Assistant Professor (2005), Department of History, University of Wisconsin-Madison; Mosse Faculty Exchange Fellow, Hebrew University, Jerusalem (2011)

Overseas Experience: Uganda, South Africa, Israel, Kenya

Languages: Swahili (3), Buganda (3), Hebrew (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: Africa: An Introductory Survey; Health and Healing in Africa; History of East Africa; Introduction to the History of Africa; History of Africa, 1500-1870; Seminar on Methodologies for Studying Precolonial Africa; South and southern Africa.

Research and Teaching Specializations: health and healing; historical anthropology; methodologies for writing early African history; historical linguistics; history of medical pluralism in the Great Lakes region from ca. 1000-1940.

Recent Publications:

Health, Healing and Science in Africa [manuscript in preparation]

Beyond the Royal Gaze: Clanship and Public Healing in Buganda (Charlottesville and London: University of Virginia Press, 2010)

“Networks of Knowledge: Clanship and Collective Well-Being in Buganda.” *Journal of African History* 49, 2 (2008): 197-216.

“History from the Healer’s Shrine: Genre, Historical Imagination, and Early Ganda History.” *Comparative Studies in Society and History*, 49, 3 (2007): 527-552.

Theses Supervised (past 5 years): 5

Distinctions: Mellon Foundation Area and International Studies Research Award for project on “Health, Healing, and Science in Africa.” (2013-15); Vilas Associate Award, UW-Madison, (2013-15); Melville J. Herskovits Prize of the African Studies Association for the book *Beyond the Royal Gaze* (2011); Welcome Trust Medical History and Humanities Travel Grant (2010) Institute for Research in the Humanities Residential Fellowship, UW-Madison (2008)

SANDRA ADELL

Professor (tenured), Department of Afro-American Studies

Education: PhD (1989) and MA (1988) Comparative Literature, University of Wisconsin-Madison; BA French & English, Wayne State University (1976)

Academic Experience: Professor (2002), Associate Professor (1995), Assistant Professor (1989), Department of Afro-American Studies, University of Wisconsin-Madison

Overseas Experience: Morocco

Languages: French (4), Spanish (3), Old French (2)

Percent of Time Devoted to African Studies: 20%

Courses Taught: Feminism and Women Theater Artists of the Diaspora; The African Diaspora; Contemporary Afro-American Poetry; Critical and Theoretical Issues in Afro-American Literature; Writing About Race; The Black Arts Movement

Research and Teaching Specializations: Specialist in African-American Theatre and Literature, with attention to the African roots of African American cultural productions

Recent Publications:

African American Women Playwrights: The Twenty-First Century. Edited with an introduction by Sandra Adell. Champagne: University of Illinois Press [forthcoming].

Feminism and Women Theater Artists of Africa and African Diaspora. [manuscript in preparation for fall 2015]

Theses Supervised (past 5 years): 3

Distinctions: UW-Madison Vilas Associates Award for AY 2011-12 and 2012-2013 (Two months of Summer Support each year and flexible funds for a total of \$39,646 each year)

ADEOLA AGOKE

Yoruba Language Instructor, Department of African Languages and Literature

Education: PhD candidate and MA (2013) African Languages and Literature, University of Wisconsin-Madison; MA, Linguistics, University of Ibadan, Nigeria (2010); BA, Yoruba, University of Ilorin, Nigeria (2003)

Academic Experience: Teaching Assistant (2013), African Languages and Literature, University of Wisconsin-Madison; Yoruba Language and Literature Instructor, St. Monica's Grammar School, Ondo, Nigeria (2005-09)

Overseas Experience: Nigeria, Ghana

Languages: Yoruba (5); English (4)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- and second-semester Yoruba

Pedagogy Training for language instructors: African Linguistics School (2009, held by NYU in Accra, Ghana); Indiana University Leadership Workshop, Bloomington IN (2014)

Research and Teaching Specializations: applied Linguistics; phonology; second language acquisition; language literacy; gender studies; language pedagogy

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions: Fulbright Foreign Language Teaching Assistant (FTLA) Fellow (2011); Chair, "Closing the Gap between the Classroom and the Reality in Pashto" session, ALTA/National Council of Less Commonly Taught Languages (NCOLCTL) National Conference, 2011

IAN ATALLA

Arabic Language Instructor, Department of African Languages and Literature

Education: PhD candidate and MA (2010) in Languages and Cultures of Asia, UW-Madison (2004); MA, Journalism, UW-Madison (2007); BA, Theater, Lawrence University (1989)

Academic Experience: Teaching Assistant, African Languages and Literature, (2004-); Arabic Tutor, APTLII Program, (2010-2011); Arabic/Urdu/Farsi cataloguer (2007), Memorial Library University of Wisconsin-Madison

Overseas Experience: Algeria

Languages: Arabic (5); Urdu (5); Hindi (5); Indonesian (4); Persian (3); Spanish (3); Italian (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- to fourth-semester Arabic

Pedagogy Training for language instructors: Arabic Language Institute, Fez, Morocco (2013); American Institute of Indian Studies, Lucknow, India (2007); Jamia Milia Islamia (2005)

Research and Teaching Specializations: African languages and literature; Arabic poetry; bedouin culture; literature in translation; history of the Middle East; liminality

Recent Publications:

“The *Mu'allaqah* of Tarafa bin al-‘Aqd” [in preparation]

Translator. “A Celestial Prayer Book: Selected Orisons from the *Waridat wa Taqdisat* of Shaykh Shihab al-Din Yahya al-Suhrawardi.” *Elixir* 4 (2007)

Dissertations Supervised (past 5 years): 0

Distinctions: Distinguished Journalist at *Jordan Times*, Amman, Jordan (1993-95); Foreign Language and Area Studies Fellow (2007-2010)

LESLEY BARTLETT

Associate Professor (tenured), Department of Curriculum and Instruction

Education: PhD (2001) Anthropology and BA (1991) English Education, University of North Carolina-Chapel Hill

Academic Experience: Associate Professor, University of Wisconsin-Madison (2014); Associate Professor (2008), Assistant Professor (2002), Teachers College, Columbia Univ.

Overseas Experience: Kenya, Tanzania, Uganda, Dominican Republic

Languages: Portuguese (4), Spanish (4)

Percent of Time Devoted to Africa: 50%

Courses Taught: International Educational Development; Globalization, Mobility, and Education; Qualitative Research Methods; Ethnographic Research Methods

Research and Teaching Specializations: Anthropology; comparative and international education; literacy studies; immigration and education; qualitative research methods; international humanitarian issues; eastern and southern Africa

Recent Publications:

With A. Ghaffar-Kucher, eds. *Refugees, Immigrants, and Education in the Global South: Lives in Motion*. New York: Routledge Press, 2013.

With F. Vavrus, eds. *Teaching in Tension: International Pedagogies, National Policies, and Teachers' Practices in Tanzania*. Rotterdam: Sense Publishers, 2013.

Theses Supervised (past 5 years): 0

Distinctions: National Academy of Education 2012/13 retreat participant; Dean's Fellowship for Teaching and Diversity (2012); Faculty Diversity Grant (2011), Columbia University

FLORENCE BERNAULT

Professor (tenured), Department of History

Education: PhD (1994), African History, University of Paris 7-Denis Diderot; MA (1985), African History and BA (1984) History, University of Paris 1-Sorbonne

Academic Experience: Fully Professor (2001), Associate Professor (1996), Department of History, University of Wisconsin-Madison

Overseas Experience: Central African Republic, Gabon, Senegal, Congo, Niger, Guinea

Languages: French (5), Lingala (2)

Percent of Time Devoted to Africa: 100%

Courses Taught: History of Africa since 1870; History of Equatorial Africa; Advanced Seminar Topics in History-“History of Africa”; History and Theory; Seminar in the History of Africa

Research and Teaching Specializations: Equatorial African history; Contemporary Africa; formation of modern identities; nation-states; popular culture in 19th and 20th century Africa

Recent Publications:

Struggles For the Sacred: A History of Colonialism and the Occult in Equatorial Africa [book manuscript under completion]

“Witchcraft and the Colonial Life of the Fetish,” in *Spirits in Politics: Uncertainties of Power and Healing in African Societies*, edited by Barbara Meier & Arne S. Steinforth (eds.), (Frankfurt a.M.: Campus Publishers), 2013. 53-74.

Theses Supervised (past 5 years): 4

Distinctions: The Netherlands Institute for Advanced Study, Residential Fellow (2013); Institute for Research in the Humanities, UW-Madison, Resident Fellowship, Spring semester (2010)

MARIANNE BLOCH

Professor Emerita, Department of Curriculum and Instruction and Child and Family Studies

Education: PhD Child Development, Stanford School of Education (1977); BS (1968) Mathematics and BA (1968) Psychology, Pennsylvania State University

Academic Experience: Professor (1991), Associate Professor (1987), Assistant Professor (1980) Curriculum & Instruction, Child & Family Studies, University of Wisconsin-Madison; Postdoctoral Fellow, Harvard University (1978)

Overseas Experience: Azerbaijan, Kyrgystan, Guinea, Mali, Senegal, Haiti

Languages: French (4), Wolof (2)

Percent of Time Devoted to Africa: 50%

Courses Taught: Educational Planning and Change in Developing Countries; Global and Local Cultures of Difference: Implications for Curriculum & Instruction; Sex-related issues in C&I

Research and Teaching Specializations: early childhood education and child care in the US and Africa; women, work, child care, and child care policy; implications of welfare reform

Recent Publications:

“Gender, work and child care.” *Journal of Early Childhood Research* 6 (2008): 31-45.

With D. Kennedy, D. Lightfoot, and D. Weyenberger, eds. *The Child in the World/The World in the Child: Education and the Configuration of a universal, modern and globalized childhood*. NY: Palgrave-MacMillan, 2006.

Theses Supervised (past 5 years): 2

Distinctions: Global Studies, Teaching and the Curriculum Grant, Global Studies Program, University of Wisconsin-Madison (2008)

PETER C. BLOCH

Professor Emeritus, Department of Forest Ecology and Management

Education: PhD Economics, University of California-Berkeley (1974); MA International Economics, Johns Hopkins University (1969); AB French Literature, Harvard College (1967)

Academic Experience: Faculty Associate (1999), Forest Ecology and Management; Senior Scientist (1994), Research Scientist (1983), Land Tenure Center; Visiting Assistant Professor, (1983) Economics, University of Wisconsin-Madison

Overseas Experience: Tunisia, Senegal, Mali, Madagascar, Ghana, Kyrgyzstan, Uzbekistan

Languages: French (4), Wolof (2)

Percent of Time Devoted to Africa: 50%

Courses Taught: Economics; Communities and Forests and Agroforestry

Research and Teaching Specializations: customary land tenure; natural resource tenure and management; land titling and registration; and agrarian reform in Sahelian West Africa

Recent Publications:

With C. Tremblay. "Implementation Recommendations for Sustainability Planning and Institutional Modernization," Burkina Faso Rural Land Governance Project, 2009.

With Nouma Dione. "Mali Land Scoping Mission Report" World Bank/IFC FIAS, 2008.

With R. Dixon-Gough, eds. *The Role of the Individual and State in Land Development*. Farnham, UK: Ashgate Press, 2006.

Theses Supervised (past 5 years): 7

Distinctions: Land Tenure Specialist, Burkina Faso Rural Land Governance Project Sustainability Analysis, Millennium Challenge Corporation (Washington) (2008-2009)

PAUL J. BLOCK

Assistant Professor (tenure-track), Department of Civil and Environmental Engineering

Education: PhD (2006) and MA (2004) Civil Engineering (Water Resources), University of Colorado; BS Civil Engineering Valparaiso University, 1995.

Academic Experience: Assistant Professor (2013) Civil and Environmental Engineering, University of Wisconsin-Madison; Assistant Professor, Drexel University (2011); Postdoctoral Research Scientist, Columbia University (2007)

Overseas Experience: Ethiopia, Côte D'Ivoire

Languages: Amharic (2)

Percent of Time Devoted to Africa: 25%

Courses Taught: Hydroclimatology; Management and Development of Water Systems

Research and Teaching Specializations: Climate variability/change; hydrological forecasting & integration into decision models; water quantity & extremes; risk, reliability and uncertainty

Recent Publications:

Dinku, T., P. Block, et al. "Bridging critical gaps in climate services and applications in Africa." *Earth Perspectives* [forthcoming]

With A. King. "An assessment of reservoir filling policies for the Grand Ethiopian Renaissance Dam." *Journal of Water Resources Planning and Management* [forthcoming]

Block, P., and L. Goddard. "Statistical and Dynamical Climate Predictions to Guide Water Resources in Ethiopia." *J. of Water Res. Planning and Management* 138 (2012): 287-298.

Theses Supervised (past 5 years): Co-adviser for 2 Ethiopian Water Inst. PhDs

Distinctions: Drexel University Career Development Award (2012)

ALISON BROOKS

Arabic Language Instructor, Department of African Languages and Literature

Education: PhD candidate and in African Languages and Literature, UW-Madison (2013); MSc, Foreign Service, Georgetown University (2012); License, Arabic, Université de la Sorbonne Nouvelle, France; BA, Linguistics, UW-Madison

Academic Experience: Teaching Assistant, African Languages and Literature, (2013-); English Instructor, Université de Paris IV (Jussieu); Instructor in Finance and Markets, Arab European University, Syria

Overseas Experience: Syria, France, Tunisia, Lebanon

Languages: French (5); Arabic (4); Levantine Arabic (5); Spanish (2); German (2)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- and second-semester Arabic

Pedagogy Training for language instructors: Middle Eastern Studies Association pedagogy workshops (2013); Conference on Teaching Arabic as a Foreign Language, University of Cairo (2013); Second Language Acquisition, University of Wisconsin-Madison

Research and Teaching Specializations: The integration of spoken Arabic with Modern Standard Arabic in beginning Arabic classes and beyond

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions: Edward Weintal Fellowship, Georgetown University School of Foreign Service

MATTHEW H. BROWN

Assistant Professor (tenure-track), Department of African Languages and Literature

Education: PhD (2013) and MA (2008) African Languages and Literature, University of Wisconsin-Madison; BA Truman State University (2002).

Academic Experience: Assistant Professor (2014) African Languages and Literature, University of Wisconsin-Madison

Overseas Experience: Nigeria, South Africa

Languages: French (3); Yoruba (4)

Percent of Time Devoted to Africa: 100%

Courses Taught: West African Popular Culture, English Composition

Research and Teaching Specializations: Postcolonial studies, African literature and film, Media in the global South, African popular culture, The African nation-state

Recent Publications:

“Bringing the Rain Indoors: Rereading the National Allegory in Ousmane Sembene’s *Xala*.” In *Sembene Ousmane and the Politics of Culture*, edited by L. Vetinde. [forthcoming]

“At The Threshold of New Political Communities: Some Notes on the History of Nollywood’s Epic Genre.” *The Global South* 9 (2013): 55-78

Osuofia Don Enter Discourse’: Global Nollywood and African Identity Politics.” *IJOTA: Ibadan Journal of Theatre Arts* [Special Edition: Nollywood] 2:4 (2008) 57-72.

Theses Supervised (past 5 years): 0

Distinctions: Dana-Allen Diss. Fellowship, IRH (2012); Film Coordinator, African Studies Program 50/Forward Film Series, UW-Madison (2012); Fulbright-Hays DDRA (Nigeria, 2009)

HENRY BUNN

Professor (tenured), Department of Anthropology

Education: PhD (1982) and MA (1977) Anthropology, University of California-Berkeley; BA (with honors) Geological and Geophysical Sciences, Princeton University (1973)

Academic Experience: Co-Director of the Olduvai Paleoanthropology and Paleocology Project (TOPP) (2007); Chair, (1996), Professor (1995), Associate Professor (1988); Assistant Professor (1982), Department of Anthropology, University of Wisconsin-Madison;

Overseas Experience: Kenya, Tanzania, Botswana, Somalia

Languages: Swahili (3)

Percent of Time Devoted to Africa: 80%

Courses Taught: The Emergence of Human Culture; General Anthropology

Research and Teaching Specializations: Paleoanthropology, Early African Prehistory, Fossil Evidence for Human Evolution, Ethnoarchaeology and Behavior Ecology of Hunter Gatherers

Recent Publications:

Domínguez-Rodrigo, M., H. Bunn, et al. "New excavations at the FLK *Zinjanthropus* site and its surrounding landscape and behavioral implications." *Quaternary Research* 73 (2010): 315-22.

Ashley, G.M., Bunn, H.T., et al. "Sedimentary Geology and human origins: A fresh look at Olduvai Gorge, Tanzania." *Journal of Sedimentary Research* 80 (2010): 703-709.

Theses Supervised (past 5 years):

Distinctions: Spanish Ministry of Education and Science Grant (2011); 2010 Honored Instructor Award, Anthropology Dept., University of Wisconsin-Madison

EMILY CALLACI

Assistant Professor (tenure-track), Department of History

Education: PhD (2012) and MA (2006) History, Northwestern University; BA (*summa cum laude*) History, Kenyon College (2003)

Academic Experience: Assistant Professor, Department of History, University of Wisconsin-Madison (2012)

Overseas Experience: Tanzania

Languages: Kiswahili (5), French (4), Italian (1)

Percent of Time Devoted to Africa: 100%

Courses Taught: Africa Since 1940; Globalization and the African City; Gender, Sexuality and the Making of the Self in Modern Africa; Decolonization and Nationalism in Africa; Senior Honors Thesis; Historical Approaches to the Global City (Graduate Seminar)

Research and Teaching Specializations: 20th Century African History, African Urban History, Decolonization and Nationalism, History of Gender and Sexuality in Africa, Race and Ethnicity, Global History of Family Planning

Recent Publications:

The City and African Socialism: History, Urban Culture and the Politics of Authenticity in Ujamaa-era Tanzania [in preparation]

"Dancehall Politics: Mobility, Sexuality, and Spectacles of Racial Respectability in Late Colonial Tanganyika, 1930s-1961," *The Journal of African History*, 52 (2011): 365-84.

Theses Supervised (past 5 years): 0

Distinctions: Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 2008-2009

MICHAEL CHAMBERLAIN

Professor (tenured), Department of History

Education: PhD (1992) History and MA (1986) Near East Studies, UC-Berkeley; Licentia Docendi (Magna cum Laude), Pontificio Istituto di Studi Arabi e d' Islamica, Rome (1983); BA (With Highest Honors) Arabic and Islamic Studies, UC-Berkeley (1982)

Academic Experience: Associate Professor (1997), Assistant Professor (1992), University of Wisconsin-Madison; Director of Middle East Studies, UW-Madison, 1998-2003

Overseas Experience: Egypt

Languages: Arabic (5); French (2)

Percent of Time Devoted to Africa: 50%

Courses Taught: Explorations in Third World History; Family and Gender in Medieval Islam, Medieval Islamic Social History; Islamic History from the Origins of Islam to the Ottomans

Research and Teaching Specializations: Social/cultural history of the medieval Middle East; Crusades; 19th Century Middle Eastern cities; Islamic political movements; Egypt and Syria.

Recent Publications:

“Military patronage states and the political economy of the frontier, 1000-1250.” In *Companion to the History of the History of the Middle East*, edited by Y. Choueiri (London: Blackwell, 2005).

Knowledge and Social Practice in Medieval Damascus, 1190-1350 (NY: Cambridge, 2002).

Theses Supervised (past 5 years): 4

Distinctions: Fulbright-Hays Faculty Research Abroad (1995-96); Institute for Advanced Study member, Princeton (1994-95); Social Science Research Council Grants (1994-96)

JEAN PAUL CHAVAS

Professor (tenured), Department of Agricultural and Applied Economics

Education: PhD (1978) and MS (1976) Agricultural Economics, University of Missouri-Columbia; License ès Sciences Naturelles, University of Lyon, France (1972)

Academic Experience: Professor (1986), Associate Professor (1982), Agriculture and Applied Economics, University of Wisconsin; Assistant Professor, Texas A&M University (1979)

Overseas Experience: Burkina Faso, Madagascar, Tunisia

Languages: French (5)

Percent of Time Devoted to Africa: 25%

Courses Taught: Advanced Policy Analysis, Applied Economics, Econ. of Risk, Food Policy

Research and Teaching Specializations: Production Economics, Risk, Quantitative Methods, and Welfare Analysis

Recent Publications:

“Agricultural Policy in an Uncertain World.” *Eur. Rev. of Ag. Economics* [forthcoming]

With S. Di Falco. “On the Productive Value of Crop Biodiversity: Evidence from the Highlands of Ethiopia.” *Land Economics* [forthcoming]

With S. Di Falco, “Crop Biodiversity and the Management of Production Risk on Degraded Lands: Some Evidence from the Highlands of Ethiopia.” in *Agricultural Investments and Productivity*, edited by R. Bluffstone and G. Köhlin, (Washington, D.C., 2011)

Theses Supervised (past 5 years): 12

Distinctions: Anderson-Bascom Chair, University of Wisconsin, Madison (2010); Award for Outstanding Journal Article (with Kwansoo Kim) in the *Journal of Ag & Applied Econ* (2006)

BRUCE CHRISTENSEN

H. Edwin Young Professor (tenured), Department of Pathobiological Sciences

Education: PhD Medical Entomology and Parasitology, Iowa State University (1977); BS Biology, University of Wisconsin-River Falls (1970)

Academic Experience: H. Edwin Young Professor (2001), Professor (1989), Associate Professor (1984), Assistant Professor (1982), Animal Health and Biomedical Sciences, UW-Madison

Overseas Experience: Egypt, Kenya

Percent of Time Devoted to Africa: 10%

Courses Taught: Lectures in Geographic Medicine, Microscopy & Microtechniques; Helminthology; Wildlife Diseases; Medical Entomology

Research and Teaching Specializations: Parasitology and Wildlife Diseases in Northern Africa; Medical and Veterinary Entomology, Parasitology, and Entomology

Recent Publications:

Han, Q., H. Robinson, H. Ding, B.M. Christensen and J. Li. "Evolution of insect arylalkylamine N-acetyltransferases, structural evidence from the yellow fever mosquito, *Aedes aegypti*." *Proceedings of the National Academy of Sciences* 109 (2012): 11669-74.

Choi, Y.J., J.F. Fuchs, G.F. Mayhew, H.E. Yu and B.M. Christensen. "Tissue-enriched expression profiles in *Aedes aegypti* identify hemocyte-specific transcriptome responses to infection." *Insect Biochemistry and Molecular Biology* 42 (2012): 729-738.

Theses Supervised (past 5 years): 10

Distinctions: Clark P. Read Mentor Award, American Society of Parasitologists, 2011

JAMES H. CONWAY

Professor (tenured), Department of Pediatrics

Education: Pediatric Infectious Diseases Fellowship, University of Colorado (1997); Residency, Northwestern University (1993); MD (1990) and BS (1986) Biology, Cornell University

Academic Experience: Associate Director for Health Sciences, Global Health Institute (2011), Professor (2013), Associate Professor (2005), Department of Pediatrics, University of Wisconsin-Madison; Associate Professor (1997), Clinical Pediatrics, Indiana University

Overseas Experience: Kenya, Uganda

Languages: French (4)

Percent of Time Devoted to Africa: 10%

Courses Taught: Principle of Population Medicine and Epidemiology; Interdisciplinary Perspectives on Global Health and Disease; Principles of Wilderness Medicine

Research and Teaching Specializations: HIV education, pediatrics, immunization training.

Recent Publications:

Yaeger JP, Conway JH, et al. "Update On Pediatric Global Health Education: Correlation of Websites and Curricula." *Journal of Pediatrics*. [forthcoming]

Liechty E, Conway JH, et al. Expanded Programme On Immunization Training Needs For Mid-Level Managers And Immunization Coverage In Western Kenya. *East African Medical Journal* 84 (2007): 342-352.

Theses Supervised (past 5 years): 0

Distinctions: Who's Who in America 2014 (68th Edition) (2014); University of Wisconsin Medical Alumni Association's Clinical Science Teaching Award (2013)

KELLEY CONWAY

Associate Professor (tenured), Department of Communication Arts

Education: PhD Film and Television, University of California-Los Angeles (1999); DEA Cinematography and Audiovisual Studies, University of Sorbonne Nouvelle Paris III (1992); MA Communication, University of Iowa (1988); BA English, Carleton College (1986)

Academic Experience: Associate Professor (2007), Assistant Professor (2000), Department of Communication Arts, University of Wisconsin-Madison; Teaching Specialist (1996), Department of French and Italian, University of Minnesota

Overseas Experience: France, Belgium, Turkey, Greece

Percent of Time Devoted to Africa: 10%

Languages: French (5)

Courses Taught: Film History Since 1960; Women and Film; French Cinema and Export

Research and Teaching Specializations: Francophone film, gender and cinema, African film

Recent Publications:

“Responding to Globalization: The Evolution of Agnès Varda.” *SubStance*, special issue on globalization and French cinema 43 (2014): 109-22.

“Les Plages d’Agnès.” In *Directory of World Cinema: France*, edited by Tim Palmer and Charlie Michael, 39-41. London: Intellect Press, 2013.

“Popular Song in the Films of Jean Renoir.” In *A Companion to Jean Renoir*, edited by Ginette Vincendeau and Alastair Phillips, 199-218. London: Blackwell, 2013.

Theses Supervised (past 5 years): 3

Distinctions: UW-Madison Distinguished Teaching Award, 2008

DUSTIN CARRELL COWELL

Professor (tenured), Department of African Languages and Literature

Education: PhD Comparative Literature, University of California San Diego (1976); BA Spanish Language and Literature, Pomona College (1967)

Academic Experience: Professor (1999), Associate Professor (1980), Assistant Professor (1976), and Chair (1984, 2003, 2009), African Languages and Literature, University of Wisconsin-Madison; Visiting Fellow, State Islamic College in Mando, Indonesia (2014)

Overseas Experience: Egypt, Indonesia, Libya, Mauritania, Morocco, Tunisia

Languages: Medieval and Modern Standard Arabic (5), Spanish (5)

Percent of Time Devoted to Africa: 100%

Courses Taught: Modern Standard Arabic, colloquial Arabic, Advanced Arabic Literature

Research and Teaching Specializations: Arabic instruction in Islamic schools (pesantren) and Arabic-Malay Islamic texts; administration of Arabic language instruction programs

Recent Publications:

“Developments in Foreign Language Teaching in North America: Experience of Universities of North America in Teaching Malay,” in *Pengajaran Bahasa Melayu Untuk Pentutur Asing*, edited by A. Hj. Salleh and R. Muhamad, 87-102. Kuala Lumpur, 2003.

“The Concept of Eloquence in Arabic Literary Theory as Presented by the Eleventh-century North-African Poet-critic Ibn Rashīq al-Qayrawānī.” *Al-Shajarah* 2 (1997): 209-247

Dissertations Supervised (past 5 years): (3) S Geraghty, HAR El Nagar, and B Diane Peters

Distinctions: Appointed to United States International Council for Malay (2003-2006); Social Science Research Council grant on Mauritanian vernacular poetry (1984)

JAMES DELEHANTY

Associate Director, Distinguished Faculty Associate, African Studies Program

Education: PhD Geography, University of Minnesota (1988); MA Geography, University of Chicago (1979); BA Geography, University of Minnesota (1977)

Academic Experience: Distinguished Faculty Associate (2005), Faculty Associate (2000), Associate Faculty Associate (1994), African Studies Program; Assistant Professor, Department of Geography, University of Wisconsin-Madison (1987); Visiting Scientist, International Laboratory for Research on Animal Diseases, Kenya (Rockefeller Foundation Post-Doctoral Fellow) (1989-91)

Overseas Experience: Niger, Kenya, Chad, Senegal, South Africa, Uganda

Languages: French (4), Hausa (3), Swahili (1)

Percent of Time Devoted to Africa: 100%

Courses Taught: Africa: An Introductory Survey; International Studies Capstone Seminar: Ideas of Development from the Ground up; International Studies Capstone Seminar: Mass Taste, Mass Place, and the Future of the Local in Global Systems

Research and Teaching Specializations: Historical geography, cultural ecology, and land use change in Africa

Recent Publications:

“Africa: A Geographic Frame.” Chapter 1 in *Africa*, 4th ed. Edited by M. Grosz-Ngate, J. Hanson, and P. O’Meara, 7-31. Bloomington: Indiana University Press, 2014.

Distinctions: University of Wisconsin-Madison Distinguished Faculty Associate

MOUSSA DIOP

Assistant Professor (tenure-track), Department Real Estate and Urban Land Economics

Education: PhD Business Administration, Pennsylvania State University (2013); MA Economics, University of Connecticut (2008); MBA Finance, University of Missouri-Columbia (1995); BS Civil Engineering, INSA Lyon, France (1987)

Academic Experience: Assistant Professor, Real Estate and Land Economics, University of Wisconsin-Madison (2012); Instructor (2009), Real Estate, The Pennsylvania State University

Overseas Experience: Senegal, France, South Africa

Languages: Wolof (5), French (4)

Percent of Time Devoted to Africa: 25%

Courses Taught: Analysis of Real Estate Markets; Real Estate Finance; Principles of Microeconomics; Principles of Macroeconomics

Research and Teaching Specializations: Commercial Real Estate, International Real Estate

Recent Publications:

With Brent W. Ambrose. “Spillover Effects of Subprime Mortgage Originations.” *Journal of Urban Economics* [forthcoming]

With Steven P. Lanza, Thomas J. Miceli, C.F. Sirmans. “Public Use or Abuse? The Use of Eminent Domain for Economic Development in the Era of Kelo.” *Quarterly Journal of Development Economics* [forthcoming]

Theses Supervised (past 5 years): 0

Distinctions: Real Estate Research Institute Dissertation Funding Grant (2012); Smeal Dissertation Summer Stipend Award (2012, 2011); E. and S. Wilson Graduate Scholarship (2012)

HENRY DREWAL

Evjue-Bascom Professor (tenured), Departments of Art History and Afro-American Studies

Education: Ph.D. (1973) M.A. Certificate of African Studies (1969) and M.A. Columbia University (1968); B.A. Hamilton College (1964)

Academic Experience: Evjue-Bascom Professor of Art (1990), Department of Art History, University of Wisconsin-Madison; Professor (1982), Associate Professor (1977), Assistant Professor (1973), Art History, Cleveland State University

Overseas Experience: Nigeria, Benin, Ghana, Ivory Coast, Senegal, Morocco, South Africa

Languages: French (5), Yoruba (3), Portuguese (3), Spanish (3)

Percent of Time Devoted to Africa: 80%

Courses Taught: African Art and Architecture; African Art (Paleolithic to the Rise of West African Empires; West African Empires to the Colonial Era; Diaspora Dynamics)

Research and Teaching Specializations: African and African Diaspora art, African Diaspora in Brazil

Recent Publications:

“Local Transformations, Global Inspirations: The Visual Histories and Cultures of Mami Wata Arts in Africa.” In *Companion to Modern African Art*, edited by Salami, G. and M. Visona. London: Wiley-Blackwell, 2013.

“Whirling Cloth, Breeze of Blessing: Egungun Masquerades among the Yoruba.” In *Homegoings*, edited by Regennia Williams, 175-206. Trenton NJ: Africa World Press, 2011.

Theses Supervised (past 5 years): 4

Distinctions: Evjue-Bascom Professor of Art History, UW-Madison (1990-Present)

HICHAM EL-MAJDI

Arabic Instructor, Department of African Languages and Literature

Education: PhD candidate and MA (2014) in African Languages and Literature, University of Wisconsin-Madison; BA, Language and Literature, University of Hassan II, Morocco (2001)

Academic Experience: Teaching Assistant (2008-14), African Languages and Literature, University of Wisconsin-Madison; Instructor, Arabic, Monterey Institute of International Studies Summer Program (SILP, 2010); Beloit College Summer Arabic Program (2009)

Overseas Experience: Spain, Morocco

Languages: Arabic (5); French (5); English (5); Spanish (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- to fourth-semester Arabic

Pedagogy Training for language instructors: Certificate of Teaching, Fulbright Assistant Teacher Program, Institute of International Education, Vermillion SD (2006); Certificate of Completion of Study in African Languages, National African Language Resource Center, University of Wisconsin-Madison, 2010 (pedagogy) and 2012 (classroom technology)

Research and Teaching Specializations: second language acquisition; applied linguistics; Arabic second language pedagogy; curricular development

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions: 6 years experience teaching university-level Arabic; 3 years experience teaching English as a foreign language (ESL) in Morocco

NÉVINE EL NOSSERY

Associate Professor (tenured), Department of French and Italian

Education: Ph.D. French Studies, Université de Montreal (2000); MA (*magna*) French Studies, Cairo University (1995); B.A. (*cum laude*) French Studies, Cairo University (1990)

Academic Experience: Assistant Professor (2007), French and Italian, University of Wisconsin-Madison; Lecturer, SUNY-Plattsburg (2006); Professor (2000), Cairo University, Egypt

Overseas Experience: Egypt

Languages: French (5), Arabic (5), Spanish (4)

Percent of Time Devoted to Africa: 80%

Courses Taught: Introduction to Francophone Studies; French and Francophone Language and Culture; Culture and Societies in the Francophone World; Migration in Francophone Literature

Research and Teaching Specializations: North African and French Canadian literatures; Migrant writing and exile; Middle-Eastern Literature and Culture

Recent Publications:

“Fissures of Trespass between Women and Nation.” In *Women Taking Risks in Contemporary Autobiographical Narratives*, edited by K. Reeds and A. Rocca. Newcastle: Cambridge, 2013
Témoignages fictionnels au féminin. Une réécriture des blancs de la guerre civile algérienne. Amsterdam & New York: Rodopi, 2012.

With Anna Rocca. *Frictions et devenirs dans les écritures migrantes au féminin.*

Enracinements et renégociations. Sarrebruck: Editions Universitaires Européennes, 2011.

Dissertations Supervised (past 5 years): 2

Distinctions: MESP International Institute Research Award (2013)

SAMUEL ENGLAND

Assistant Professor (tenure-track), Department of African Languages and Literature

Education: PhD Comparative Literature, University of California-Berkeley (2011); BA, Arabic Studies and English Literature, University of Michigan (1999)

Academic Experience: Assistant Professor, African Languages and Literature, University of Wisconsin-Madison (2012); Instructor, Near Eastern Studies, University of California-Berkeley (2006), Instructor, Comparative Literature (2008), UC-Berkeley

Overseas Experience: Iraq

Languages: Modern Arabic (5), Classic Arabic (reading) (4), Egyptian Colloquial Arabic (3), Spanish (3), Galician-Portuguese (reading) (3), German (2), Biblical and Medieval Hebrew (1)

Percent of Time Devoted to Africa: 100%

Courses Taught: Con Artists in Arabic, African Itineraries, Modern Arabic Literature and the Press, Literary Legacies of Arabs; Femmes Fatales: Fantasies of Feminine Evil;

Research and Teaching Specializations: Classical Arabic poetry and prose; ‘Abbasid court culture; medieval Spanish translation of Middle Eastern texts; and Iberian lyric.

Recent Publications:

“Since *Le Cid* in their Tongue is the Same as Lord.” *Mediterranean Studies* 25 (2013)

“Morocco, Latin America, and the Problem of Reading.” *Middle Eastern Literatures* 15 (2012): 137-152

Theses Supervised (past 5 years): 0

Distinctions: Fellow, The American Academic Research Institute in Iraq (2010-11); Al-Falah Fellow, Center for Middle Eastern Studies, Berkeley (2009-10)

JO ELLEN FAIR

Professor (tenured), School of Journalism and Mass Communication

Education: PhD Mass Communication (1988) and MA Journalism, Indiana University-Bloomington (1984); B.A. Mass Communication and French, Purdue University (1982)

Academic Experience: Professor (2002), Associate Professor (1996), Assistant Professor (1989), School of Journalism and Mass Communication; Director, International Studies Prog. (2007-present); Director, African Studies Prog. (1998-2001), University of Wisconsin-Madison

Overseas Experience: Ghana, Liberia, Senegal, Benin, Nigeria, Namibia, Zambia

Languages: French (3), Spanish (2), Wolof (1), Akan Twi (1)

Percent of Time Devoted to Africa: 90%

Courses Taught: International Communication and the Foreign Press; Mass Communication in Developing Nations; Media, Performance, and Identity in World Perspective

Research and Teaching Specializations: International communications and the foreign press, media in developing countries, popular culture in Northern and Western Africa

Recent Publications:

“Democratization by boilerplate: National media, international norms, and sovereign nation building in post-war Liberia.” In *Global Media Ethics: Problems and Perspectives*, edited by Stephen Ward, (146-168). New York: Wiley-Blackwell, 2013.

“Discourses of love and newspaper advice columns in Ghana” *Ghana Studies* 15 [forthcoming]

Theses Supervised (past 5 years): 4

Distinctions: Mellon Foundation Grant for: “New Media and Popular Culture in the Global South” Humanities Workshop (2012); Vilas Associate Award, UW-Madison (2009-2011)

JOHN A. FERRICK

Director of International Programs in the College of Agriculture and Life Sciences

Education: MA (1987) Adult Education—International Extension and Economics; and BS (1980) Secondary Education, University of Wisconsin-Madison

Academic Experience: Director (2009), Associate Director and Faculty Associate (2006), International Programs; Director (2002), Study Abroad, CALS, University of Wisconsin-Madison; Associate Director for Programming and Training, US Peace Corps (1990)

Overseas Experience: Lesotho, Botswana, Uganda, Philippines, Papua New Guinea, Fiji

Languages and Levels: Sesotho (3)

Percent of Time Devoted to African Studies: 25%

Courses Taught: International Issues in Agriculture, Environment, Natural Resources and the Life Sciences; International Health and Nutrition (with international experience in Uganda)

Research and Teaching Specializations: service learning; agriculture and natural resources; program development, management and evaluation; international health, public health, food and agriculture; rural community development.

Dissertations Supervised (past 5 years): 0

JEREMY FOLTZ

Vilas Associate Professor (tenured), Department of Agriculture and Applied Economics

Education: PhD (1998) and MA (1994), Agriculture and Applied Economics, University of Wisconsin-Madison; BA Economics and Political Science, Yale University (1986)

Academic Experience: Vilas Associate Professor (2010) and Assistant Professor (2002), Ag. and Applied Economics; Director, Program on Agricultural Technology Studies (2006), University of Wisconsin-Madison; Assistant Professor, University of Connecticut (1998)

Overseas Experience: Chad, Mali, Tunisia, Morocco, Egypt, Ghana, Ethiopia

Languages: French (5), Bambara (4), Classical and Tunisian Colloquial Arabic (3)

Percent of Time Devoted to Africa: 50%

Courses Taught: Agricultural and Economic Development in Africa; World Hunger and Malnutrition; Growth and Development of Nations in the Global Economy

Research and Teaching Specializations: Microeconomics of technology adoption, farm structure, agricultural biotechnology, intellectual property rights, land use, and development.

Recent Publications:

Zaitchik, B., J. Foltz et al. "Building climate resilience in the Blue Nile/Abay Highlands." *International Journal of Environmental Research and Public Health* 9 (2012): 435-461.

Foltz, Jeremy and Ousman Gajigo. "Assessing the Returns to Education in the Gambia" *Journal of African Economies* 21 (2012): 580-608.

Dissertations Supervised (past 5 years): 3

Distinctions: Vilas Associate Award, UW-Madison (2010-2012); Fulbright Faculty Research Abroad Fellowship (2008-2009)

JOSHUA PAUL GAROON

Assistant Professor (tenure-track), Department of Community and Environmental Sociology

Education: PhD Health, Behavior & Society (2009); MPH International Health, Johns Hopkins School of Public Health (2004); BA Biochemistry & Public Policy, Harvard College (1998).

Academic Experience: Assistant Professor (2013) Community and Environmental Sociology, University of Wisconsin-Madison; Research Professional and Lecturer (2012) Health Studies; Instructor and Researcher (2011), University of Chicago; Postdoctoral Fellow (2009), Health Scholars Program, Johns Hopkins School of Public Health

Overseas Experience: Zambia

Languages: Nyanja (4), Bemba (4), French (3), Spanish (3), Japanese (3)

Percent of Time Devoted to Africa: 50%

Courses Taught: Public Health in Rural & Urban Communities; Developing Health: Transitions in Global Health & Development; Pursuing Social Justice in the City

Research and Teaching Specializations: health, development, and environment in Africa and the US; global health inequalities; environmental governance; community-engaged research

Recent Publications:

“‘These African stories:’ Life, labor, and dying in northern Zambia.” [forthcoming]

“Conservation’s harvest: Nsala, good milile, and imagined livelihoods outside Zambia’s North Luangwa National Park.” [forthcoming]

Dissertations Supervised: Co-adviser for two Ethiopian Institute for Water Resources PhDs

Distinctions: Fulbright Grant for the Gambia (2005); International Institute for Qualitative Methodology Commendation for Doctoral Dissertation (2010)

TONY GOLDBERG

Professor (tenured), Department of Pathobiological Sciences

Education: DVM (2000), Veterinary Medicine and MS (2000) Epidemiology, University of Illinois; PhD Anthropology, Harvard (1996); BA Biology/English, Amherst College (1990)

Academic Experience: Professor (2008), Associate Professor (2004), Pathobiological Sciences, University of Wisconsin-Madison; Honorary Lecturer, Zoology, Makerere University (2004); Associate Professor (2004), Assistant Professor (2000), Pathobiology, University of Illinois

Overseas Experience: Uganda

Languages: Luganda (3)

Percent of Time Devoted to Africa: 90%

Courses Taught: Introduction to Conservation Medicine and Ecosystem Health

Research and Teaching Specializations: Health and Disease in Uganda Ecology

Recent Publications:

Hamer, S. A., T. L. Goldberg et al. "Coincident tick infestations in the nostrils of wild chimpanzees and a human in Uganda." *Am. J. of Tropical Medicine & Hygiene* 89 (2013)

Goldberg, T.L., Paige, S.B., Chapman, C.A. "The Kibale EcoHealth Project in western Uganda." In *New Directions in Conservation Medicine*, edited by A.A. Aguirre, 452-465. NY: Oxford University Press, 2012.

Theses Supervised (past 5 years): 10

Distinctions: Associate Director for Research, UW-Madison Global Health Institute (2011); Zoetis Award for Veterinary Research Excellence (2013)

PABLO GOMEZ

Assistant Professor (tenure-track), Department of Medical History and Bioethics

Education: PhD (2010) and MA (2007) History, Vanderbilt University; MD, CES University (1994)

Academic Experience: Assistant Professor, Medical History and Bioethics, University of Wisconsin-Madison (2012); Postdoctoral Fellow, Brown University (2011); Assistant Professor, Texas Christian University (2010)

Overseas Experience: Colombia; Spain

Languages: Spanish (5), Portuguese (4), French (3), Italian (3), German (1)

Percent of Time Devoted to Africa: 50%

Courses Taught: Health and Healing I: History of Healing from Antiquity to 1750; History of Medicine and Public Health in Latin America and the Caribbean

Research and Teaching Specializations: history of medicine and corporeality; early modern African and Iberian Atlantic worlds; the human body and the natural world.

Recent Publications:

"Incommensurable Epistemologies? The Atlantic Geography of Healing in the Early Modern Black Spanish Caribbean." *Small Axe: A Caribbean Journal of Criticism* [forthcoming 2014]

"African-American Healing." In *The Princeton Companion to Atlantic History*, edited by J. Miller, V. Brown, L. Dubois, J. Canizares-Esguerra. Princeton: Princeton, 2014.

Theses Supervised (past 5 years): 0

Distinctions: Centennial Scholar, University of Wisconsin-Madison (2013); Mellon/ACLS Early Career Fellowship, Brown University (2011-12)

MONICA GRANT

Assistant Professor (tenure-track), Department of Sociology

Education: PhD Sociology/Demography, University of Pennsylvania (2009); MS Demography/Health, London School of Hygiene and Tropical Medicine (2002); MS Anthropology/Development, LSE (2001); BS Anthropology, (*summa*) University of Kentucky (2000)

Academic Experience: Assistant Professor (2009), Department of Sociology, UW-Madison

Overseas Experience: South Africa, Malawi, Egypt

Percent of Time Devoted to Africa: 80%

Courses Taught: Sociological Perspectives of the Life Course and Aging; Population and Society; Population and Development

Research and Teaching Specializations: Social demography, sociology of education, sociology of the family, African demography, international development, HIV/AIDS

Recent Publications:

With Cynthia B. Lloyd and Barbara S. Mensch. "Menstruation and School Absenteeism in Rural Malawi." *Comparative Education Review*. 57 (2013)

With Sara Yeatman. "The Relationship between Orphanhood and Child Fostering in Sub-Saharan Africa, 1990s-2000s." *Population Studies*. 66 (2012)

"Girls' Schooling and the Perceived Threat of Adolescent Sexual Activity in Rural Malawi." *Culture, Health and Sexuality* 14 (2012): 73-86.

Theses Supervised (past 5 years): 2

Distinctions: Robert Wood Johnson Course Development Grant in Population Health (2011)

JONATHAN GRAY

Associate Professor (tenured), Department of Communication Arts

Education: PhD (2003) Communications and MA (2000) Media and Mass Communication Studies, University of London; MA Literature from Commonwealth Countries, University of Leeds (1997); BA English, University of British Columbia (1992)

Academic Experience: Associate Professor (2009), Media and Cultural Studies, University of Wisconsin-Madison; Assistant Professor (2005), Communication and Media Studies, Fordham University; Lecturer (2003), Mass Communication, University of California-Berkeley

Overseas Experience: Malawi

Percent of Time Devoted to Africa: 10%

Courses Taught: New Media and Society; Media and Cultural Theory; Textuality: Beyond the Screen; Media and National Identity; Contemporary Primetime Serials

Research and Teaching Specializations: entertainment media and the public sphere; textuality, intertextuality, and paratextuality; global consumption and international communication

Recent Publications:

With Derek Johnson. *Blackwell Companion to Media Authorship*. Malden: Blackwell, 2013.

"Mobility through Piracy: or How Steven Segal got to Malawi." *Popular Communication: The International Journal of Media and Culture* 9 (2011): 99-113

Theses Supervised (past 5 years): 5

Distinctions: *Choice Magazine* Top Academic Title of 2008 for *Television Entertainment*; Fordham University Faculty Research Grant (2008)

SAID HANNOUCHI

Arabic Language Instructor, Department of African Languages and Literature

Education: PhD candidate and MA (2012) in African Languages and Literature, University of Wisconsin-Madison (2011);

Academic Experience: Teaching Assistant, African Languages and Literature, University of Wisconsin-Madison (2011)

Overseas Experience: Morocco

Languages: Arabic (5); English (4); French (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- to fourth-semester Arabic

Pedagogy Training for language instructors: “Developing Intercultural Communicative Competence” workshop (2014); National African Languages Resource Center Summer Technology workshop (2011); NALRC intensive summer professional development institute, University of Wisconsin-Madison (2011)

Research and Teaching Specializations: second language acquisition; teaching and learning Arabic as a foreign language

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions: Letters & Sciences Teaching Fellow (nominated 2013); University Housing Honored Instructor (2011, 2014), University of Wisconsin-Madison; Outstanding Teacher recognition at University of Illinois-Urbana-Champaign (SILMW, 2009)

BILAL ALI HUMEIDAN

Arabic Language Instructor, Department of African Languages and Literature

Education: PhD candidate and MA (2010) in African Languages and Literature, University of Wisconsin-Madison (2008);

Academic Experience: Teaching Assistant, African Languages and Literature, University of Wisconsin-Madison (2008); Instructor of English, Ministry of Education, Jordan (2003)

Overseas Experience: Jordan

Languages: Arabic (5); English (4)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- to fourth-semester Arabic

Pedagogy Training for language instructors: National African Languages Resource Center Summer Technology workshop (2011); NALRC and National Council on Less Commonly Taught Languages workshops

Research and Teaching Specializations: second language acquisition

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions:

CYNTHIA HAQ

Professor (CHS), Department of Family Medicine and Population Sciences

Education: Residency Family Medicine, University of Wisconsin-Madison (1987) ; MD, Indiana University School of Medicine (1983); BA Biology Indiana University (1979)

Academic Experience: Professor, Associate Professor, Assistant Professor (1989), Family Medicine and Population Health, UW-Madison School of Medicine; Director, UW Center for Global Health (2002); Assistant Professor, Aga Khan University, Karachi, Pakistan (1991)

Overseas Experience: Pakistan, Uganda, Ethiopia

Percent of Time Devoted to Africa: 25%

Courses Taught: Clinical Intern Supervisor, Ethiopia and Uganda

Research and Teaching Specializations: Interdisciplinary Global Health training; Family Medicine; Urban Medicine.

Recent Publications:

“On Compassion in Medicine.” *Family Medicine* [forthcoming 2014]

Philpott, J., C. Haq C, et al. “The Dawn of Family Medicine in Ethiopia.” *Family Medicine* [forthcoming 2014]

Theses Supervised (past 5 years): 0

Distinctions: Community Impact Award, Milwaukee County Medical Society (2014); Leonard Tow Award (2013); Fellow, Wisconsin Academy of Letters, Arts, and Sciences (2012)

MARY HARK

Associate Professor (tenured), Department of Design Studies

Education: MFA Fiber and Material Studies, School of the Art Institute of Chicago (1989); MA Papermaking, University of Iowa (1987); BA Ceramics, College of Saint Benedict (1978)

Academic Experience: Associate Professor, Design Studies, University of Wisconsin-Madison (2007); Adjunct Professor of Art, Macalester College (1990); Visiting Professor, Painting and Sculpture, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana (2006)

Overseas Experience: Ghana, Côte D’Ivoire

Languages: Akan Twi (2)

Percent of Time Devoted to Africa: 50%

Courses Taught: Introduction to Textile Design, Surface Embellishment Module; Structural Enrichment 1 &2; Senior Seminar for Textile Design

Research and Teaching Specializations: Fiber and Textile design. Images, stories, and artifacts from Ghana and community relationships with art

Recent Publications:

“Material Culture, Craft and Community: Negotiating Objects Across Time and Community.” In *Craft, Community and the Material Culture of Place and Politics, 19th-20th Century*, edited by B. Lemire, A. Buis and J. Helland. Farnham UK: Ashgate, 2014.

“Report from the Field: Papermaking in Kumasi, Ghana.” *Surface Design* 14 (2011): 14-19.

Theses Supervised (past 5 years): 2

Distinctions: UW-Madison Graduate School Grant: (2012); Engage Situated Learning Award (2012); GO Ingenuity Award (2010); Fulbright Senior Research Grant (2006)

MARGARET HAWKINS

Professor (tenured), Department of Curriculum and Instruction

Education: EdD (1997) ESL/Bilingual and Education, Literacy, and Cross-cultural Communications and MEd (1988) ESL/Bilingual and Program Administration, University of Massachusetts; BA Education, Goddard College (1974)

Academic Experience: Professor (2010), Associate Professor (2005), Assistant Professor (1998), Bilingual Education, University of Wisconsin-Madison

Overseas Experience: Uganda

Languages: Swahili (2)

Percent of Time Devoted to Africa: 50%

Courses Taught: Learning Second Languages and Literacies; Cross-Cultural Perspectives on Home-School Relations; Language, Cosmopolitanism and Education

Research and Teaching Specializations: Socio-cultural and sociopolitical approaches to languages and literacy in North American and Abroad

Recent Publications:

Framing Languages and Literacies: Socially Situated Views and Perspectives, editor.
London: Routledge, 2013.

With K. Nicoletti. "Media, Morality and Communication in Transglobal Education through a Cosmopolitan Lens." *Harvard Educational Review* [forthcoming]

Theses Supervised (past 5 years): 7

Distinctions: Outstanding Advisor Award by the Graduate Students in the Department of Curriculum & Instruction, University of Wisconsin-Madison (2011)

SHARON HUTCHINSON

Professor Emerita, Department of Anthropology

Education: PhD (1988) and MA (1977) Anthropology, University of Chicago (1988); American University of Cairo (1978-79); BA Sociology/Anthropology, Carleton College (1975)

Academic Experience: Emerita (2011), Professor (2002), Associate Professor (1997), Assistant Professor (1990), Anthropology; Director, African Studies Program, University of Wisconsin-Madison (2007-2009); Assistant Professor, Anthropology, Yale University (1988)

Overseas Experience: Sudan, Egypt, Ethiopia, Kenya, South Africa, Senegal

Languages: Nuer (5), Spanish (5), Colloquial Egyptian and Sudanese (4), Arabic (3), French (2)

Percent of Time Devoted to Africa: 100%

Courses Taught: Anthropology and International Humanitarian Engagements; Refugees and Internally Displaced Persons; Religion in Africa; Africa: A Human Rights Perspective

Research and Teaching Specializations: religion; kinship and social organization; warfare and post-war reconstruction; international humanitarian interventions/human rights; refugee studies and the ethnography of Sub-Saharan Africa.

Recent Publications:

"Uncertain Ethics: Researching War in Sudan." In *Researching Violence in Africa*, edited by J. Pottier, L. Hammond & C. Cramer, 79-93. Leiden: Brill, 2011.

"Perilous Outcomes: International Monitoring and the Perpetuation of Violence in Sudan." In *Genocide: Truth, Memory and Representation*, edited by K. O'Neill, 54-79. Duke, 2009.

Theses Supervised (past 5 years): 2

Distinctions: The 2010 Global Citizenship Award, Wisconsin Council of Social Studies (2010)

PERNILLE IPSEN

Assistant Professor (tenure-track), Department of Gender and Women's Studies and Department of History

Education: PhD History (2008) and MA History, Copenhagen University (2002)

Academic Experience: Assistant Professor, Department of Gender and Women's Studies and Department of History (2009)

Overseas Experience: Denmark, Ghana

Languages: Danish (5)

Percent of Time Devoted to Africa: 50%

Courses Taught: Gender, Women, and Cultural Representation; Gender and Race in the British Atlantic World; Gender, Women and Society in Global Perspective

Research and Teaching Specializations: Atlantic world; interracial marriage; gender and race during colonialism; global encounters with "others"; social production of race

Recent Publications:

Entangled Worlds. Interracial Marriage in the Atlantic Slave Trade (Pennsylvania University Press) [forthcoming]

"The Christian Mulatresses': Interracial Marriage in a Slave Trading Town," *The William and Mary Quarterly* 70 (2013): 371-398.

"Scandinavian Colonialism." *Itinerario: International Journal of the History of European Expansion and Global Interaction* 33 (2009), Guest Editor and Co-author of introduction.

Theses Supervised (past 5 years): 4

Distinctions: REI Fellowship at the Institute for Research in the Humanities, (2012); Honorary Fellow, Department of History, University of Wisconsin-Madison (2006)

CYNTHIA R. JASPER

Professor (tenured), Department of Consumer Science

Education: PhD (1984) and MS (1982) Consumer Science, University of Wisconsin-Madison; BS Northern Michigan University (1974)

Academic Experience: Chair of Interdisciplinary Studies in SoHE (2006); Chair (1996-2008), Professor (1997), Associate Professor (1993), Assistant Professor (1986), Department of Consumer Science, University of Wisconsin-Madison

Overseas Experience: Mali, Ghana, Kenya, and Rwanda

Languages and Levels: French (3)

Percent of Time Devoted to African Studies: 25%

Courses Taught: Contemporary Issues in Philanthropy; Philanthropy in American Society; Philanthropy-An International Perspective; Women and Philanthropy

Research and Teaching Specializations: consumer behavior and management within retailing settings; women and philanthropy; succession and management issues in family businesses

Recent Publications:

"Women's Leadership in Philanthropy." In *Leadership in Nonprofit Organizations: A Handbook*, edited by K. Agard, 242-49. Thousand Oaks, CA: Sage, 2011.

Theses Supervised (past 5 years): 5

Distinctions: Vaughan Bascom Professorship in Women and Philanthropy (2008-2013); Sellery Hall Entrepreneurship Residence Faculty Fellowship Award; USDA/UN World Food Programme Grant for assessment of local purchase for school feeding in Mali, Ghana, etc.

RICHARD KELLER

Professor (tenured), Department of Medical History and Bioethics and History of Science

Education: PhD History, Rutgers University (2001); MA (1996) and BA (1992) History, University of Colorado-Boulder

Academic Experience: Director, International Studies Major, Global Studies Program, and Development Studies Program (2011); Professor (2013), Associate Professor (2008), Assistant Professor (2002), Medical History and History of Science, University of Wisconsin-Madison

Overseas Experience: Tunisia, Algeria

Languages: French (3)

Percent of Time Devoted to Africa: 80%

Courses Taught: International Health and Global Society; Global AIDS; The Social Dimensions of HIV/AIDS; Science, Medicine, and Race

Research and Teaching Specializations: Historical and contemporary social dimensions of international health; physical and mental health in developing nations

Recent Publications:

With Warwick Anderson and Deborah Jenson. *Unconscious Dominions: Psychoanalysis, Colonial Trauma, and Global Sovereignties*. Durham NC: Duke University Press, 2011.
Colonial Madness: Psychiatry in French North Africa. Chicago: University of Chicago, 2007.
“Clinician and Revolutionary: Frantz Fanon, Biography, and the History of Colonial Medicine.” *Bulletin of the History of Medicine* 81 (2007): 823-41.

Theses Supervised (past 5 years): 3

Distinctions: Koren Prize of SFHS (2014); H. I. Romnes Award, WARF (2011)

NANCY KENDALL

Associate Professor (tenured), Department Educational Policy Studies

Education: PhD International and Comparative Education, Stanford University (2004); BA Cultural and Social Anthropology, Brown University (Magna cum laude, 1996)

Academic Experience: Associate Professor (2012), Assistant Professor (2005), Educational Policy Studies, University of Wisconsin-Madison; Assistant Professor, Educational Leadership and Policy Studies, Florida State University (2004)

Overseas Experience: Malawi, Mozambique, Zimbabwe

Languages: Chichewa (1), Chitumbuka (1), Portuguese (4), Spanish (5)

Percent of Time Devoted to Africa: 50%

Courses Taught: Education, Health, and Sexuality; General Seminar: Transnational Curriculum Inquiry; Education in Developing Societies

Research and Teaching Specializations: Global development education policies; political democratization and educational governance; structural adjustment and education; sexuality and HIV/AIDS education; childhood, vulnerability, and marginalization in education

Recent Publications:

The Sex Education Debates. Chicago: University of Chicago Press, 2012.
The Malawi Teacher Training Activity: Best Schools, Best Practices, and Lessons Learned. Minneapolis: Miske, Witt, and Associates, 2007.

Theses Supervised (past 5 years): 6

Distinctions: UW-Madison Global Health Initiative Grant (2011-13); UW-Madison School of Education Community Engaged Scholarship Award (2012)

HEINZ KLUG

Evjue-Bascom Professor (tenured) of Law; Assoc. Dean for Faculty Development, Law School

Education: SJD, University of Wisconsin-Madison Law School (1997); JD (cum laude), University of California Hastings College of the Law (1989); BA (with Honors) Comparative African Government and Administration, University of Natal, 1978

Academic Experience: Associate Dean for Faculty Development and Research (2009), Evjue-Bascom Professor (2007), Professor (2004), Associate Professor (2001), Director, Global Legal Studies Center, University of Wisconsin-Madison Law School (2004); Senior Research Associate (2010) and Senior Lecturer (1995) School of Law, University of Witwatersrand

Overseas Experience: Botswana, Mozambique, South Africa

Languages: Afrikaans (2), Xhosa (1)

Percent of Time Devoted to Africa: 100%

Courses Taught: Constitutional Law, Property Law, Human Rights and Humanitarian Law, International and Transnational Law, Comparative Constitution-Building and Torts

Research and Teaching Specializations: Constitutional transitions; Human rights; International legal regimes and natural resources; Property, and Natural Resources Law

Recent Publications:

The Constitution of South Africa: A Contextual Analysis. Oxford: Hart Publishing, 2010.

“Access to Medicines and the Transformation of the South African State.” *Law and Social Inquiry* 37 (2012): pp. 297-329

Theses Supervised (past 5 years): 3

Distinctions: American Jurisprudence Awards; Thurston Society.

GLORIA LADSON-BILLINGS

Kellner Family Chair in Urban Education (tenured), Department of Curriculum & Instruction

Education: PhD Curriculum and Teacher Ed., Stanford University (1984); M.Ed. Curriculum/Instruction, University of Washington (1972); BS Education, Morgan State University (1968)

Academic Experience: Interim Associate Vice Chancellor for Academic Affairs (2012); Chair (2008), Professor (1998), Associate Professor (1995), and Assistant Professor (1991), Curriculum and Instruction, University of Wisconsin-Madison; Visiting Scholar, University of Washington (2009, 1993) and Stanford University (1990)

Percent of Time Devoted to Africa: 25%

Courses Taught: Seminar on Pedagogy, Performance, and Culture; Teaching Social Studies in the Elementary School; Multicultural Perspectives in Education; Culturally Relevant Pedagogy

Research and Teaching Specializations: Culturally relevant pedagogy; critical race theory; “achievement gap”/education debt; multicultural perspectives

Recent Publications:

“‘Stakes is high:’ Educating new century students. The 2012 Charles H. Thompson Lecture-Colloquium Presentation.” *Journal of Negro Education* 82 (2013): 105-110.

With Taylor, E., Gillborn, Eds. *Foundations of critical race theory in education.* NY: Routledge, 2009.

Theses Supervised (past 5 years): 8

Distinctions: Baldwin Wisconsin Idea Endowment/Mordridge Grant (2013-15)

SAMI LAMINE

Arabic Language Instructor, Department of African Languages and Literature

Education: PhD candidate (2012) in African Languages and Literature, University of Wisconsin-Madison; BA, English Language and Literature, Université de Sousse (2008)

Academic Experience: Teaching Assistant (2012), African Languages and Literature, University of Wisconsin-Madison

Overseas Experience: Tunisia

Languages: Arabic (5); French (5); English (5); Italian (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- and Second-semester Arabic

Pedagogy Training for language instructors: Fulbright FTLA Program Training (2012); African Languages and Literature Training, University of Wisconsin-Madison (2013); ALTA/NCOLTCL Conference (2013)

Research and Teaching Specializations: African Literature; English Literature

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions: Fulbright Foreign Language Teaching Assistant (FTLA) (2013-)

KEISHA LINDSAY

Assistant Professor (tenure-track), Departments of Gender and Women's Studies and Political Science

Education: PhD (2009) and MA (2002) Political Science, University of Chicago; M.Sc. Development Studies, University of the West Indies, Jamaica (1997); BA (*magna cum laude*) Political Science and Black Studies, Amherst College (1992)

Academic Experience: Assistant Professor (2010), A.J. Cooper Postdoctoral Fellow (2009-10), Gender and Women's Studies/Political Science, University of Wisconsin-Madison

Overseas Experience: Jamaica, Ghana

Percent of Time Devoted to Africa: 50%

Courses Taught: Black Feminisms; Contemporary Feminist Theories; Gender, Race and Class: Women in US History; African American Political Theory

Research and Teaching Specializations: Black feminist theory, black masculinities, and the gendered politics of black popular culture

Recent Publications:

A Special Class of Boys: Intersectionality, Experience, and the Politics of All-Black Male Academies [manuscript in preparation]

"God, Gays, and Progressive Politics: Reconceptualizing Intersectionality as a Normatively Malleable Analytical Framework." *Perspectives on Politics*, 11(2) June 2013

Theses Supervised (past 5 years): 2

Distinctions: Race, Ethnicity, and Indigeneity Sabbatical Fellowship, Institute for Research in the Humanities, (2013) and Anonymous Fund Institutional Grant, UW-Madison (2013)

LUIS MADUREIRA

Professor (tenured), Department of Spanish and Portuguese

Education: PhD Comparative Literature, University of California San Diego (1991); MA French Literature, Indiana University-Bloomington (1984); BA (Highest Distinction) French and Spanish Literature, University of Massachusetts Dartmouth (1981)

Academic Experience: Professor (2008), Associate Professor (2004), Spanish and Portuguese; Associate Professor (1997), Assistant Professor (1991), Comparative Literature, UW-Madison; Maestro of Comparative Literature, Universidad Autónoma de Baja California (1991)

Overseas Experience: Mozambique

Languages: Rhonga (2), Makua (2), French, Spanish (4), Portuguese (5)

Percent of Time Devoted to Africa: 50%

Courses Taught: African and Africanist Lit.; Post-Colonial Fiction; Tribe and Nation in African Literature; Lusophone African Literature; Africa, Portugal, and Postcolonial World History

Research and Teaching Specializations: Luso-Brazilian colonial and postcolonial studies; Modernism in Africa and Caribbean; Mozambican theatre & contemporary Lusophone fiction

Recent Publications:

“A Supplement to the White Man’s Burden: Lobo Antunes, the Colonial War and the April Revolution.” *Portuguese Literary and Cultural Studies* 19/20 (2011): 227-246.

Imaginary Geographies in Portuguese and Lusophone African Literature: Narratives of Discovery and Empire. Lewiston: Edwin Mellen Press, 2007.

Theses Supervised (past 5 years): 4

Distinctions: Vilas Associate Award (UW, 2009); Torre do Tombo Research Fellow (2006)

MOUNA MANA

Visiting Assistant Professor of Arabic, Department of African Languages and Literature

Education: PhD, second language literacy, University of California-Los Angeles Graduate School of Education (2007);

Academic Experience: Arabic Instructor, African Languages and Literature, University of Wisconsin-Madison (2013); Educational Consultant, Lubar Institute for the Study of Abrahamic Religions (2013), University of Wisconsin-Madison

Overseas Experience: Morocco

Languages: Arabic (5); English (5); French (4)

Percent of Time Devoted to Africa: 50%

Courses Taught: First- to fourth-semester Arabic

Pedagogy Training for language instructors: PhD in second language literacy, UCLA; has conducted numerous pedagogy workshops on strategies of teaching Arabic as a 2nd language

Research and Teaching Specializations: second language acquisition; blended learning in foreign language education; Arab-American social and educational issues; literacy

Recent Publications:

Ahmed, S.R. and Mana, M. “Arab Americans in Context: A Sociocultural Ecological Perspective in Understanding the Arab American Experience.” In *APA Handbook of Community Psychology*, edited by M. A. Bond, C. Keys, & I. Serrano-García. Washington DC: American Psychological Association, [forthcoming]

Dissertations Supervised (past 5 years): 0

Distinctions: n/a

BOGANI MBATHA

Zulu Language Instructor, Department of African Languages and Literature

Education: PhD candidate and MA (2012) in African Languages and Literature, University of Wisconsin-Madison (2010); BA (honors—2009), Drama & Zulu and BA (2008) Zulu, University of Kwa Zulu-Natal

Academic Experience: Teaching Assistant, African Languages and Literature, University of Wisconsin-Madison (2010-)

Overseas Experience: South Africa

Languages: Zulu (5); English (5); Xhosa (4); Sotho (3); Swati (4)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- to fourth-semester Zulu

Pedagogy Training for language instructors: Pedagogy Workshop (2014); Certificate of Completion, African Languages training (2011), University of Wisconsin-Madison

Research and Teaching Specializations: popular music in South Africa; literary studies and performance

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions: n/a

ANNE MCCLINTOCK

Simone de Beauvoir Professor (tenured) Departments of Gender and Women's Studies and English

Education: PhD (1989) and M.Phil (1984) English Literature, Columbia University; M.Phil Linguistics, Cambridge University (1979); BA, English, University of Cape Town (1976)

Academic Experience: Simone de Beauvoir Professor of English, University of Wisconsin-Madison (1999); MacArthur Foundation Research Fellow (1999); Visiting Professor, English, NYU (1998); Associate Professor (1994) and Assistant Professor (1987), Columbia University

Overseas Experience: Zimbabwe, South Africa

Languages: French (4)

Percent of Time Devoted to Africa: 25%

Courses Taught: World Literature, Gender and Literature

Research and Teaching Specializations: Postcolonial/imperial literature and culture; Feminist and Postcolonial theory; gender and sexuality studies; 20th and 21st century culture; Visual Culture

Recent Publications:

Planet of Intimate Trespass. Essays on Sexuality and Power in a Global Era [forthcoming]
"Paranoid Empire: Specters Beyond Guantanamo and Abu Ghraib," In *States of Emergency: Towards a Future History of American Studies*. Edited by Russ Castronovo and Susan Gilman. Durham, NC: University of North Carolina Press, 2009.

Theses Supervised (past 5 years): 3

Distinctions: Resident Fellow, Blue Mountain Center for the Arts (2004, 2007-2012)

RICHARD MCFARLAND

Assistant Professor (tenure-track), Department of Anthropology

Education: PhD Psychology, University of Lincoln (2011); MRes Primatology, University of Roehampton (2007); BSc Biology with Honors, Cardiff University (2005)

Academic Experience: Associate Member, School of Graduate Studies, University of Lethbridge (Canada), 2013; Lecturer, University of Lincoln (UK), 2009-2011

Overseas Experience: South Africa

Percent of Time Devoted to Africa: 100%

Courses Taught: Primatology

Research and Teaching Specializations: behavioural and physiological flexibility as adaptive responses to climate change; physiological costs and benefits and management of sociality

Recent Publications:

McFarland, R. & Majolo, B, "Coping with the cold: Predictors of survival in wild Barbary macaques, *Macaca sylvanus*." *Biology Letters* 9 (2013)

McFarland, R., MacLarnon, A., Heistermann, M. & Semple, "Physiological stress hormone levels and mating behaviour are negatively correlated in male rhesus macaques (*Macaca mulatta*). *Animal Biology* 63 (2013): 331-341

Theses Supervised (past 5 years): 3

Distinctions: Postdoctoral Fellow, Claude-Leon Foundation (2013); ASAB Research Grant (2013); Faculty Research Grant (2012), University of the Witwatersrand

GREGG A. MITMAN

Vilas and William Coleman Professor (tenured), Department of Medical History and Bioethics

Education: PhD (1988) and MA (1984) History of Science, University of Wisconsin-Madison; BSc with Distinction in Biology, Dalhousie University (1981)

Academic Experience: Interim Director, Nelson Institute for Environmental Studies (2008-12); Vilas Research and William Coleman Professor, History of Science (2011) and Professor (2001), University of Wisconsin-Madison; Professor (1999), Associate Professor (1995), and Assistant Professor (1991), History of Science, University of Oklahoma.

Overseas Experience: Liberia

Percent of Time Devoted to Africa: 50%

Courses Taught: History of Ecology; Environment and Health in Global Perspective; Ecology and Disease in Historical and Contemporary Perspective

Research and Teaching Specializations: History of ecology, nature, and health across scientific and popular culture; environment and health; 20th century life sciences; science and film.

Recent Publications:

"Living in a Material World." *Journal of American History* 100 (2013): 128-130.

With Paul Erickson. "Latex and Blood: Science, Markets, and American Empire." *Radical History Review* 107 (2010): 45-73.

Theses Supervised (past 5 years): 7

Distinctions: William H. Welch Medal (2012); Vilas Research Professorship, (2011) and WARF Named Professorship, UW-Madison, (2009)

BEATRICE MKENDA

Swahili Language Instructor, Department of African Languages and Literature

Education: PhD candidate in African Languages and Literature, University of Wisconsin-Madison

Academic Experience: Teaching Assistant (2013), African Languages and Literature, University of Wisconsin-Madison

Overseas Experience: Tanzania

Languages: Swahili (5); English (5); Chagga (5); French (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- through fourth-semester Kiswahili; Introduction to Swahili Culture

Pedagogy Training for language instructors: Methods of Teaching African Languages: Theory and Practice, University of Wisconsin-Madison (2013)

Research and Teaching Specializations: Applied Linguistics, Foreign language pedagogy, Second Language Acquisition

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions:

AHMAD MUEZZIN

Arabic Language Instructor, Department of African Languages and Literature

Education: PhD candidate in African Languages and Literature, University of Wisconsin-Madison (2012); MA, TESOL, Aleppo University, Syria (2011)

Academic Experience: Teaching Assistant (2012-), African Languages and Literature, University of Wisconsin-Madison

Overseas Experience: Syria, Saudi Arabia

Languages: Arabic (5); English (4)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- and second-semester Arabic

Pedagogy Training for language instructors: TA orientation, African Language and Literature, University of Wisconsin-Madison (2013)

Research and Teaching Specializations: second-language acquisition

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions: Fulbright Foreign Language Teaching Assistant (FLTA) Grant (2012-)

MUSTAFA MUSTAFA

Faculty Associate, Department of African Languages and Literature

Education: B. Sc. (Honors), Department of Anthropology and Sociology, University of Kartoum, Sudan (1974)

Academic Experience: Faculty Associate (Lecturer in Arabic) (2007-present) African Languages and Literature, University of Wisconsin-Madison; Senior Lecturer (Arabic) (2010-present) APTLII, University of Wisconsin-Madison; Instructor (Arabic) (2005) Beloit College.

Overseas Experience: Sudan, Malaysia

Languages: Arabic (5); English (4)

Percent of Time Devoted to Africa: 100%

Courses Taught: First-, Second-, and Third-year Arabic

Pedagogy Training for language instructors: NALRC Performance-based African Language Training, Multiple summers, Madison, Wisconsin

Research and Teaching Specializations: second-language acquisition

Dissertations Supervised (past 5 years): 0

LISA NAUGHTON

Professor (tenured), Department of Geography

Education: PhD, Wildlife Ecology and Conservation, University of Florida (1996); MSc Geography (1987) and BSc Geography and Zoology (1985), University of Wisconsin-Madison

Academic Experience: Chair (2007-11), Professor (2007), Associate Professor (2002), and Assistant Professor (1997), Geography; Director, Land Tenure Center, Nelson Institute for Environmental Studies (2007-10), UW-Madison; Postdoctoral Fellow, Princeton (1996)

Overseas Experience: Ecuador, Kenya, Uganda

Languages: Rutoro (1), Spanish (4), Swahili (3)

Percent of Time Devoted to Africa: 50%

Courses Taught: The Humid Tropics: Ecology and Development; People and Protected Areas in the Tropics; People, Wildlife and Landscapes; Environmental Conservation

Research and Teaching Specializations: Conservation in developing countries; Protected areas & global biodiversity policy; poverty; Sociopolitical dimensions of wildlife conservation

Recent Publications:

With L. Hazzah and S. Dolreny. "Participation and Payments: Efficacy of two lion conservation programs in Maasailand, Kenya." [forthcoming]

With J. Alix-Garcia and C. Chapman. *Parks and Poverty: Lessons from a decade of forest loss and economic growth around Kibale National Park, Uganda* [forthcoming]

Theses Supervised (past 5 years): M Morales (2009); M Holland (2009); R Rose (2007)

Distinctions: Picard Chair in Geography, UW-Madison, 2008-9; Fulbright-IIE, Makerere University, Uganda 2005

LARRY NESPER

Professor (tenured), Department of Anthropology and American Indian Studies

Education: PhD (1994) Anthropology and MA (1977) Social Sciences, University of Chicago;
BA Anthropology/Philosophy/Religion Pattern, Lawrence University (1973).

Academic Experience: Professor (2012), Associate Professor (2007), Assistant Professor (2002)
Anthropology and American Indian Studies, University of Wisconsin-Madison; Assistant
Professor, Anthropology, Ball State University (1997); Instructor, DePaul University (1996)

Overseas Experience: Senegal

Languages: Ojibwe (3), Wolof (1)

Percent of Time Devoted to Africa: 25%

Courses Taught: Cultural Anthropology and Human Diversity; Theory and Ethnography;
Anthropology of Law; Seminars in Public Anthropologies

Research and Teaching Specializations: Cultural anthropology; political and legal
anthropology; ethnography and ethnohistory of the Great Lakes; tribes.

Recent Publications:

Tribal Justice in Wisconsin [manuscript in preparation]

With Brian Hosmer, editors. *Tribal Worlds*. Albany: SUNY Press, 2013.

“Twenty-five years of Ojibwe Treaty Rights in Wisconsin, Michigan, and Minnesota.”

American Indian Cultural and Research Journal 36 (2012): 47-78

Theses Supervised (past 5 years): 3

Distinctions: Vilas Associate Award (Research support, 2011-2013); National Endowment for
the Humanities Fellow (2011); University Housing Honored Instructor (2010)

JOHN NIMIS

Assistant Professor (tenure-track), Department of African Languages and Literature

Education: PhD French, New York University (2010); MA French, Miami University (2003);
MM Piano Performance, University of Michigan (2000); BA Physics, Macalester Coll (1997)

Academic Experience: Assistant Professor, African Languages and Literature (2012); Mellon
Postdoctoral Fellow (2010), University of Wisconsin-Madison; Visiting Instructor, French,
University of Illinois-Urbana-Champaign (2009)

Overseas Experience: Cameroon, South Africa, Dem. Rep. of Congo, France, Germany

Languages: French (5), Lingala (4), German (4), Spanish (2), Arabic (2), Estonian (2)

Percent of Time Devoted to Africa: 100%

Courses Taught: Modernismes Francophones; Masterpieces of French Literature in Translation;
African and Caribbean Love Stories; Modern African Literature; L’Afrique Francophone

Research and Teaching Specializations: French/Francophone literature; African literature;
Literary theory; Comparative literature; literature and music; Africa and the African diaspora

Recent Publications:

“Frontières de Francophonie: Francophone Africa and rethinking political and disciplinary
boundaries.” In *Francophone Cultures and Geographies of Identity*, edited by Adlai
Murdoch and Zsuzsanna Fagyal. Newcastle: Cambridge Scholars Press [forthcoming]

“Virtuosity, Variation and the Aesthetics of Power in Congolese Popular Music.” In *Audible
Empire*, edited by R. Radano and T. Olaniyan. Durham: Duke University Press [forthcoming]

Theses Supervised (past 5 years): 0

Distinctions: Visiting Researcher (WISER, University of Witwatersrand, South Africa, 2008)

AMIT JANARDHAN NIMUNKAR

Associate Faculty Associate, Department of Biomedical Engineering

Education: PhD Biomedical Engineering, UW-Madison (2009); MS, University of Toledo (2000); BE, University of Mumbai, Veermata Jijbai Technological Institute (1999)

Academic Experience: Associate Faculty Associate (2011), Lecturer (2010) Biomedical Engineering, University of Wisconsin-Madison; Visiting Professor, Biomedical Engineering, Hanoi University of Science and Technology (2010)

Overseas Experience: Ethiopia; India; Vietnam; Chile

Percent of Time Devoted to Africa: 10%

Courses Taught: Biomedical Engineering Fundamentals and Design; Engineering and Biology: Technological Symbiosis

Research and Teaching Specializations: Global health & engineering; lowcost medical devices

Recent Publications:

Diage T, Nimunkar A, et al. "Development and Manufacture of a Bag-Valve-Mask Device in Ethiopia." *Proceedings of the Tech4Dev International Conference* [forthcoming]

T.D. Nguyen, H.D. Vu, J.G. Webster and A.J. Nimunkar, "A web-based electronic medical records and hospital information system for developing countries", *Journal of Health Informatics in Developing Countries* 5 (2011): 155-170.

Theses Supervised (past 5 years): 0

Distinctions: Outstanding Biomedical Engineering Faculty Award (2014); African Studies Research Grant (UW-Madison, 2014); Achievement Award for Globally Engaged Scholarship

ROBERT D. NIXON

Rachel Carson Professor (tenured), Department of English

Education: PhD (1989) and M.Phil. (1984) English, Columbia University; MA English (first), University of Iowa (1982); BA (with honors), Rhodes University, South Africa (1978)

Academic Experience: Rachel Carson Professor, English, University of Wisconsin-Madison (1999); Associate Professor (1995), Assistant Professor (1987) Columbia University; Post-doctoral Fellow, University of London (1992); Lecturer, University of Cape Town, (1978)

Overseas Experience: South Africa, England

Languages: French (4)

Percent of Time Devoted to Africa: 25%

Courses Taught: Violence and Migration in World Literature; Decolonization, Postcolonialism, and the Literatures of Africa; South African Literature and Society; World Literature

Research and Teaching Specializations: Postcolonial literature; African literature; Caribbean literature; World Literature in English; literature of empire; critical theory; modernism

Recent Publications:

"Race, Class, and the Intertidal Zone." In *The Oxford Handbook of Ecocriticism*, edited by Greg Garrard. NY: Oxford University Press, 2014.

"Emergencies of the Long Term." In *What Postcolonial Theory Doesn't Say*, edited by Ziad Elmarsafy, Stuart Murray and Anna Bernard. London: Routledge, 2012.

Slow Violence and the Environmentalism of the Poor. Cambridge: Harvard, 2011.

Theses Supervised (past 5 years): 12

Distinctions: Resident Fellow, Blue Mountain Center for the Arts (2011)

JAMES MUKASA NTAMBI

Steenbock Professor (tenured), Department of Biochemistry and Nutritional Sciences

Education: PhD, Biochemistry, Johns Hopkins University School of Medicine (1985); MSc (1978) Microbial Biochemistry and BSc (1975) Chemistry, Makerere University, Uganda

Academic Experience: Chair (2011), Steenbock Professor (2003), Professor (2002), Associate Professor (1997), Assistant Professor (1992), University of Wisconsin-Madison; Assistant Professor, Georgetown University (1989)

Overseas Experience: Uganda, Kenya

Languages: Luganda (5), Swahili (2)

Percent of Time Devoted to Africa: 25%

Courses Taught: International Health and Nutrition (Uganda Undergraduate Program); Biochemical Principles of Human and Animal Nutrition

Research and Teaching Specializations: nutritional biochemistry; genetic regulation of the stearoyl-CoA desaturase; “metabolic syndrome”; nutrient gene interactions; student and faculty exchange programs between Makerere University, Uganda, and UW-Madison

Recent Publications:

Macdonald MJ, JM Ntambi et al. “Knockdown of pyruvate carboxylase or fatty acid synthase lowers numerous lipids and glucose-stimulated insulin release in insulinoma cells.” *Biochem Biophys.* 532 (2013): 23-31.

Theses Supervised (past 5 years): 7

Distinctions: Hilldale Faculty Research Award, UW-Madison (2013); ASBMB Award for Exemplary Contributions to Education (2013)

OGI E. OKWUMABUA

Clinical Professor, Department of Microbiology

Education: PhD, Microbiology, Kansas State University (1996); MS, Microbiology, Georgia Institute of Technology (1989); BSc, Microbiology, University of Alberta, Canada (1980)

Academic Experience: Clinical Professor (2005), Clinical Associate Professor (2001), Microbiology, University of Wisconsin-Madison; Associate Professor, Microbiology, Tuskegee University (1997)

Overseas Experience: Uganda, Kenya

Languages: Yoruba (5)

Percent of Time Devoted to Africa: 25%

Courses Taught: Veterinary Bacteriology; Food Safety and Quality; Advanced Pathogenic Microbiology

Research and Teaching Specializations: Recombinant subunit and modified live vaccines, diagnostic reagents development; characterization and molecular sub-typing of bacteria of medical importance; molecular mechanism of microbial pathogenesis; drug resistance

Recent Publications:

Brower, A., N. Lucero, O. Okwumabua, K. K. Gopaul, A. M. Whatmore, S. L. Cravero, and M. D. Trangoni. “Newly Identified Variability in *Brucella canis* Fatty-Acid content is Associated with Geographic origin.” *Epidemiology and Infection* 13 (2012):1-7.

Theses Supervised (past 5 years): 0

Distinctions: Pfizer Award for Research Excellence (2001); Appointment with Covenant University, Ota, Nigeria (2011-present), establishing state-of-the-art laboratory

TEJUMOLAN OLANIYAN

Louise Durham Mead Professor (tenured), Department of English

Education: PhD (1991) and MA (1989) English, Cornell University; MA (1995) Literature in English, and BA (1982) Drama, University of Ife, Nigeria

Academic Experience: Senior Fellow (2007-11) Institute for Research in the Humanities; Louise Durham Mead Professor (2005), Professor (2001), English, University of Wisconsin-Madison; Associate Professor and Assistant Professor (1991), University of Virginia.

Overseas Experience: Nigeria,

Languages: Yoruba (5)

Percent of Time Devoted to Africa: 100%

Courses Taught: African Literature, African States; African and African Diaspora Literature and Culture; Black Women Dramatists; Contemporary African and Caribbean Drama

Research and Teaching Specializations: Anglophone Literatures and Cultural Studies; Postcolonial Cultural Studies; Literary and Film Criticism and Theory; Modernity and Africa

Recent Publications:

Political Cartooning in Africa. Bloomington: Indiana University Press, 2014. [forthcoming]

“The Paddle That Speaks English: Africa, NGOs, and the Archaeology of an Unease,”

Research in African Literatures 42 (2011): 46-59.

Arrest the Music!: Fela and His Rebel Art and Politics, expanded edition. Ibadan, 2009.

Theses Supervised (past 5 years): 13

Distinctions: Senior Fellow, Institute for Research in the Humanities, UW-Madison (2011); Louise Durham Mead Chair of English (2005)

LINDSAY PALMER

Assistant Professor of Film (tenure-track), School of Journalism and Mass Communication

Education: PhD, Film and Media Studies, University of California, Santa Barbara (2014); MA, English, University of California-Riverside (2009); BA, Radio and Television Journalism, Middle Tennessee State University (2004)

Academic Experience: Assistant Professor of Film, Department of Communication Arts, University of Wisconsin-Madison (2014)

Overseas Experience: Zambia, Kenya

Languages: Swahili (3)

Percent of Time Devoted to Africa: 50%

Courses Taught: International Communication

Research and Teaching Specializations: digital journalism; mobile media practices; feminist theory; media as texts and institutions; Internet and mobile phone use in Zambia

Recent Publications:

“Ushahidi at the Google Interface: Critiquing the Geospatial Visualization of Testimony.”

Continuum: Journal of Media and Cultural Studies [forthcoming]

“Reporting an Uprising: CNN and Citizen Journalism in Network Culture.” *Television and the New Media* 14 (2013): 367-85.

“Neither Here nor There: The Reproductive Sphere in Transnational Feminist Cinema.”

Feminist Review 99 (2011): 113-30.

Theses Supervised (past 5 years): 0

TRAVIS PICKERING

Associate Professor (tenured), Department of Anthropology

Education: PhD (1999) and MA (1994) Anthropology, University of Wisconsin-Madison; BA, Anthropology, Bloomsburg University (1990)

Academic Experience: Associate Professor (2007), Assistant Professor (2006), Anthropology University of Wisconsin-Madison; Assistant Professor, Anthropology, Indiana University (2004); Assistant Professor, Anthropology, Tulane University (2000)

Overseas Experience: South Africa, Tanzania

Percent of Time Devoted to Africa: 100%

Courses Taught: Hominoid evolution; Topics in Biological Anthropology: Fieldschool at Swartkrans Cave, South Africa; Life in the Stone Age

Research and Teaching Specializations: biological anthropology; taphonomy; Early Pleistocene era; *Australopithecus robustus*; ecological role of early hominids

Recent Publications:

Rough and Tumble: Aggression, Hunting and Human Evolution. Berkeley: University of California Press, 2013.

With Amy Egeland, guest editor of special issue of the *Journal of Taphonomy* 8 (Taphonomy in Southern Africa, 2010), including introduction, pp. 77-78.

Theses Supervised (past 5 years): 5

Distinctions: Director, Swartkrans Paleoanthropological Research Project, South Africa; Vilas Associate Award, University of Wisconsin-Madison (2008)

THOMAS S. POPKEWITZ

Associate Professor (tenured), Department of Curriculum and Instruction

Education: EdD (1970) New York University; MA, Teachers College, Columbia University (1964); BA, Hunter College, NY (1962)

Academic Experience: Tao Xingzhi Chair, Nanjing Normal University (2012); Professor (1979), Associate Professor (1976); Assistant Professor (1970), Curriculum and Instruction, University of Wisconsin-Madison

Overseas Experience: China, France, Belgium, Sweden, Spain, Russia, Portugal, Japan

Percent of Time Devoted to Africa: 25%

Courses Taught: Globalization and Issues of Curriculum; Reform and Change in Curriculum and Instruction

Research and Teaching Specializations: Curriculum History and Studies; Cultural sociology of school reform/change; Professionalization/Teacher education; Sociology of Education Sciences

Recent Publications:

With M. Nikolakaki. *Critical perspectives in educational policy: the changing terrains of power and knowledge*, Athens: Sideris publications, 2012.

Tröhler, Daniel, Popkewitz, Thomas S. and Labaree, David F, eds. *The child, the citizen, and the promised land: Comparative visions in the development of schooling in the long 19th century*. New York: Routledge, 2011.

Theses Supervised (past 5 years): 13

Distinctions: American Educational Research Association Lifetime Achievement Award (2008)

JESS REED

Professor (tenured), Department of Animal Sciences

Education: PhD (1983) and MA (1980), Animal Science and Nutrition, Cornell University; BSc., Animal Science, Oregon State University (1975)

Academic Experience: Professor (2000), Associate Professor (1994), Assistant Professor (1989) and Gambian Agricultural Research Project Advisor, Animal Sciences, University of Wisconsin-Madison; Animal Nutritionist, International Livestock Centre for Africa (1983)

Overseas Experience: Burkina Faso, Ethiopia, Gambia, Kenya, Mali, Niger, Zimbabwe

Percent of Time Devoted to Africa: 25%

Courses Taught: Animal Production and Health in Agricultural Development

Research and Teaching Specializations: phytochemistry of food and livestock feeds; international animal agriculture with emphasis on feed resources in developing countries

Recent Publications:

Martin, K. R., C. G. Krueger, G. Rodriguez, M. Dreher, and J. D. Reed. "Development of a novel pomegranate standard and new method for the quantitative measurement of pomegranate polyphenols." *Journal of the Science of Food and Agriculture* 89 (2009): 157-162

Theses Supervised (past 5 years): 3

Distinctions: Member of the Summer Institute for African Agricultural Research; Faculty Mentor for 4 MSc and 2 PhD students from University of Zimbabwe

CATHERINE REILAND

Assistant Director, African Studies Program

Education: MA, Latin American and Caribbean Studies, New York University (2008); BA, Spanish, University of Wisconsin-Madison (2001)

Academic Experience: Assistant Director, African Studies Program, University of Wisconsin-Madison (2008); Editorial Assistant (2007), Hemispheric Institute; Project Manager (2007), Humanities Institute, New York University (2007)

Overseas Experience: Senegal, Rwanda, Guatemala, France, Argentina

Languages: Spanish (5), French (4), Latin (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: n/a

Research and Teaching Specializations: statewide PK-16 outreach; creative communication strategies; granting and funding for academic programming; visual cultures; photography; museum studies; memory; tourist productions

Recent Publications:

With J Campbell, S. Treat, S. Magnan, D. Murphy. *A Guide to Planning a World Languages Day*. East Lansing: Michigan State, 2007.

To Heaven Through the Streets of Guatemala City: the Processions of the Virgin of the Assumption. e-misférica, Performance and Politics in the Americas, 2008.

Theses Supervised (past 5 years): 0

Distinctions: World Languages Day designated as 2006 Program of Distinction, Tinker Field Research Grant (2007), NYU Center for Latin American and Caribbean Studies Research Grant (2008)

ELLEN W. SAPEGA

Associate Professor (tenured), Department of Spanish and Portuguese

Education: PhD (1988) Spanish and Portuguese and MA (1986) Portuguese, Vanderbilt University; BA, Latin American Literature, Smith College (1980)

Academic Experience: Director, Center for European Studies (2010), Professor (2007), Associate Professor (1995), Assistant Professor (1989) Spanish and Portuguese, University of Wisconsin-Madison; Invited Professor, Portuguese and Comparative Lit., Utrecht University

Overseas Experience: Netherlands, Portugal

Languages: Spanish (5), Portuguese (5)

Percent of Time Devoted to Africa: 25%

Courses Taught: History of Portuguese Literature; Introduction to Afro-Luso-Brazilian Literature; Lusophone African Literature; Portuguese Modernism; Atlantic Exchange

Research and Teaching Specializations: 20th century Portuguese literature and culture; Fernando Pessoa; memory, visual culture & commemoration; contemporary Portuguese novel

Recent Publications:

City of Disquiet: Imagining Lisbon at the End of the 20th Century [manuscript in preparation]
“What World?: Reflexions on the Reception and Circulation of Cape Verdean Literature and Culture.” In *Contexts, Reception and Literary Criticism in Lusophone African Literatures*, edited by João Cosme, 85-102. Bristol: University of Bristol (Humanities Series 8), 2012.

Theses Supervised (past 5 years): 7

Distinctions: Hilldale Undergraduate/Faculty Research Fellowship (2014); Vilas Associate Award, UW-Madison Graduate School (2012); Mellon World Lit. Research Workshop (2010)

MICHAEL SCHATZBERG

Glenn B. and Cleone Orr Hawkins Professor (tenured), Department of Political Science

Education: PhD (1977) and MA (1972), Political Science, University of Wisconsin-Madison; BA, History, Tufts University (1969)

Academic Experience: Professor, Political Science, University of Wisconsin-Madison (1991); Associate Professor (1983), Assistant Professor (1981), SAIS, Johns Hopkins University; Assistant Professor, Political Science, Virginia Polytechnic University (1979)

Overseas Experience: Cameroon, Dem. Rep. of the Congo, Uganda, Senegal, Ghana, Kenya

Languages: French (4); Lingala (4); Kiswahili (4); Hausa (3); Cameroonian Pidgin (5)

Percent of Time Devoted to Africa: 100%

Courses Taught: African Politics; Political Ethnography: the Politics of Daily Life; Politics and Society in Central Africa; Political Economy of East Africa; Patterns of Protest and Revolt

Research and Teaching Specializations: African politics, comparative politics, political culture, and qualitative methodology; politics, economics, and culture of football (soccer) in sub-Saharan Africa; trans-historical patterns of governance in Africa

Recent Publications:

Political Legitimacy in Middle Africa: Father, Family, Food. Bloomington: Indiana, 2001.
“The Structural Roots of the DRC’s Current Disasters: Deep Dilemmas.” *African Studies Review* 55 (2012): 117-121.

Theses Supervised (past 5 years): 6

Distinctions: Honored Instructor, University Housing, UW-Madison (2012); Glenn B. and Cleone Orr Hawkins named professorship (2007)

HAROLD SCHEUB

Evjue-Bascom Professor Emeritus (tenured), Department of African Languages and Literatures

Education: PhD, African Languages and Literature, University of Wisconsin-Madison (1969); MA (1960) and BA, English Literature, University of Michigan (1958)

Academic Experience: Emeritus (2014), Professor (1977), Associate Professor (1972), and Assistant Professor (1970), African Language and Literature, Univ. of Wisconsin-Madison

Overseas Experience: Uganda, Lesotho, Chile, South Africa, Zimbabwe, Botswana

Languages: Zulu (5), Xhosa (4), Setswana (3), Sesotho (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: The African Storyteller; Oral Traditions and the Written Word; African Oral Tradition; Hero and Trickster; Literature of South Africa

Research and Teaching Specializations: oral traditions and folklore; storytelling; hero and trickster in African literature; South Africa.

Recent Publications:

Trickster and Hero: Two Characters in the Oral and Written Traditions of the World. Madison: University of Wisconsin Press, 2012.

Dancing Metaphor: Oral Traditions and the Written Word. Madison: Parallel, 2012.

The Poem in the Story. Madison: University of Wisconsin Press, 2002

Theses Supervised (past 5 years): 11

Distinctions: University Housing Honored Instructor Award, UW-Madison (2008, 09, 10, 11); Director of the digitization of over 10,000 narratives, slides and photos from research (2006)

GAY SEIDMAN

Martindale Bascom Professor (tenured), Department of Sociology

Education: PhD (1990) Sociology; MA (1989) Demography; and MA (1982) Sociology, University of California-Berkeley; AB (*summa*) Social Studies, Harvard College (1978)

Academic Experience: Director, African Studies Program (2009-12); Professor, Associate Professor (1996), Assistant Professor (1990), Sociology, University of Wisconsin-Madison

Overseas Experience: South Africa, Swaziland, Botswana

Languages: Portuguese (4)

Percent of Time Devoted to Africa: 80%

Courses Taught: Survey of Sociology; Labor in Developing Societies; Globalization and Development; Construction of Racial Orders; Global Sweatshops

Research and Teaching Specializations: Sociology of development in Southern Africa and Latin America, political sociology

Recent Publications:

“Social movement unionism: from description to exhortation.” *South African Review of Sociology* (October 2011): 94-102.

“Brazil’s ‘Pro-Poor’ Strategies: What South Africa Could Learn.” *Transformation: Critical Perspectives on South Africa*, 72/73 (2010): 86-103.

“Slender Threads: Social Labeling in the Indian Carpet Industry.” *Management and Organizational History* 5 (2010): 145-64.

Theses Supervised (past 5 years): 9

Distinctions: Martindale Bascom professorship in Sociology, UW-Madison, 2011-present

AJAY K. SETHI

Associate Professor (tenured), Population Health Sciences

Education: PhD Epidemiology (2003) and MHS Molecular Microbiology and Immunology, Johns Hopkins School of Public Health (1995); BS Physiology, University of Maryland (1992)

Academic Experience: Associate Professor, Department of Population Health Sciences, University of Wisconsin-Madison (2012); External Examiner, Makerere University School of Public Health (2010), Adjunct, Epidemiology, Case Western Reserve University

Overseas Experience: Uganda

Languages: Swahili (3), Luganda (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: HIV/AIDS; Infectious Disease Epidemiology; Health and Disease in Uganda Field Course; Principles of Population Medicine & Epidemiology

Research and Teaching Specializations: Global health; antiretroviral therapy; alcohol and substance use in Uganda

Recent Publications:

Guerrero DM, Sethi AK, et al. "Asymptomatic Carriage of Toxigenic *Clostridium difficile* by Hospitalized Patients." *Journal of Hospital Infection* [forthcoming]

Bajunirwe F, Bangsberg DR, Sethi AK. "Alcohol use and HIV serostatus of partner predict high-risk sexual behavior among patients receiving antiretroviral therapy in South Western Uganda." *BMC Public Health* 13 (2013): 430.

Theses Supervised (past 5 years): 5

Distinctions: SHEA Barry Farr Award for best article submitted to *ICHE* in 2009

OLUSEGUN SOETAN

Yoruba Language Instructor, Department of African Languages and Literature

Education: PhD candidate and MA (2013) in African Languages and Literature, University of Wisconsin-Madison; MA (2011), Linguistics, and BA (2005), Education, University of Ibadan, Nigeria

Academic Experience: Teaching Assistant, African Languages and Literature, University of Wisconsin-Madison (2011); Yoruba Linguistics Instructor, University of Ibadan (2009)

Overseas Experience: Nigeria

Languages: Yoruba (5); English (5)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- and second-semester Yoruba

Pedagogy Training for language instructors: National Certificate, Education, Nigeria; Certificates in African Language Pedagogy (2013) and Technology (2012), National African Language Resource Center Summer Workshops, UW-Madison (2013); NALRC Leadership Training (2013); ACTFL/LTI Oral Proficiency Interviewer Training (2013)

Research and Teaching Specializations: African cinema/film (Nollywood); African Mythology (Yoruba gods and sacrificial rites); Nigerian Hip-hop; Yoruba Linguistics/Language teaching

Recent Publications:

"Error corrections and the use of OPI in Foreign Language Classes." In *Festschrift in Honor of Professor Owolabi*. Ibadan: University of Ibadan Press, 2013.

Theses Supervised (past 5 years): 0

Distinctions: Distinguished Instructor, University of Wisconsin-Madison (2011)

ALIKO SONGOLO

Halverson-Bascom Professor (tenured), Departments of French and African Languages & Literature

Education: PhD (1975) and MA (1969) French, University of Iowa; BA, Spanish, Goshen College (1968)

Academic Experience: Chair (2005-), Professor (1991), French, Univ. of Wisconsin-Madison; Associate Professor (1979) and Assistant Professor (1975), French & Italian, UC-Irvine

Overseas Experience: Dem. Rep. of Congo, Uganda, Rwanda, Cameroon

Languages: Ehembe (5), French (5), Kiswahili (5), Spanish (4), Italian (3), Portuguese (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: Introduction aux études francophones; Cinéma francophone; Négritude et Surréalisme; Postcolonialités; Theory of African Literature; African cinema

Research and Teaching Specializations: African & Caribbean Literatures in French; African and Francophone Cinema; African Literature in English; Theory of African Literature

Recent Publications:

Associate Editor. *New Encyclopedia of Africa*. (5 vol.) NY: Thomson-Gale, 2008.

Guest Editor. *Africa Today* 2005 issue "Africa's Great Lakes Region: Prospects for Peace."

"Marie Béatrice Umutesi's Truth : The Other Rwanda Genocide?" *African Studies Review* 48 (2005): 107-119.

Theses Supervised (past 5 years): 11

Distinctions: President of African Studies Association (2007-08); Fellow, Institute for Research in the Humanities, University of Wisconsin-Madison (2005), Chevalier dans l'Ordre des Palmes Académiques

EMILIE SONGOLO

African Studies Bibliographer, Memorial Library

Education: MLS, Library Science, University of California, Los Angeles (1990); BA (Licence), English and French, University of Yaoundé, Cameroon (1986)

Academic Experience: African Studies Bibliographer (2011) Social Science Bibliographer (2006), and Francophone Studies Bibliographer (2001), University of Wisconsin-Madison; Africana Bibliographer, Doe Library, University of California Berkeley (2006)

Overseas Experience: Cameroon, Senegal, Wales

Languages: French (5), Basa (5)

Percent of Time Devoted to Africa: 100%

Courses Taught: lectures in Africa: An Introductory Survey; Information Literacy; Writing 39C

Research and Teaching Specializations: China and Africa; Political Cartoons; Women in African history; Francophone literature and studies; library science

Recent Publications:

"The History of African Studies Collections in UW-Madison Libraries." In *African Studies Collections in the U.S* [forthcoming]

Research Guides: "Africa in the Curriculum," "African Diaspora," "Francophone Studies,"

"Gendered Violence in Africa," etc. UW-Madison Memorial Library, 2011-14.

Theses Supervised (past 5 years): 0

Distinctions: UW-Madison African Studies Research Award (2014); WARA Library Fellow to WARC Library in Dakar, Senegal; Brenda Pfaehler Award of Excellence (2002)

THOMAS SPEAR

Professor Emeritus (tenured), Department of History

Education: PhD (1974) and MA (1970) History, University of Wisconsin-Madison; BA, History, Williams College (1962)

Academic Experience: Professor and Associate Professor, History, University of Wisconsin-Madison (1993); Associate Professor and Assistant Professor, Williams College (1981)

Overseas Experience: Kenya, Tanzania

Languages: French (3), Kiswahili (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: History of Africa, 1500-1870; Independent Churches in Africa; Historical Methods for Pre-literate societies; African Christianity; The Zulu State and the Mfecane

Research and Teaching Specializations: East African history; African Christianity; oral tradition/methodology

Recent Publications:

Sanchez-Faddeev, H., T. Spear, et al "Ancestral Stories of Ghanaian Bimoba Reflect Millennia Old Genetic Lineages," *PLoS ONE* 8 (2013)

"Neo-Traditionalism and the Limits of Invention in British Colonial Africa." *Journal of African History* 44 (2003): 1-26.

Theses Supervised (past 5 years): 0

Distinctions: Chair, 50/Forward Committee, African Studies, UW-Madison (2012); Guggenheim Fellowship, Vilas Associate, National Endowment for the Humanities Fellowship, Melville Hertzkovits Prize finalist

AMY STAMBACH

Professor (tenured), Department of Educational Policy Studies

Education: Ph.D. (1996), M.A. (1991), and B.A (1987) Anthropology, University of Chicago

Academic Experience: Associate Dean for International Studies (2011); Professor, Associate Professor, Assistant Professor, Educational Policy Studies, University of Wisconsin-Madison

Overseas Experience: Uganda, South Africa, Tanzania, Kenya

Languages: Swahili (4); Kimachame (3); French (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: Gender Issues in International Educational Policy; African Education: Past, Present, Future; African: An Introductory Survey

Research and Teaching Specializations: comparative and international education; anthropology of education and religion; global studies; East African education policy studies

Recent Publications:

"'Take the Gift of My Child and Return Something to Me': On Children, Chagga Trust, and an American Evangelical Orphanage on Mt. Kilimanjaro." *Journal of Religion in Africa* (2012)

Faith in Schools: Religion, Education, and American Evangelicals in East Africa. Stanford, CA: Stanford UP, 2010

"Policy and the Paradox of American Evangelical Involvement in East African Schools." *Discourse* 31 (2010)

Theses Supervised (past 5 years): 6

Distinctions: Vilas Associate Award, UW-Madison (2004-2006); Fellow, St. Edmund Hall, Oxford University (2012)

SCOTT STRAUS

Professor (tenured), Department of Political Science and International Studies

Education: PhD (2004) and MA (1999), Political Science, University of California-Berkeley; BA, English, Dartmouth College (1993)

Academic Experience: Associate Professor, University of Wisconsin-Madison (2014); Associate Professor (2008), Assistant Professor (2002), Teachers College, Columbia Univ.

Overseas Experience: Rwanda, Côte D'Ivoire, South Sudan, South Africa, Cambodia, Mali

Languages: French (5)

Percent of Time Devoted to Africa: 100%

Courses Taught: Introduction to International Studies; Comparative Study of Genocide; Politics of Human Rights; African Politics; Empirical Studies of Violence

Research and Teaching Specialization: genocide; pol. violence; African politics; human rights

Recent Publications:

With Steve Stern, eds. *The Human Rights Paradox: Universality and Its Discontents*. Madison: University of Wisconsin Press, [forthcoming 2014].

"Wars Do End! Changing Patterns of Political Violence in Africa," *African Affairs*, 111 (2012): 179-201.

With Lars Waldorf, eds. *Remaking Rwanda: Human Rights and State Building after Mass Violence* Madison: University of Wisconsin Press, 2011.

Theses Supervised (past 5 years): 7

Distinctions: US Institute of Peace Grant (2011-13); Guggenheim Fellowship (2008-10); Vilas Associate (2008) and Romnes Faculty Fellowship (2012), University of Wisconsin-Madison

JAMES H. SWEET

Vilas-Jartz Distinguished Professor (tenured), Department of History

Education: PhD, History, City University of New York (1999); MA (1995), Latin American History and BA (1990), Political Science, University of North Carolina-Chapel Hill

Academic Experience: Chair (2013); Vilas-Jartz Distinguished Achievement Professor (2012); Professor (2010) Associate Professor (2006), Assistant Professor (2004), History, University of Wisconsin-Madison; Assistant Professor, Florida International University (2000)

Overseas Experience: Brazil, Portugal, Angola, South Africa, France

Languages: Portuguese (5)

Percent of Time Devoted to Africa: 100%

Courses Taught: History of the African Diaspora through Film; Afro-Atlantic Histories and Peoples; History of Brazil; History of South Africa; History in Global Perspective

Research and Teaching Specializations: African Diaspora; slavery; race theory; Brazil

Recent Publications:

Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World. Chapel Hill, NC: University of North Carolina Press, 2011.

With T. Olaniyan, ed. *The African Diaspora and the Disciplines*. Bloomington: Indiana, 2010.

"Reimagining the African-Atlantic Archive: Method, Concept, Epistemology, Ontology."

Journal of African History 55 (2014): 147-59.

Theses Supervised (past 5 years): 18

Distinctions: Frederick Douglass Prize (best book on slavery), Yale University (2012); Vilas-Jartz Distinguished Professor (2012); James A. Rawley Prize, Am. Historical Assn. (2012)

NIRVANA TANOUKHI

Assistant Professor (tenure-track), Department of English

Education: PhD (2009) and MA (2006), Modern Thought and Literature, Stanford University; BA, English Literature, American University of Beirut (1996)

Academic Experience: Assistant Professor, University of Wisconsin-Madison (2011); Fellow, Inst. for World Literature (2013), Lecturer (2010), Comparative Literature, Harvard University

Percent of Time Devoted to Africa: 25%

Courses Taught: The Theory of the Novel; The Scale of World Literature; Youth in the Postcolony: Beyond the *Bildungsroman*; Race & Reconciliation in Post-Apartheid Fiction

Research and Teaching Specializations: Postcolonial Literature, History and Theory of the Novel, Literary Geography, World Literature in Theory and Method

Recent Publications:

The Scale of World Literature [manuscript in preparation]

With D. Palumbo-Liu and B. Robbins, eds. *Immanuel Wallerstein and Problem of the World: System, Scale, Culture*. Durham: Duke University Press, 2011.

“African Roads.” In *The Routledge Companion to World Literature*, edited by Theo D’haen, David Damrosch, Djelal Kadir, 454-463. London: Routledge, 2011.

Theses Supervised (past 5 years): 7

Distinctions: W.E.B DuBois Institute for African & African American Research Summer Fellowship (2012); ACLS New Faculty Fellowship (2010); Mellon Postdoctoral Fellow (2010)

KATRINA DALY THOMPSON

Professor (tenured), Department of African Languages and Literature

Education: PhD (2004) and MA (1999) African Languages and Literature, University of Wisconsin-Madison; BA English, Grinnell College (1997)

Academic Experience: Associate Professor (2013), African Languages Coordinator (2013), Assistant Professor (2008), African Languages and Literature, University of Wisconsin-Madison; Visiting Lecturer, Chancellor’s College, Malawi (2007)

Overseas Experience: Tanzania, Zimbabwe, Malawi

Languages: Kiswahili (5), Shona (4)

Percent of Time Devoted to Africa: 100 %

Courses Taught: Swahili; African Popular Cultures; Second Language Acquisition; Methods of Teaching African Languages; Language, Gender and Sexuality

Research and Teaching Specializations: language pedagogy; postcolonial language problems; African film and television; Tanzanian hip-hop music; gender & sexuality in Muslim discourse

Recent Publications:

“Strategies for taming a Swahili husband: Zanzibari women’s talk about love in Islamic marriages.” *Agenda: Empowering Women for Gender Equity*, (Special Issue on Love in Africa 2013): 1-11.

Zimbabwe’s Cinematic Arts: Language, Power, Identity. Bloomington: Indiana, 2012.

Theses Supervised (past 5 years): 4

Distinctions: Young Alumni Achievement Award, Bancroft School (2013); Brian P. Copenhagen Award for Innovation in Teaching with Technology, nominee (2008)

ADRIAN TREVES

Professor (tenured), Nelson Institute for Environmental Studies

Education: PhD, Biological Anthropology, Harvard University (1997); BA, Biology and Anthropology, Rice University (1990)

Academic Experience: Associate Professor (2011), Assistant Professor (2007), Senior Administrative Program Specialist (2006), Nelson Institute for Environmental Studies, University of Wisconsin-Madison; Visiting Assistant Professor, Makerere University (2005)

Overseas Experience: Uganda, Ecuador, Chile, Belize, India, Dem. Rep of the Congo

Languages: Swahili (3)

Percent of Time Devoted to Africa: 50%

Courses Taught: Introduction to Ecology; Conservation Biology; Large Carnivore Conservation

Research and Teaching Specializations: spatial patterns of conflict with carnivores, conservation management and policy

Recent Publications:

With Mwima, P., Plumptre, A.J., Isoke, S. "Camera-trapping forest-woodland wildlife of western Uganda reveals how gregariousness biases estimates of relative abundance and distribution." *Biological Conservation* 143 (2010): 521-528.

With Plumptre, A.J., et al. "Identifying a potential lion *Panthera leo* stronghold in Queen Elizabeth National Park, Uganda, and Parc National des Virunga, DRC." *Oryx* 43(2009): 60-66.

Theses Supervised (past 5 years): 7

Distinctions: Co-chair, Teaching Academy, UW-Madison (2013); Fulbright Senior Specialist, Chile (2012) and Ecuador (2010); Founder, Carnivore Coexistence Lab, UW-Madison (2007)

AILI MARI TRIPP

Professor (tenured), Department of Political Science

Education: PhD, Political Science, Northwestern University (1990); MA (1985), Middle East Studies and BA (1983), Political Science, University of Chicago

Academic Experience: Professor (2004), Associate Professor (1999), Assistant Professor (1992), Political Science, University of Wisconsin-Madison; Research Associate, John and Catherine MacArthur Foundation Program on Peace and International Cooperation (1989)

Overseas Experience: Angola, Tanzania, Uganda, Finland, Liberia, UK

Languages: Swahili (4)

Percent of Time Devoted to Africa: 100%

Courses Taught: Women and Changes in Contemporary Africa; Global Feminisms; Africa: An Introductory Survey; Women and Politics in Global Contexts; African Politics.

Research and Teaching Specializations: women and politics in Africa, transnational feminism, African politics; the informal economy in Africa; women's rights in post-conflict countries

Recent Publications:

Gender, Power and Peacemaking in Africa [forthcoming]

"Donor Assistance and Political Reform in Tanzania." In *Democratic Trajectories in Africa: Unraveling the Impact of Foreign Aid*, edited by D. Resnick and C. Ewig, 170-199. NY: New York University Press, 2013.

Museveni's Uganda: Paradoxes of Power in a Hybrid Regime. Boulder: Lynne Rienner, 2010.

Theses Supervised (past 5 years): 9

Distinctions: President, African Studies Association (2011); Kellett Mid-Career Award (2009)

MATTHEW TURNER

Professor (tenured), Department of Geography

Education: PhD, Energy and Resources Group, University of California-Berkeley (1992); MA, Public Policy and MS, Biology (1982), University of Chicago; BS, Biology, University of Michigan-Ann Arbor (1979)

Academic Experience: Chair (2006-09), Professor (2005), Associate Professor (2000), and Assistant Professor (1995), Geography, University of Wisconsin-Madison; Postdoctoral Research Associate, Centre International pour L'Élevage en Afrique, Niamey, Niger (1993)

Overseas Experience: Niger, Mali, Sudan, Guinea

Languages: French (4), Bamana (4). Zarma (2)

Percent of Time Devoted to Africa: 75%

Courses: Africa, South of the Sahara; Environmental Conservation; Culture and Environment

Research and Teaching Specializations: development theory, politics of conservation and conservation science, pastoralism and common property theory, ecology of savanna/steppe

Recent Publications:

With L. Brottem, B. Butt, and A. Singh. "Biophysical Variability and Pastoral Rights to Resources: West African Transhumance Revisited." *Human Ecology* 42 (2014): 351-65.

With Sayre, N.F., B. Bestelmeyer, M. Moritz. "Earth stewardship on rangelands: coping with ecological, economic, and political marginality." *Frontiers in Ecology and the Environment* 11 (2013): 348-354.

Theses Supervised (past 5 years): 16

Distinctions: Vilas Distinguished Professor (2014); Abo S. Sher Faculty Fellow (2009)

JAN VANSINA

Professor Emeritus (tenured), Department of History

Education: PhD, History, University at Leuven (1957); MA, Anthropology, University of London (1952); BA, History and Law, University at Leuven, Belgium (1951)

Academic Experience: JD MacArthur and Vilas Research Professor Emeritus (1994), Professor (1963), Associate Professor (1962), Assistant Professor (1960), History, University of Wisconsin-Madison; Research Fellow, IRSAC/IWOCA, Astrida, Zaire (1952)

Overseas Experience: Belgium, Dem. Rep. of Congo, France, Germany, Rwanda, Burundi, etc.
Languages: French (5), Kuba (5)

Percent of Time Devoted to Africa: 100%

Research and Teaching Specializations: oral history methodology; Central African history; historical linguistics; precolonial and colonial history

Recent Publications:

Through the Day, Through the Night: A Flemish Boy's Childhood and World War II. Madison: University of Wisconsin Press, 2014.

"History in Novels and Memoirs: Alfons Vermeulen on Rural Congo (1899-1904)." *History in Africa* 39 (2012): 123-142.

Being Colonized: the Kuba Experience in Rural Congo, 1880-1960. Madison: UW Press, 2010.

Theses Supervised (past 5 years): 0

Distinctions: Hertskovitz Prize, ASA (2005)

ANNE JEBET WALIAULA

Lecturer in Swahili, Department of African Languages and Literature

Education: PhD (2011) and MA (2007), Social Studies and Global Education, The Ohio State University; B.Ed. Literature and Linguistics, University of Nairobi (2004)

Academic Experience: Lecturer, African Languages and Literature, University of Wisconsin-Madison (2010); Associate Professor, University of Wisconsin-Madison (2014); Associate Professor (2008), Assistant Professor (2002), Teachers College, Columbia Univ.

Overseas Experience: Kenya

Languages: Kiswahili (5)

Percent of Time Devoted to Africa: 100%

Courses Taught: Kiswahili; Introduction to African Literature; World Cultures; Social Studies

Research and Teaching Specializations: African Studies, Social Studies, Global and Multicultural Education

Recent Publications:

“Africa in the social studies classrooms: Using literary texts, film and online resources.” *Ohio Social Studies Review (OSSR)*, 49 (2012): 43-53.

Merryfield, M., G. Badang, C. Bragg, A. Kvasov, N. Taylor, A. Waliaula and M. Yamaguchi
“Web resources for teaching about human rights” *Social Education*, 76 (2012): 266-268.

“Narrating HIV/AIDS as a global pandemic: An analysis of a contemporary Kenyan novel.” In *Language in African Performing and Visual Arts*. Yale: African Studies, 2012.

Theses Supervised (past 5 years): 0

Distinctions: American Educational Research Association Grant (2010)

DONALD M. WALLER

John T. Curtis Professor (tenured), Department of Botany

Education: Bussey Postdoctoral Fellow, Gray Herbarium, Harvard University (1978); PhD, Population Biology, Princeton University (1978); AB, Biology, Amherst College (1973).

Academic Experience: John T. Curtis Professor (2012), Chair (2012), Professor (1989), Associate Professor (1984), Assistant Professor (1978), Botany, UW-Madison

Overseas Experience: Congo

Languages: French (3)

Percent of Time Devoted to Africa: 25%

Courses Taught: Conservation Biology; Evolution and Diversity; Ecological Issues

Research and Teaching Specializations: conservation biology; ecology; plant demography; genetics and evolution

Recent Publications:

With S. Flader. “Leopold’s legacy: An ecology of place.” In *The Ecology of Place: Contributions of Place-Based Research to Ecological Understanding*, edited by I. Billick and M. Price, 40-62. Chicago. University of Chicago Press, 2010.

Theses Supervised (past 5 years): 6

Distinctions: John T. Curtis professorship (2012); Palme Academique Award, French Ministry of Education (2009); Honored Instructor Award, University Housing, UW-Madison (2009); Chair, Science Advisory Board, Environmental Law and Policy Center (2010)

KEVIN WAMALWA

Swahili Language Instructor, Department of African Languages and Literature

Education: PhD candidate in African Languages and Literature, University of Wisconsin-Madison (2012)

Academic Experience: Teaching Assistant (2012-), African Languages and Literature, University of Wisconsin-Madison

Overseas Experience: Kenya

Languages: Swahili (5); Lubukusu (5); English (5); Russian (2)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- and second-semester Swahili

Pedagogy Training for language instructors: Methods of Teaching African Languages: Theory and Practice, University of Wisconsin-Madison (2013)

Research and Teaching Specializations: second-language acquisition

Recent Publications:

“Nimerudi Tena.” In *Kunani Marekani na Hadithi Nyinginezo*, edited by P. I. Iribemwangi. Nairobi, Target Publishers. 2011.

“Study guide to Swahili poetry” or “Miale ya Ushairi na Mashairi Teule.” Nairobi; EAEP. [forthcoming]

Dissertations Supervised (past 5 years): 0

Distinctions: Fulbright Foreign Language Teaching Assistant (FLTA) Grant (2010-2011), Bluefield State College

CLAIRE L. WENDLAND

Associate Professor (tenured), Department of Anthropology

Education: PhD, Anthropology, University of Massachusetts, Amherst (2004); OB/GYN Residency, University of New Mexico (1994); MD, Michigan State University College of Human Medicine (1990); BS, Linguistics, Michigan State University (1986)

Academic Experience: Associate Professor (2011), Anthropology; Assistant Professor (2005), Obstetrics and Gynecology, Medical History and Bioethics, University of Wisconsin-Madison; Senior Lecturer, University of Malawi College of Medicine (2007)

Overseas Experience: Malawi

Languages: French (3); German (4); Chichewa (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: Culture and Health in Africa; Medical Anthropology; Health, Illness and Healing in Contemporary Africa; Anthropology and International Health

Research and Teaching Specializations: medical anthropology; globalization and biomedicine; anthropology of reproduction and sexuality; African healing; southeast Africa

Recent Publications:

A Heart for the Work: Journeys Through an African Medical School. Chicago: University of Chicago Press, 2010

“Animating biomedicine’s moral order: The crisis of practice in Malawian medical training.” *Current Anthropology*, 53(6):755-788

Theses Supervised (past 5 years): 8

Distinctions: Phillip R. Certain Letters and Sciences Distinguished Faculty Award (2011)

ERIC M. WILCOTS

Professor (tenured), Department of Astronomy

Education: PhD (1993) and MS (1990), Astronomy, University of Washington; AB, Astrophysical Sciences, Princeton University

Academic Experience: Associate Dean for the Natural and Mathematical Sciences; Professor, Associate Professor (2001), Assistant Professor (1996), Astronomy, University of Wisconsin-Madison; Jansky Postdoctoral Fellow, National Astronomy Observatory, Socorro NM (1992)

Overseas Experience: South Africa

Percent of Time Devoted to Africa: 10%

Research and Teaching Specializations: evolution of individual galaxies and galaxy groups primarily through observations at radio wavelengths; Magellanic-type spirals; radio AGN; the evolution of the interstellar medium in groups

Recent Publications:

With Fernández, X., van Gorkom, J., Hess, K., Pisano, D., Kreckel, K., et al. "A Pilot for a Very Large Array HI Deep Field." *The Astrophysical Journal Letters* 770 (2013): L29.

Theses Supervised (past 5 years): 4

Distinctions: Associate Dean, College of Letters and Science

M. CRAWFORD YOUNG

Professor Emeritus (tenured), Department of Political Science

Education: PhD Political Science, Harvard University (1964); Institut d'études politiques, University of Paris, (1957); University of London (1956); BA University of Michigan (1953)

Academic Experience: Professor Emeritus (2001), Professor (1969), Associate Professor (1966), Assistant Professor (1963), University of Wisconsin-Madison; Visiting Professor, Law, University of Dakar (1987); Dean, Faculty of Social Science, Université Nationale du Zaïre, Lubumbashi (1973); Visiting Professor, African Studies, Makerere University (1965)

Overseas Experience: Dem. Rep. of Congo, Senegal, Uganda, Tanzania, Angola, South Africa

Languages: French (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: Politics of Multi-Cultural Societies; Africa: An Introductory Survey; Politics of Underdeveloped Areas; African Politics; Comparative Politics of Developing Nations

Research and Teaching Specializations: African politics, comparative politics and the state; Zairian politics and social identity; post-colonialism effects in Contemporary Africa

Recent Publications:

The Postcolonial State in Africa: Fifty Years of Independence, 1960-2012. Madison: University of Wisconsin Press, 2012.

"The End of the Dutch, Belgian and Portuguese Colonial Empires." In *Resurgent Adventures with Britannia: Personalities and Culture in Britain*, ed. W. Louis, 227-244. Tauris, 2011.

Theses Supervised (past 5 years): 0

Distinctions: Scholars Council, Library of Congress (2004-2011)

TAREK ZIADNA

Arabic Language Instructor, Department of African Languages and Literature

Education: PhD candidate in African Languages and Literature, University of Wisconsin-Madison (2009); MA, Teaching English as a Foreign Language (TEFL), Université de Batna (Algeria), 2008; BA, English Language and Literature, Université Setif Ferhat Abbas 1 (1999)

Academic Experience: Teaching Assistant, African Languages and Literature, University of Wisconsin-Madison (2009-); Language Instructor, Beloit College (2011); Fulbright Scholar and Instructor, Arabic, University at Albany (2006)

Overseas Experience: Algeria

Languages: Darja (Algerian Arabic) (5); Arabic (5); English (4); French (3)

Percent of Time Devoted to Africa: 100%

Courses Taught: First- to fourth-semester Arabic

Pedagogy Training for language instructors: National African Language Resource Center (NALRC) Summer Institute (2010); Methods of Teaching African Languages: Theory and Practice (2013)

Research and Teaching Specializations: SLA and linguistics; French loanwords in Algerian Arabic; phonetic, phonological and morphophonemic analysis

Recent Publications:

n/a

Dissertations Supervised (past 5 years): 0

Distinctions: Fulbright Foreign Language Teaching Assistant (FLTA) Grant (2007); Honored Instructor, National African Language Resource Center (2010, 2011)

APPENDIX 3



COURSE LIST

COURSE LIST

INDEX

Courses are organized by department alphabetically on the following pages.
Enrollment in a cross-listed course is indicated only in the first department in which it appears.
Details on courses whose African content is not obvious from the title are *in italics*.

African Languages and Literature	Gender and Women's Studies
Afro-American Studies	Geography
Agriculture and Applied Economics	History
Agronomy	History of Science
Animal Sciences	Interdisciplinary Courses (CALs)
Anthropology	International Business
Art Department	International Studies
Art History	Journalism and Mass Communications
Botany	Languages & Cultures of Asia
Civil and Environmental Engineering	Law School
Classics	Literature in Translation
Community & Environmental Sociology	Medical History and Bioethics
Curriculum and Instruction	Music
Dairy Science	Political Science
Dance	Population Health Sciences
Design Studies	Sociology
Economics	Spanish and Portuguese
Educational Policy Studies	Public Affairs, Lafollette School of
Environmental Studies, Nelson Institute of	Religious Studies
English	Sociology
Forest and Wildlife Ecology	Urban and Regional Planning
French and Italian	Zoology

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
AFRICAN LANGUAGES & LITERATURE									
120	Literary Legacy of Arabs		3		11			X	100
201	Intro to African Lang & Lit		3	1	107		148	X	100
210	The African Storyteller (Cross-listed with: Folklore Program)		3		239		179	X	100
211	The African Autobiography		3	1	26				100
230	Intro to Yoruba Life & Culture		3				9	X	100
270	Hero & Trickster-Oral Tradition (Cross-listed with: Folklore Program)		3		24	1	27	X	100
277	Africa: Introductory Survey (Cross-listed with: Afro-American Studies, Anthropology, Geography, History, Political Science, Sociology)		4		374		298	X	100
300	African Lit in Translation: Con Artists in Arabic Lit		3		30				100
321	First Semester Arabic (Cross-listed with: Languages & Culture of Asia - Languages)		5	8	73	4	78	X	100
322	Second Semester Arabic (Cross-listed with: Languages & Culture of Asia - Languages)		5	8	48	3	54	X	100
323	Third Semester Arabic (Cross-listed with: Languages & Culture of Asia - Languages)		4	4	43	1	27	X	100
324	Fourth Semester Arabic (Cross-listed with: Languages & Culture of Asia - Languages)		4	5	29	2	13	X	100
325	Colloquial Arabic		2	2	34	2	8	X	100
326	Colloquial Arabic		2	1	6		8	X	100
327	Elementary Summer Immersion Arabic (Cross-listed with: Languages & Culture of Asia - Languages)		8		1			X	100
331	First Semester Swahili	*	5	4	42		25	X	100
332	Second Semester Swahili	*	5	3	22		21	X	100
333	Third Semester Swahili	*	4	4	10	3	14	X	100
334	Fourth Semester Swahili	*	4	4	7	4	9	X	100
335	1st Sem-Lang of South Africa: Zulu	*	5		4		5	X	100
336	2nd Sem-Lang of South Africa: Zulu	*	5		2		3	X	100
337	3rd Sem-Lang of South Africa: Zulu	*	4		1		1	X	100
361	First Semester Hausa		4					X	100
362	Second Semester Hausa		4					X	100
338	4th Sem-Lang of South Africa: Zulu	*	4		1			X	100

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
370	Islam: Religion and Culture (Cross-listed with: Languages & Cultures of Asia, Religious Studies)		4	4	60	1	59	X	100
371	First Semester Yoruba	*	5	2	2	1	5	X	100
372	Second Semester Yoruba	*	5	1	1	1	2	X	100
373	Third Semester Yoruba	*	4		5	1		X	100
374	Fourth Semester Yoruba	*	4		4	1		X	100
391	1st Sem-Lang of West Africa		5		5		1		100
391	1st Sem-Lang of West Africa: Twi		5		3				100
392	2nd Sem-Lang of West Africa: Twi		5	1					100
393	3rd Sem-Lang of West Africa: Twi		4		1				100
402	Theory-African Literature		4	5	12				100
413	Contemporary African & Carribean Drama (Cross-listed with: Afro-American Studies)		4			3	13	X	100
427	Intermediate Summer Immersion Arabic (Cross-listed with: Languages & Cultures of Asia - Languages)		8	1	2			X	100
435	Advanced Studies: Swahili Lang-Grammar		3	1	6	2	4	X	100
436	Advanced Studies: Swahili Lang-Reading		3	1	6	1	5	X	100
441	Written Lit of South Africa		4		4				100
445	Readings-Adv Arabic Texts: Advanced Arabic Stylistics (Cross-listed with: Languages & Cultures of Asia - Languages)		3	4	3	3	5	X	100
445	Readings-Adv Arabic Texts: Contemporary Arabic Literature (Cross-listed with: Languages & Cultures of Asia - Languages)		3	4	3	3	5	X	100
446	Readings-Adv Arabic Texts: Advanced Arabic Stylistics (Cross-listed with: Languages & Cultures of Asia - Languages)		3	1	2	2	2	X	100
446	Readings-Adv Arabic Texts: Contemporary Arabic Literature (Cross-listed with: Languages & Cultures of Asia - Languages)		3	1	2	2	2	X	100
471	Oral Tradition&Written Word (Cross-listed with: Folklore Program)		4			1	4	X	100
475	Fifth Semester Yoruba		3		2	1	1	X	100
476	Sixth Semester Yoruba		3		1	1	1	X	100
493	5th Sem-Lang of South Africa: Zulu		3	2			1	X	100

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
494	6th Sem-Lang of South Africa: Zulu		3	2					100
500	Lang and Society in Africa		4	2	19	3	43	X	100
501	Structure & Analysis - African Lang		4	3	3	4	16	X	100
503	Linguistics-Morphology & Syntax		4			3	1	X	100
527	Advanced Summer Immersion Arabic (Cross-listed with: Language & Cultures of Asia - Languages)		8	1	3			X	100
575	Teach African Lang: Theory & Practice		3			5		X	100
669	Special Topics		3		7		3	X	100
669	Special Topics: Arab-American Experience Lit		3			7	10	X	100
669	Special Topics: Fifth Semester Arabic		3	1	15	9	13	X	100
669	Special Topics: Itineraries of Africa & Middle East		3		15	9	13	X	100
669	Special Topics: Language, Gender & Sexuality - African Contexts		3			7	10	X	100
669	Special Topics: Literature and Pop Culture in Africa		3			9	13	X	100
669	Special Topics: Nation & Francophone Cinema		3			9	13	X	100
669	Special Topics: Sixth Semester Arabic		3		15	7	10	X	100
669	Special Topics: SLA Research Methods I		3			9	13	X	100
670	Theories and Methods of Learning a Less Commonly Taught Language		2					X	100
697	Directed Study of a Less Commonly Taught Language		3, 4, 5					X	100
699	Directed Study		6		12		4	X	100
702	African Verbal Stylistics		3	9					100
901	Seminar of Modern African Lit: Cinema & Nation Francophone Africa		3			4		X	100
902	Seminar of Traditional African Lit: African Oral Tradition		3	5					100
903	Seminar-African Linguistics: Phonology and Morphology		3	3					100
999	Independent Reading & Research		3	8		1		X	100
AFRO-AMERICAN STUDIES									
241	Intro-African Art & Architecture (Cross-listed with: Art History)		3		70		72	X	100

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
277	Africa: Introductory Survey (Cross-listed with: African Languages & Literature, Anthropology, Geography, History, Political Science, Sociology)		4	ENROLLMENTS: SEE AL&L				X	100
366	Artistic & Cultural Image-Black Women (Cross-listed with: Gender & Women's Studies)		3	1	21		86	X	30
413	Contemporary African & Carribean Drama (Cross-listed with: African Languages & Literature)		4	ENROLLMENTS: SEE AL&L				X	50
423	Black Feminisms (Cross-listed with: Gender & Women's Studies)		3			1	25	X	30
643	Topics-African Diaspora Art History: Carnival Arts - Resist & Empower (Cross-listed with: Art History)		3	8	2				75
674	Topics on Afro-Amer Artists: African/Afro-American Art in Museums (Cross-listed with: Art Department)		3	3	11				50
AGRICULTURE AND APPLIED ECON									
350	World Hunger & Malnutrition (Cross-listed with: Agronomy and Interdis Courses)		3	3	158		173	X	25
373	Globalization, Poverty & Develpmnt (Cross-listed with: International Studies)		3		14	1	43	X	30
374	Growth & Development Global Econ (Cross-listed with: International Studies)		3		37	1	44	X	30
375	Special Topics: Climate Change Economics & Policy		3	3	20			X	30
375	Special Topics: Econ & Strategy in Ag Markets		3			2	12		30
375	Special Topics: Economics of Sustainable Ag		3			2	12		30
474	Econ Probs-Developing Areas (Cross-listed with: Economics)		3		63	3	47	X	30
477	Agri & Econ Development-Africa (Cross-listed with Economics)		3	8	26	2	13		100
731	Macroeconomics-Ag Developmpt		3			10		X	30

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
AGRONOMY									
350	World Hunger & Malnutrition (Cross-listed with: Agriculture & Applied Econ, Interdis Courses)		3	ENROLLMENTS: SEE AG & APPLIED ECON				X	30
377	Cropping Systems-Tropics		3	3	21				30
ANIMAL SCIENCES									
370	Livestck Production & Health-Ag Development (Cross-listed with: Dairy Science) <i>Includes African livestock production challenges</i>		3		17			X	25
ANTHROPOLOGY									
104	Cultures of Anthropology & Human Diversity		3				777	X	30
277	Africa: Introductory Survey (Cross-listed with: African Languages & Literature, Afro-American Studies, Geography, History, Political Science, Sociology)		4	ENROLLMENTS: SEE AL&L				X	100
321	Emergence of Human Culture		3	3	73	4	56		50
330	Topics in Ethnology- Race/Indigeneity: Black Indians		4	3	8			X	30
333	Prehistory of Africa		3	1	20	4	11	X	100
391	Bones for the Archaeologist		3		13	3	12		50
690	Problems in Anthropology: Anthropology of Islam		4			1	5	X	30
774	Methods & Research: Non-Literate Societies (Cross-listed with: History)		3	9					100
925	Social & Economic Change- Underdeveloped Areas (Cross-listed with: Community & Enviro Sociology, Economics, Sociology)		3	13		14		X	50
ART DEPARTMENT									
674	Topics on Afro-Amer Artists: African/Afro-American Art in Museums (Cross-listed with: Afro-American Studies)		3	ENROLLMENTS: SEE AFRO-AMERICAN STUDIES					50
ART HISTORY									
241	Intro-African Art&Architectr (Cross-listed with Afro-American studies)		3	ENROLLMENTS: SEE AFRO-AMERICAN STUDIES				X	100
579	Proseminar in African Art: Maquerades and the Senses		3	3	3				100
643	Topics-African Diaspora Art History: Carnival Arts - Resist & Empower (Cross-listed with: Afro-American Studies)		3	ENROLLMENTS: SEE AFRO-AMERICAN STUDIES					75

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
BOTANY									
651	Conservation Biology (Cross-listed with: Zoology) <i>Includes African conservation unit</i>		3		20	1	15	X	30
CLASSICS									
375	Civilization-Ancient Egypt		3		1				100
COMMUNITY & ENVIRONMENTAL SOCIOLOGY									
434	People, Wildlife & Landscapes (Cross-listed with: Environmental Studies, Geography)		3			1	36	X	50
630	Soc: Developing Societies/3rd World (Cross-listed with: Sociology)		3	5	63	6	60	X	50
925	Soc-Econ Chng-Underdev Area (Cross-listed with: Anthropology, Economics, Sociology)		3	ENROLLMENTS: SEE ANTHROPOLOGY				X	50
940	Seminar: Sociological & Economical Change (Cross-listed with: Sociology)		3	11		7		X	50
CURRICULUM AND INSTRUCTION									
677	Education, Health & Sexuality (Cross-listed with: Education Policy Studies)		3	10	11			X	30
975	General Seminar: Transnational Curriculum Inquiry		3	7				X	30
DAIRY SCIENCE									
370	Livestck Production & Health-Ag Development (Cross-listed with: Animal Sciences) <i>Includes African livestock production challenges</i>		3	ENROLLMENTS: SEE ANIMAL SCIENCES				X	25
DANCE									
118	African Dance		1	3	153	4	135	X	100
218	African Dance Performance		2	1	13	2	4		100
560	Current Topics-Dance: Wordshop on Afro Asian Improv		3	1	70			X	30
DESIGN STUDIES									
501	Special Topics: Introduction to Textile Design <i>Taught by Africanist, material on Ghanaian textiles</i>		3	1	7			X	30
501	Special Topics: Sustainable Form Fiber/Textile <i>Taught by Africanist, material on Ghanaian textiles</i>		3	1	7			X	30

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
ECONOMICS									
474	Economic Problems-Developing Areas (Cross-listed with: Agriculture & Applied Econ)		3	ENROLLMENTS: SEE AG & APPLIED ECON				X	30
477	Agri & Econ Development-Africa (Cross-listed with Agriculture & Applied Econ)		3	ENROLLMENTS: SEE AG & APPLIED ECON					100
925	Soc-Econ Chng-Underdev Area (Cross-listed with: Anthropology, Community & Enviro Sociology, Sociology)		3	ENROLLMENTS: SEE ANTHROPOLOGY				X	50
EDUCATIONAL POLICY STUDIES									
677	Education, Health & Sexuality (Cross-listed with: Curriculum & Instruction)		3	ENROLLMENTS: SEE CURRICULUM & INSTRUCTION					30
760	Education in Developing Societies		3			19	2		50
780	Special Topics in Education Policy: Global Higher Ed & Soft Power		3			59	1	X	30
780	Special Topics in Education Policy: Global Studies in Higher Ed		3	15	1			X	30
805	Gender Issues-International Education Policy (Cross-listed with: Public Affairs)		3	9					50
962	Cross National Studies-Education Policies		3	11				X	50
ENGLISH									
516	Topics in 20th Century Lit in English: African Literature - A Survey		3			1	10		100
516	Topics in 20th Century Lit in English: Environment/Animals in Lit		3	4	80				30
516	Topics in 20th Century Lit in English: Queer Narratives <i>Taught by three Africanists</i>		3	2	40	1	10		30
ENVIRONMENTAL STUDIES - GAYLORD NELSON INSTITUTE									
360	Extinction of Species (Cross-listed with: Forest & Wildlife Ecology, Zoology)		3	2	328	3	244	X	30
339	Environmental Conservation (Cross-listed with: Geography)		4	1	152		126	X	30
434	People, Wildlife & Landscapes (Cross-listed with: Community & Enviro Sociology, Geography)		3	ENROLLMENTS: SEE COMMUNITY & ENVIRO SOCIOLOGY				X	50
537	Culture and Environment (Cross-listed with: Geography)		4		1	6	18		50
600	Environmental Studies Major Capstone		3				14	X	50

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
923	Seminar on Land Problems: Institutional Development (Cross-listed with: Urban & Regional Planning)		3	8					30
FOLKLORE PROGRAM									
103	Intro to Music Cultures of the World: Oceania, Africa, N. America, Asia (Cross-listed with: Music)		2	1	128		103	X	30
210	The African Storyteller (Cross-listed with: African Languages & Literature)		3	ENROLLMENTS: SEE AL&L				X	100
270	Hero & Trickster-Oral Tradition (Cross-listed with: African Languages & Literature)		3	ENROLLMENTS: SEE AL&L				X	100
471	Oral Tradition & Written Word (Cross-listed with: African Languages & Literature)		4	ENROLLMENTS: SEE AL&L				X	100
FOREST AND WILDLIFE ECOLOGY									
360	Extinction of Species (Cross-listed with: Environmental Studies, Zoology)		3	ENROLLMENTS: ENVIRONMENTAL STUDIES				X	30
FRENCH (FRENCH AND ITALIAN)									
313	Professional Communication & Culture in Francophone World (Cross-listed with: International Business)		3		22	1	23	X	30
665	Intro aux etudes francophone		3			11			50
GENDER AND WOMEN'S STUDIES									
325	Global Feminisms		3	1	34	1	26		50
366	Artistic & Cultural Image-Black Women (Cross-listed with: Afro-American Studies)		3	ENROLLMENTS: AFRO-AMERICAN STUDIES				X	30
423	Black Feminisms (Cross-listed with: Afro-American Studies)		3	ENROLLMENTS: SEE AFRO-AMERICAN STUDIES				X	30
424	Women's International Human Rights		3	2	43		37	X	30
441	Contemporary Feminist Theories		3	1	27			X	30
640	Capstone Seminar in Gender & Women's Studies		3		25		19	X	50
643	Women & Politics-Global Context (Cross-listed with: Political Science)		3			2	24	X	50
GEOGRAPHY									
277	Africa: Introductory Survey (Cross-listed with: African Languages & Literature, Afro-American Studies, Anthropology, History, Political Science, Sociology)		4	ENROLLMENTS: SEE AL&L				X	100

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
339	Environmental Conservation (Cross-listed with: Environmental Studies)		4	ENROLLMENTS: SEE ENVIRONMENTAL STUDIES				X	30
355	Africa, South of the Sahara		3		34		22		100
434	People, Wildlife & Landscapes (Cross-listed with: Community & Enviro Sociology, Environmental Studies)		3	ENROLLMENTS: SEE COMMUNITY & ENVIRO SOCIOLOGY				X	50
537	Culture and Environment (Cross-listed with: Environmental Studies)		4	ENROLLMENTS: SEE ENVIRONMENTAL STUDIES				X	50
538	Humid Tropics		4				1	X	50
930	Seminar-People/Environment Geography		3	1				X	50
930	Seminar-People/Environment Geography: Development and Beyond		3			9		X	30
930	Seminar-People/Environment Geography: Emerging market impacts		3	1				X	50
HISTORY									
105	Intro-History of Africa		4		23		65	X	100
200	Historical Studies: Explorers, Colonizers & Travelers		3				45	X	30
200	Historical Studies: Islamic History		3		28			X	50
200	Historical Studies: Muhammad & Early Arab Conquest		3				8	X	50
205	Islam World: Middle East, 500-1500 (Cross-listed with: Languages & Cultures of Asia, Religious Studies)		4		42		37	X	50
225	Exploration-3rd World History		3		11			X	30
225	Exploration-3rd World History: African Cities		3		42			X	100
225	Exploration-3rd World History: The First Islamic Empire		3				12	X	30
277	Africa: Introductory Survey (Cross-listed with: African Languages & Literature, Afro-American Studies, Anthropology, Geography, Political Science, Sociology)		4	ENROLLMENTS: SEE AL&L				X	100
278	Africans in Americas 1492-1808		4				68	X	100
283	Intermediate Honors Seminar-Study History		3		17		43	X	100
377	History of Africa, 1500-1870		4		37				100
378	History of Africa Since 1870		4		5				100
439	Islamic History: Orig-Ottoman Empire (Cross-listed with: Religious Studies)		4	3	36		42	X	30
444	History of East Africa		4		5				100

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
445	History of Equatorial Africa		4	1	13				100
600	Advanced Seminar in History: City/Public Sphere/Minority Identities		3		6			X	50
600	Advanced Seminar in History: Decolonizing & Nationalism-Africa		3				32	X	100
600	Advanced Seminar in History-Race & Gender: Atlantic World		3		5			X	50
774	Methods-Research: Non-Literate Societies (Cross-listed with: Anthropology)		3	ENROLLMENTS: SEE ANTHROPOLOGY					100
861	Seminar-History of Africa		3	22		12		X	100
HISTORY OF SCIENCE									
553	International Health & Global Society (Cross-listed with: Medical History & Bioethics)		3	1	71				75
668	Topics in History of Medicine: Health Policy & Concept of Risk (Cross-listed with: Medical History & Bioethics)		3	2	12				75
668	Topics in History of Medicine: Health, Disease & Medicine (Cross-listed with: Medical History & Bioethics)		3	2	12				75
919	Grad Studies-Medical History: Health, Healing & Science: African Diaspora		3				10	X	100
INTERDIS COURSES (CAL)									
350	World Hunger & Malnutrition (Cross-listed with: Agriculture & Applied Econ. Agronomy)		3	ENROLLMENTS: SEE AG & APPLIED ECON				X	25
375	Special Topics: Plant Breeding to Feed the World		3				16	X	25
375	Special Topics: Uganda-International Health & Nutrition		4		21		16	X	100
INTERNATIONAL BUSINESS									
200	International Business		3		398		350	X	25
313	Professional Communication & Culture in Francophone World (Cross-listed with: French & Italian)		3	ENROLLMENTS: SEE FRENCH & ITALIAN				X	30
365	Contemporary Topics: International Perspectives		1, 3	1	264		201	X	25
INTERNATIONAL STUDIES									
318	Comparative Study of Genocide (Cross-listed with: Political Science)		4				193		75
373	Globalization, Poverty & Development (Cross-listed with: Agriculture & Applied Econ)		3	ENROLLMENTS: SEE AG & APPLIED ECON				X	30

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
374	Growth & Development Global Econ (Cross-listed with: Agriculture & Applied Econ)		3	ENROLLMENTS: SEE AG & APPLIED ECON				X	30
601	Topics in Global Security: Human Security		3				15	X	25
603	Topics-Culture-Age of Globalization: Cultures of Soccer		3				12	X	50
622	DC Sem: International Affairs Internship Seminar		4		11		13	X	25
JOURNALISM AND MASS COMMUNICATION									
620	International Communication		4	1	61		49	X	100
621	Mass Communication-Developing Nations		4				43	X	50
LANGUAGE & CULTURE OF ASIA - LANGUAGE									
321	First Semester Arabic (Cross-listed with: African Languages & Literature)		5	ENROLLMENTS: SEE AL&L				X	100
322	Second Semester Arabic (Cross-listed with: African Languages & Literature)		5	ENROLLMENTS: SEE AL&L				X	100
323	Third Semester Arabic (Cross-listed with: African Languages & Literature)		4	ENROLLMENTS: SEE AL&L				X	100
324	Fourth Semester Arabic (Cross-listed with: African Languages & Literature)		4	ENROLLMENTS: SEE AL&L				X	100
427	Intermediate Summer Immersion Arabic (Cross listed with: African Languages & Literature)		8	ENROLLMENTS: SEE AL&L				X	100
445	Readings-Advanced Arabic Texts: Advanced Arabic Stylistics (Cross-listed with: African Languages & Literature)		3	ENROLLMENTS: SEE AL&L				X	100
445	Readings-Advanced Arabic Texts: Contemporary Arabic Literature (Cross-listed with: African Languages & Literature)		3	ENROLLMENTS: SEE AL&L				X	100
LANGUAGES & CULTURES OF ASIA									
205	Islam World: Middle East, 500-1500 (Cross-listed with: History, Religious Studies)		4	ENROLLMENTS: SEE HISTORY				X	50
370	Islam: Religion and Culture (Cross-listed with: African Languages & Literature, Religious Studies)		4	ENROLLMENTS: SEE AL&L				X	100

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
LAW									
918	Problems in International Law Seminar: Climate, Human Rights & Environment		3	30		27		X	25
918	Problems in International Law Seminar-International Law: Armed Conflict		3	16				X	25
940	Law & Contemporary Problems: Egypt & The Arab Spring		3	34				X	100
940	Law & Contemporary Problems: Human Trafficking/Involuntary Servitude		3	34				X	25
940	Law & Contemporary Problems: Humanitarian Immigration Law		3			75		X	25
940	Law & Contemporary Problems: Intro to Islamic Law		3	38				X	50
940	Law & Contemporary Problems: Intro to Islamic Law		2			34		X	25
LITERATURE IN TRANSLATION									
226	Intro to Luso-Afro-Brazilian Lit		3		64		22	X	50
MEDICAL HISTORY AND BIOETHICS									
553	International Health & Global Society (Cross-listed with: History of Science)		3	ENROLLMENTS: SEE HISTORY OF SCIENCE				X	75
668	Topics in History of Medicine: Health Policy & Concept of Risk (Cross-listed with: History of Science)		3	ENROLLMENTS: SEE HISTORY OF SCIENCE				X	75
668	Topics in History of Medicine: Health, Disease & Medicine (Cross-listed with: History of Science)		3	ENROLLMENTS: SEE HISTORY OF SCIENCE				X	75
919	Grad Studies-Medical History: Health, Healing & Science: African Diaspora (Cross-listed with: History of Science)		3	ENROLLMENTS: SEE HISTORY OF SCIENCE				X	100
MUSIC									
103	Intro to Music Cultures of the World: Oceania, Africa, N. America, Asia (Cross-listed with: Folklore)		2	ENROLLMENTS: SEE FOLKLORE				X	30
POLITICAL SCIENCE									
277	Africa: Introductory Survey (Cross-listed with: African Languages & Literature, Afro-American Studies, Anthropology, Geography, History, Sociology)		4	ENROLLMENTS: SEE AL&L				X	100
318	Comparative Study of Genocide (Cross-listed with: International Studies)		4	ENROLLMENTS: SEE INTERNATIONAL STUDIES					75

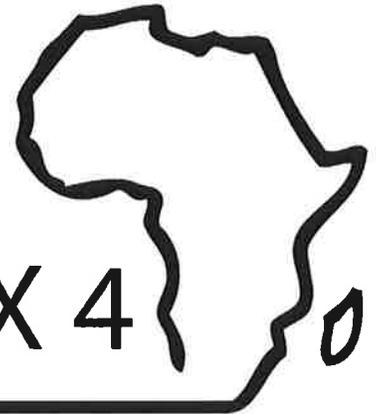
Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
362	African International Relations		4	1	40		36	X	100
616	Comparative Politics of Sport		3			1	33		50
643	Women & Politics-Global Context (Cross-listed with: Gender & Women's Studies)		3	ENROLLMENTS: SEE GENDER & WOMEN'S STUDIES				X	50
650	Comparative Politics of Middle East <i>Includes material on North Africa</i>		4				2		50
657	Comparative Political Culture		3		36			X	50
660	African Politics		3		37	1	14	X	100
919	Seminar in Advanced Methodology: Time Series - 2 Modules <i>Taught by ASP faculty member Michael Schatzberg with special focus on Africa</i>		3			4		X	25
POPULATIONAL HEALTH SCIENCES									
650	Special Topics: Public Health Law		3				3	X	25
718	International Health Systems		2	30			22	X	25
PORTUGUESE (SPANISH & PORTUGUESE)									
772	Seminar in Portuguese Literature: Africa, Portuguese, and Postcolonial History		3	5				X	75
PUBLIC AFFAIRS - LAFOLLETTE SCHOOL OF									
805	Gender Issues-International Education Policy (Cross-listed with: Educational Policy Studies)		3	ENROLLMENTS: SEE EDUCATIONAL POLICY STUDIES					50
RELIGIOUS STUDIES									
205	Islam World: Middle East, 500-1500 (Cross-listed with: History, Languages & Cultures of Asia)		4	ENROLLMENTS: SEE HISTORY				X	50
370	Islam: Religion and Culture (Cross-listed with: African Languages & Literature, Languages & Cultures of Asia)		4	ENROLLMENTS: SEE AL&L				X	100
439	Islamic History :Orig-Ottoman Empire (Cross-listed with: History)		4	ENROLLMENTS: SEE HISTORY				X	30
SOCIOLOGY									
277	Africa: Introductory Survey (Cross-listed with: African Languages & Literature, Afro-American Studies, Anthropology, Geography, History, Political Science)		4	ENROLLMENTS: SEE AL&L				X	100

Course No.	Course Title	Title VI Funding	Credits	2012-2013		2013-2014		Offered 2014-2015	% Africa Content
				Grad	UG	Grad	UG		
630	Soc: Developing Societies/3rd World (Cross-listed with: Community & Enviro Sociology)		3	ENROLLMENTS: SEE COMMUNITY & ENVIRO SOCIOLOGY				X	50
925	Soc-Econ Chng-Underdev Area (Cross-listed with: Anthropology, Community & Enviro Sociology, Economics)		3	ENROLLMENTS: SEE ANTHROPOLOGY					50
940	Seminar in Sociological & Economical Change (Cross-listed with: Community & Enviro Sociology)		3	ENROLLMENTS: SEE COMMUNITY & ENVIRO SOCIOLOGY				X	50
URBAN AND REGIONAL PLANNING									
923	Seminar in Land Problems: Institutional Development (Cross-listed with: Environmental Studies)		3	ENROLLMENTS: SEE ENVIRONMENTAL STUDIES					30
ZOOLOGY									
360	Extinction of Species (Cross-listed with: Environmental Studies, Forest & Wildlife Ecology)		3	ENROLLMENTS: SEE ENVIRONMENTAL STUDIES				X	30
651	Conservation Biology (Cross-listed with: Botany)		3	ENROLLMENTS: SEE BOTANY				X	30

2012-2013		2013-2014	
Grad	UG	Grad	UG
488	4481	501	4884

TOTAL ENROLLMENTS

APPENDIX 4



PROJECT-SPECIFIC PERFORMANCE MEASURES FORMS

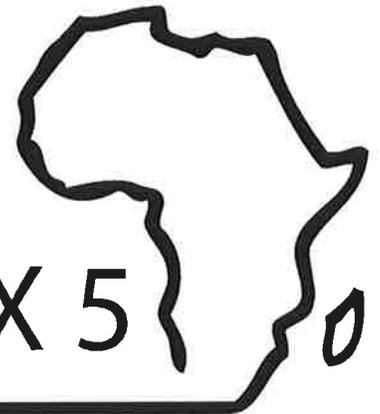
Project Goal #3 – With WIOC Partners, Assist Two-Year Colleges and MSIs to Develop Undergraduate Certificate Programs in Area and International Studies, Encouraging More Students from Historically Underserved Communities to Develop Area Studies Interest and Expertise, Expecting that Many will later enter Four-year Degree Programs in African and other Area and International Studies

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets			
					11	12	13	14
<p>PM1. Create <i>Community College Passport Program</i> and open our main gateway course, <i>Africa: An Introductory Survey</i>, plus all Africa LCTLs, to Global Studies Certificate students at Madison Area Technical College, helping MATC grow certificate program from five students now to at least 20 in 2017-18; enroll at least 2 MATC certificate students in ASP courses in 2015-16; 5 by 2017-18</p> <p>PM2. Help the College of the Menominee Nation (CMN) develop and grow its undergraduate certificate program in Indigenous Studies from zero students now to 5 by 2015-16, 7 by 2016-17, and 8 by 2017-18</p>	<p>A1. Finalize streamlined process for easy enrollment of MATC students in our courses and hold resource fairs at MATC in Fall 2015 to publicize opportunity (Narrative, pp. 36-37).</p> <p>A2. Enroll MATC students in ASP gateway course and in Africa LCTLs (Narrative, pp. 36-37).</p> <p>A3. Mentor MATC certificate students to encourage entry into a four-year degree program with possible focus on African area studies (Narrative, pp. 36-37).</p> <p>A4. ASP faculty and/or staff members present four talks, one per year, at CMN on issues of ethnicity and indigeneity in Africa (Narrative, pp. 37-38).</p> <p>A5. Sponsor one CMN faculty member and one certificate student to attend UW-Madison conference on Global Indigeneity, Spring 2015 (Narrative, pp. 37-38).</p> <p>A6. Sponsor one CMN faculty member and one certificate student to attend U.N. Permanent Forum on Indigenous Issues, New York, 2017 and 2018 (Narrative pp. 37-38).</p>							

Project Goal #4 – Teach Five Priority African LCTLs Every Year at the Beginning, Intermediate, and Advanced Levels, while also Launching a Sixth Language at the Beginning and Intermediate Levels and Providing a Mechanism for Graduate Students to Begin Learning Any of Africa’s 2,000+ Languages during the Academic Year

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets			
					BL	T1	T2	T4
<p>PM1. Replace Twi as our 5th language with Wolof, enrolling at least 5 beginning students in 2015-16, 8 beginning and 5 intermediate in 2017-18, and 10 beginning, 8 intermediate, and 5 advanced in 2017-18.</p> <p>PM2. Launch Hausa as a 6th language; 3 or more students at beginning level in 2014-15; 5 beginning; 3 intermediate in 2015-16. Assess capacity to offer advanced Hausa and send 2 or more students to advanced summer programs by 2016. Make possible for at least 2 students in 2014-15 and 5 by 2017-18 to begin any LCTL via <i>Theories and Methods of Learning a LCTL and Directed Study of an African Language</i></p> <p>PM3.</p>	<p>A1. With Title VI support, teach beginning Wolof in 2015-16, 2016-17, and beginning, intermediate, and advanced in 2017-18 (Narrative, p. 20)</p> <p>A2. Teach beginning Hausa with an FLTA in 2014-15 and in the following year continue beginning by that method while also adding intermediate Hausa with Title VI support. Assess capacity to offer advanced Hausa while ending advanced students in the interim to intensive summer programs (Narrative pp. 20-21).</p> <p>A3. Teach <i>Theories and Methods of Learning a LCTL and Directed Study of an African Language</i> for the first time in 2014-15 (Professor Katrina Thompson) and continue subsequently (Narrative, p. 21).</p>							

APPENDIX 5



LETTERS FROM COLLABORATORS



College of Menominee Nation

June 26, 2014

Guido Podestá
Vice Provost and Dean
Division of International Studies
University of Wisconsin-Madison

Dr. Podestá:

The College of the Menominee Nation is pleased to collaborate with the University of Wisconsin-Madison National Resource Centers to incorporate international and intercultural dimensions into our curriculum, especially as we develop our forthcoming Indigenous Studies Certificate. We enjoyed meeting with several NRC staff members here at the College earlier this month and we look forward to our work together.

Diana Morris, PhD
Chief Academic Officer
College of Menominee Nation

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June 24, 2014

Guido Podestá
Vice Provost/Dean, International Studies
268 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706

Dear Vice Provost Podestá ,

Madison College is extremely pleased to support the University of Wisconsin-Madison proposals for National Resource Centers for Foreign Language and Area Studies. As a former Title VI UISFL awardee, Madison College has regularly collaborated with UW-Madison NRCs as a partner in the Wisconsin International Outreach Consortium (WIOC). Existing collaboration includes partnerships for Chinese and Arabic languages at Madison College, joint development of faculty professional development workshops, and co-sponsorship of various global education events for students and the community.

As part of the most recent proposals for NRC collaboration, Madison College is excited to partner with UW area studies and language centers to create a new *Community College Passport* program to expand access to international studies and foreign language learning opportunities. Through this new initiative, students who are enrolled in the Madison College Interdisciplinary Global Studies Certificate will have the opportunity to enroll as special students in a broad range of UW-Madison courses in area studies and foreign languages. This initiative is designed to expand the depth and breadth of community college international learning, cultivate interest in completion of area studies and foreign language bachelor's degrees, and strengthen collaborative ties between Madison College and UW-Madison. Additionally, Madison College and UW-Madison Title VI NRCs plan to collaborate on a series of annual professional development workshops for faculty. These regional workshops are designed to help faculty in targeted disciplines to infuse global content into their curriculum, discuss best practices in international education pedagogy, and expose them to the resources of UW-Madison NRCs.

These partnerships build on a strong history of cooperation between our institutions, but also strengthen and deepen this collaboration in new and substantial ways. Madison College unequivocally supports these initiatives and the overall contribution that UW NRCs make in the Madison community and the greater world of global scholarship. Madison College commits to the staffing, coordination, and institutional support for the *Community College Passport* program and will be the host site and coordinating body for the faculty professional development institutes. We look forward to this and other opportunities for collaboration.

Sincerely,

Jack E. Daniels, III, Ph.D.
President



UNIVERSITY *of* WISCONSIN - EAU CLAIRE

College of Education and Human Sciences • CEN 3015 • (715) 836-3671

105 Garfield Avenue, PO Box 4004

Eau Claire, WI 54702-4004

DATE: June 27, 2014
TO: Guido Podesta, Vice Provost/Dean, International Studies, UW-Madison
FROM: Dr. Carmen Manning
RE: UW-Eau Claire Participation in WIOC Grant

Beginning on July 17, 2014, I will be the Dean of the College of Education and Human Sciences at the University of Wisconsin-Eau Claire. UW-Eau Claire has been contacted by Rachel Weiss, Coordinator of the Wisconsin International Outreach Consortium (WIOC) (on behalf of the area studies centers at UW-Madison, UW-Milwaukee and Madison College,) about our interest in participating in workshops for in-service and pre-service teachers that focus on incorporating international content into curricula.

Participation in this grant will allow the teacher education program at UW-Eau Claire the opportunity to enhance and expand the international elements of the curriculum and teacher training experience. Enhanced globalization of the curriculum is a university-wide goal at UW-Eau Claire. Participation in this grant would provide a strong collaborative avenue for our teacher education program to work toward that goal.

UW-Eau Claire is especially eager to participate in new programming that has been established to offer training workshops and curriculum development institutes to pre-service and in-service teachers and to establish lasting and sustaining partnerships in the pursuit of global competency among our students and teachers in the Eau Claire district.

UW-Eau Claire is interested in hosting WIOC-sponsored critical teacher training to K-12 teachers and pre-service teachers at a biannual, thematic professional development trainings and follow-up best practice workshops. We understand that content expertise will be provided by faculty and staff of the UW-Madison area studies centers and the host institutions. Together the in-service and pre-service training and professional development program will foster a dynamic and sustainable network to further advance teaching and curriculum development.