

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 # P015A140048 P015B140048

Univ of Illinois/Trustees

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

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

APPLICATION TYPE

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

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
Wolof	Y
Zulu	Y

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

Office of Sponsored Programs
and Research Administration
1901 South First Street, Suite A
Research Park
Champaign, IL 61820



June 27, 2014

US Department of Education
1990 K Street, NW
Washington, DC 20006

U of I REF. NO. 2014-07445
TITLE: UIUC-NU Consortium for National Resource Center and Foreign Language & Area Studies Fellowships
Program 2014-2018
AMOUNT : \$ 2,753,320.00
PERIOD: 8/15/14-8/14/18
PRINCIPAL INVESTIGATOR(s): Merle Bowen
DEPARTMENT: Center for African Studies
TYPE OF REQUEST: New Request

Enclosed are copies of the above referenced proposal. This proposal has been approved for submission by the proper University administrative official(s).

Your consideration will be appreciated. Any contract or grant supporting the above described project must be issued in the University's corporate name, The Board of Trustees of the University of Illinois, Urbana, Illinois 61801.

Any questions of a non-technical nature regarding this proposal should be addressed to Geoff Dehler at (217) 333-2187:

Sincerely,

A handwritten signature in cursive script that reads "David W. Richardson".

David W. Richardson
Associate Vice Chancellor for Research
Director of Office of Sponsored Programs and Research Administration
University of Illinois at Urbana - Champaign

DWR: GD

Enclosure

cc: Amy Leng

ATTACHMENT TO PROPOSAL TRANSMITTAL LETTER

(The following General Information is provided to assist potential Sponsors. It is recognized some information may not be applicable to this specific proposal and, if inappropriate, should be disregarded.)

- 1. **The University of Illinois reserves the right to negotiate the terms and conditions of any definitive Contract/Grant which may result from this proposal application. UIUC is a public research university subject to an increasing number of state and federal regulations that are unique to higher education. As a result, most contracts provided by our sponsors require minor revisions before we can legally sign them.**
- 2. **Any resulting Contract/Grant should be made in the University's legal corporate name, "The Board of Trustees of the University of Illinois", c/o Office of Sponsored Programs & Research Administration, at the address listed below in item 3.**

- 3. **All contractual correspondence should be mailed to:**

Contractual Signature Authority:

University of Illinois
Office of Sponsored Programs
& Research Administration (OSPRA)
1901 South First Street, Suite A
Champaign, IL 61820
E-mail: gcoaward@uillinois.edu

Walter K. Knorr, Comptroller

- 4. **General Information, Mailing Instructions, Representations/Certifications, etc: (217) 333-2187**

<u>Proposals</u>		<u>Contracts/Grants</u>	
Cassie Paul	(217) 244-4765	Stephanie Russell	(217) 265-7682
Kristie Warner	(217) 244-7637	Lea Hill	(217) 244-7462

- 5. **University Contacts related to Proposal Review: PHONE# (217) 333-2187 FAX# (217) 239-6830**

	Kathy Dams, Assistant Director	(217) 244-8212	
Scott Corum	(217) 265-7794	Geoff Dehler	(217) 265-7687
Julie McCabe	(217) 244-9029	Tim Tufte	(217) 265-7708

- 6. **Cognizant Federal Admin. Agency:**
Office of Naval Research
230 South Dearborn Avenue, Rm. 380
Chicago, IL 60604-1595
Attn: Administrative Contact
(312) 886-5423; E-Mail: ONR_Chicago@onr.navy.mil

- 7. **Contract/Grant payments should be mailed to:**
University of Illinois at Urbana-Champaign-Grants & Contracts
PO Box 4610
Springfield, IL 62708-4610
DUNS # 04-154-4081
FEIN # 37-6000.511
Cage Code: 4B808

- 8. **Authorized Institutional Officials for Submitting Proposal Applications:**
Administrative: Peter Schiffer, Chair
Research Board
Business: David W. Richardson, AVCR/Director, OSPRA

- 9. **The following research indirect cost rates have been currently negotiated with the Office of Naval Research:**

<u>MTDC Indirect Cost Rate</u>	<u>Graduate Asst. Tuition</u>	<u>Period</u>
58.6%	64.0%	7/1/13 – 6/30/14

AF

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

NA

5a. Federal Entity Identifier:

NA

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Board of Trustees of the University of Illinois

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

37-6000511

* c. Organizational DUNS:

0415440810000

d. Address:

* Street1:

Office of Sponsored Programs & Research Administration

Street2:

1901 S. First Street, Suite A

* City:

Champaign

County/Parish:

Champaign

* State:

IL: Illinois

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

61820-7406

e. Organizational Unit:

Department Name:

Center for African Studies

Division Name:

NA

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

Prefix:

* First Name:

David

Middle Name:

W.

* Last Name:

Richardson

Suffix:

Title:

AVCR/Director, OSPRA

Organizational Affiliation:

* Telephone Number:

217-333-2187

Fax Number:

217-239-6830

* Email:

GCOAward@uillinois.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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/B

CFDA Title:

National Resource Centers Program / Foreign Language and Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and -053014-002

* Title:

Office of Postsecondary Education (OPE): National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

NA

Title:

NA

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

Add Attachment

Delete Attachment

View Attachment

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

Center for African Studies: National Resource Centers and Foreign Language and Areas Studies Fellowship Program 2014-2018

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="699,417.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="699,417.00"/>

*** 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:

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.



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

OMB Control Number: 1. -0008
Expiration Date: 06/19/2014

Name of Institution/Organization

Board of Trustees of the University of Illinois, Center for African Studies
Northwestern University, Program in African Studies Consortium

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	86,668	88,662	101,725	98,038		375,093
2. Fringe Benefits	21,344	21,865	26,491	24,557		94,257
3. Travel	16,000	21,800	30,350	31,300		99,450
4. Equipment						
5. Supplies	33,300	28,400	12,650	17,650		92,000
6. Contractual						
7. Construction						
8. Other	94,463	89,813	69,497	51,463		305,236
9. Total Direct Costs (lines 1-8)	251,775	250,541	240,713	223,008		966,037
10. Indirect Costs*	20,142	20,043	19,257	17,841		77,283
11. Training Stipends	427,500	427,500	427,500	427,500		1,710,000
12. Total Costs (lines 9-11)	699,417	698,084	687,470	668,349		2,753,320

***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
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/ 2011 To: 06/30/2015 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Office of Naval Research The Indirect Cost Rate is 25.4%.
- (2) If yes, please provide the following information:
 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 %

Name of Institution/Organization

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427 STATEMENT

As part of a major public university, The Center for African Studies (CAS) is bound by the University of Illinois at Urbana-Champaign's Nondiscrimination Statement, which "requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms." As such we "will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities." For Employment, UI has developed a comprehensive set of nondiscrimination standards and a system of control to monitor compliance and makes active efforts to recruit faculty, staff, and students from underrepresented groups.

The University of Illinois (UI) serves an increasingly diverse state and region. 22.5% of the student population is comprised of underrepresented students: African American, Asian American, Latino/a, Native American, and Pacific Islanders. Courses and study abroad programs are promoted through the Office of Inclusion and Intercultural Relations (OIIR), the Office of Minority Student Affairs (OMSA), and college diversity officers. UI has a number of award and scholarship programs dedicated to underrepresented students, including The President's Award Program and the Illinois Promise program, which provides financial aid to high-achieving low-income students.

UI prides itself on being the global leader in serving students with disabilities. UI developed the country's the first wheelchair-accessible bus system, and has continued to produce

UI-NU Consortium for African Studies

many innovative forms of assistive technology and personal attendant services provided by the Division of Disability Resources and Education Services (DRES). Registered DRES students' graduation rate is 91%—higher than the campus average. There are no regular comprehensive assessments of disability access and support services in higher education. The book “College Success for Students with Physical Disabilities,” (2012) by Chris Wise Tiedemann identified UI as one of the five best institutions nationally in going beyond the government’s baseline requisites to meet the needs of students with physical disabilities.

Because its mission is to prepare the next generation of leaders to function successfully in a global environment, the proposed NRC for African Studies will be especially concerned with issues of diversity and inclusiveness. It is central to our mission to not only reject all forms of discrimination, but to ensure that our programs are accessible to all. Our many public events are advertised widely, to reach all students on our campus and the larger non-university community nation-wide.

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427 STATEMENT

As part of a major public university, the Program of African Studies (PAS) is bound by Northwestern University's Policies and Procedures on Equitable Access, Pursuant to GEPA 427, which states: "Northwestern University, in accordance with applicable Federal and State Law and the University's nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment. Northwestern University, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities."

Information to Meet §602(e) Statutory Requirements

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

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

UI and CAS have always striven to ensure that its teaching, programming, and off-campus linkages reflect a wide range of intellectual, cultural, disciplinary, and professional views and approaches.

The planning process CAS employed for this Title VI application exemplifies CAS's commitment to inclusion of diverse perspectives in its programming. In fall 2013 CAS organized a campus-wide call for proposals to ensure that CAS programming includes a broad spectrum of campus units, disciplines and activities. As a result, CAS NRC funding will support faculty and students working together across the humanities, social sciences, engineering, law, business, agriculture, life sciences, and education to address issues of global import, such as health care, environmental sustainability, and international security. This inter-disciplinary approach not only supports a diversity of perspectives, but harnesses that diversity to train the next generation of teachers and specialists to address pressing national and international needs from multifaceted, global perspectives.

CAS programs are designed to encourage vibrant debate on world regions and international affairs. Lecture series and teach-ins on current events such as the crisis in Mali and the global energy crisis bring together faculty experts, students and community members for lively and informative debates. CAS will also support several international exchanges including a collaboration with the College of Education to organize virtual teach-in forums on internationalizing curricula to foster continuing professional relations between UI and foreign K-12 teachers; e-mentoring exchanges between medical students at UI and the University of Njala, Sierra Leone, and faculty exchanges across CAS three thematic foci: "A Changing Africa in a Changing World," "Global Health," and "New Pedagogies for a Global Africa." CAS program builds expertise in these vital areas and makes these assets available to the public and governmental decision-makers. These activities, a sample of the breath and scope of CAS programs will provide the UI community with a wide range of views on pertinent African affairs.

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

CAS programs are specifically focused on training specialists who can contribute to public service in areas of national need. Over the next four years CAS and campus partners will continue to expand degree and certificate programs, such as the UG major in global health and the certificate in international security studies that prepare globally competent students to enter the workforce as specialists in a wide range of fields, including public health, education, diplomacy, international security and engineering.

UI, a national leader in foreign language education, provides instruction in 28 LCTLs of which 19 are designated National Priority Languages (NPL). Of these, over the next four years CAS will support instruction in Arabic, Swahili, Wolof, and Zulu prioritizing LCTLs and their cultures critical to addressing areas of national need. CAS will assign priority to FLAS applicants who wish to study LCTLs at an advanced level in response to USED priorities and national needs. In the 2010-14 FLAS period, 100% of fellows studied a priority language while pursuing advanced professional degrees in areas of national need including Engineering, Medicine, Law, Business, and Urban Planning.

UI graduates with course concentrations in LCTLs and African Studies constitute a significant stream of specialists in areas of national need. In addition to UI's career services and advising offices, CAS will continue to support a series of workshops on careers in public service in support of areas of national need, as well as workshops with representatives from the Peace Corps, U.S. Department of State, and Central Intelligence Agency, and NGOs. Recent CAS graduates are employed as Foreign Service Officers, Study Abroad Coordinators, doctors and army officers. CAS' evaluation plan emphasizes graduate placement in areas of national need. In 2014-18, CAS will draw on its growing alumni network in career mentoring in areas of national need.

CAS works to infuse the campus with research, teaching, and outreach activities that meet the national need for increased knowledge and expertise in LCTLs, cultures, and to enlist UI faculty to address the challenges faced by the nation. 90% of current CAS outreach activities have a national impact through the development of online resources, archived multimedia and web-links.

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: The Board of Trustees of the University of Illinois / Center for African Studies

Name/Title of Authorized Representative (Printed):

Walter K. Knorr, Comptroller

Title: Walter K. Knorr, Comptroller

Telephone: 217-333-2187

Signature:



E-mail:

GCOAward@uillinois.edu

Date: 6/27/14

Information to Meet §502(e) Statutory Requirements

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

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

Northwestern University is committed to excellent teaching, innovative research, and the personal and intellectual growth of its students in a diverse academic environment that brings together faculty, students, and staff from different backgrounds and perspectives to engage in a mutual exchange of ideas and experiences. Interdisciplinary research, teaching, and faculty development grants and initiatives, such as the Buffett Center for International and Comparative Studies working groups, the Kaplan Institute for the Humanities Fellowships, the Equality Development and Globalization Studies Program research and conference awards, and the Office of the Provost's Public Voices Fellows Program, provide an array of opportunities for students, faculty, and the wider community to discuss challenging international issues, stretch intellectual boundaries, challenge our assumptions, test our ideas, and advocate new solutions to pressing global problems.

PAS's planning process for this Title VI application ensured inclusion of diverse perspectives. By issuing a campus-wide call for proposals in fall 2013, PAS was able to include in the proposal initiatives that span a wide range of campus units, disciplines and activities. As a result, PAS NRC funding will support faculty and students working together across the humanities, social sciences, law, business, and medicine to address issues of global import, such as access to health, human rights, peace and international security. This inter-disciplinary approach not only supports a diversity of perspectives, but harnesses that diversity to train the next generation of teachers and specialists to address pressing national and international needs from multifaceted, global perspectives.

PAS's programs are designed to encourage vibrant debate on Africa and international affairs. Lecture series and roundtables on current events such as the crisis in Mali and public health in Africa bring together faculty experts, students and community members for lively and informative debates. In this grant, PAS will also support faculty exchanges across three thematic foci: "A Changing Africa in a Changing World," "Global Health," and "New Pedagogies for a Global Africa"; and collaboration with local Minority Serving Institutions Malcolm X College and Northeastern Illinois University to enhance curriculum and teacher training opportunities. These activities are a sample of the breadth and scope of PAS programs that will provide the NU community with a wide range of views on pertinent African affairs.

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

PAS programs are specifically focused on training specialists who can contribute to public service in areas of national need. Over the next four years PAS and campus partners will continue to expand certificate and professional development programs, such as the graduate certificate in African Security Studies and the Global Health Case Competition, that prepare globally competent students to enter the workforce as specialists in a wide range of fields, including public health, education, diplomacy, and international security.

NU provides instruction in two African languages--Arabic and Swahili--both designated National Priority Languages (NPL). Over the next four years PAS will enhance instruction in these languages through new course offerings and pedagogy training for instructors. PAS will assign priority to FLAS applicants who wish to study LCTLs at an advanced level in response to USED priorities and national needs.

NU graduates with course concentrations in African languages and African Studies constitute a significant stream of specialists in areas of national need. In keeping with our goal to sustain richly varied, open, and engaging educational opportunities, PAS collaborates with NU's University Career Services to mentor students by providing them with diverse information about internships and job opportunities, including Africa positions in government, from the U.S. Department of State and the Central Intelligence Agency, to various affiliated research centers. PAS faculty enable students to make informed choices about different way of serving in the public sector while pursuing professional careers. PAS' Title VI evaluation plan emphasizes graduate placement in areas of national need. In 2014-18, PAS will draw on its growing alumni network to provide career mentoring in areas of national need.

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:

Northwestern University

Name/Title of Authorized Representative (Printed):

Title:

Kelly Morrison
Associate Director
Office for Sponsored Research
Evanston Campus

Telephone: 847/491-3003

Signature:

Kelly Morrison

E-mail: OSR-Evanston@

Date:

6/25/14

northwestern.edu

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

Latek K. Kraw

TITLE

Comptroller

APPLICANT ORGANIZATION

Board of Trustees of the University of Illinois

DATE SUBMITTED

6/27/14

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	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Board of Trustees of the University of Illinois</div>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 80px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Walter"/> Middle Name: <input style="width: 150px;" type="text" value="K."/>
* Last Name: <input style="width: 350px;" type="text" value="Knorr"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 300px;" type="text" value="Comptroller"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="Walter K Knorr"/>	* DATE: <input style="width: 150px;" type="text" value="6/27/14"/>



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or

2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:

- Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
- Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
- State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
- Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
- Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
- Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
- William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
- Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
- Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
- Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
- Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
- Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
- Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
- Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
- Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
- Law Enforcement Education Program (42 U.S.C. 3775);
- Indian Fellowship Program (29 U.S.C. 774(b));
- Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Walter K. Knorr
(Signature)

6/27/14
(Date)

Walter K. Knorr, Comptroller
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: ED-GRANTS-053014-001/002

Statement of Work

Northwestern University, Program of African Studies and University of Illinois, Urbana-Champaign, Center for African Studies

The Program of African Studies (PAS) commits to be the sub-awardee partner with the Center for African Studies (CAS) at the University of Illinois at Urbana-Champaign if awarded U.S. Department of Education Title VI funding as a National Resource Center and for Foreign Language and Area Studies Fellowship (FLAS). This partnership includes the commitment of PAS director, William Reno, and PAS staff, including the Associate Director, the Interim Director of the Institute for the Study of Islamic Thought in Africa, and the Program Assistant. The major categories of work to be carried out include improving instruction in African languages and language pedagogy training curriculum development across an array of disciplines and professional schools, strengthening library collections, FLAS funding for graduate and undergraduate students, and K-12 teacher training activities. In collaboration with CAS, PAS commits to building a strong connection between the two programs to make their resources more widely available to students and teachers throughout the Midwest. In particular, we look forward to growing each of our partnerships with the local community colleges Parkland College, Malcom X College, and Northeastern Illinois University over the next four years and beyond.

OSR

Office for Sponsored Research
Northwestern University
1801 Maple Ave
2nd Floor, Suite 2410
Evanston, Illinois 60201

Phone 847-491-3003
Fax 847-491-4800



NORTHWESTERN
UNIVERSITY

June 23, 2014

To whom it may concern:

Re: Proposal for the project entitled:
Proposal for Funding a Comprehensive National Resource Center and Foreign Language and Area Studies Fellowships under Title VI Higher Education Act of 1965

PI: William Reno

Senior Personnel: Richard Lepine

A proposal for the referenced project in the amount of \$888,501 for performance period 8/15/14 – 8/14/18 is hereby submitted on behalf of Professor William Reno. Should this application be funded, it is Northwestern University's intention to participate as a subcontractor under the leadership of Professor Reno.

If an award is made to Northwestern University, we reserve the right to negotiate the terms and conditions of the contract at the time of final award. We request a subaward flowing down typical Department of Education research terms and conditions applicable to educational institutions. This letter is incorporated in and expressly made a part of the proposal.

Professor Reno will serve as Principal Investigator for the Northwestern University subaward and should be contacted for programmatic or scientific matters. Should you have questions or need additional information of a contractual or administrative nature, please contact me via e-mail at kellym@northwestern.edu.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kelly Morrison".

Kelly Morrison
Associate Director of Research
Office for Sponsored Research

A handwritten signature in cursive script, appearing to read "Kathy Maczka".

Kathy Maczka
Associate Research Administrator
Office for Sponsored Research

Northwestern University – Budget Justification

Proposal for Funding a Comprehensive National Resource Center and Foreign Language and Area Studies Fellowships under Title VI Higher Education Act of 1965
8/15/2014 – 8/14/2018

Senior Personnel:

Support is requested for 0.28 summer person month (or 9% summer effort) of Dr. Reno's salary for 1 year.

Support is requested for 0.51 summer person month (or 17% summer effort) of Dr. Lepine's salary for 4 years and is inflated by 3% each September.

Other Personnel:

Support is requested for 3 calendar person months (or 25% calendar effort) for an outreach coordinator for 4 years and is inflated by 3% each September.

Support is requested at the hourly rate of \$15/hour for 20 hours/week for 12 months for a data collection and evaluation assistant for 4 years and is inflated by 3% each September.

Employee Fringe Benefits:

Employee benefits have been calculated based on the following DHHS approved rates:

	<u>Personnel</u>	<u>Hourly Employees</u>
9/1/13 - 8/31/14	27.0%	6.5%
9/1/14 - 8/31/15	27.5% (Projected)	6.5% (Projected)
9/1/15 - 8/31/16	28.0% (Projected)	6.5% (Projected)
9/1/16 - 8/31/17	28.5% (Projected)	6.5% (Projected)
9/1/17 - 8/31/18	29.0% (Projected)	6.5% (Projected)

Travel:

Domestic travel support is requested for 4 years of the project to cover the cost of transportation, accommodation, and subsistence for Dr. William Reno and Ms. Kate Klein to attend the annual NRC Directors Meeting.

International travel support is requested for 4 years of the project to cover the cost of transportation, accommodation, and subsistence for Dr. Juliet Sorensen, Dr. Noelle Sullivan, Dr. Shannon Galvin, and various faculty members of the Northwestern Center for Global Health to work on course development in Mali, Ethiopia, Nigeria, Tanzania, Uganda.

Symposium Costs:

Support is requested for the cost of annual symposia being held at Northwestern University. These costs include transportation, accommodation, and subsistence for the symposia participants as well as materials and supplies, venue rental fees, and honorariums for the symposia speakers coming to Northwestern. The symposia being held at Northwestern include:

- Changing Africa in a Changing World
- Global Health
- New Pedagogies for a Global Africa
- Global Health Case Studies

Other Direct Costs:

Materials and Supplies: Support is requested to cover the cost of expendable materials and supplies each year for 4 years. Supplies costs are broken into library acquisitions, film acquisitions, cooperative acquisitions, and outreach materials. These materials are necessary to the establishment of the NRC at Northwestern. The details of these are as follows:

- Library Acquisitions: Books, periodicals, newspapers, materials in Arabic, Arabic manuscripts, ephemera
- Film Acquisitions: New films produced in Africa by African filmmakers
- Cooperative Acquisitions: Support for cooperative project with the other Africa NRC libraries
- Outreach Materials: Books, music, media artifacts, educational materials, supplies for community presentations and educational activities

Other: Support is requested each year for 4 years to cover the cost of web development, an external evaluator, DeStefano, for I-STEM evaluation.

Foreign Language and Area Studies (FLAS) Fellowships

Support is requested to fund 3 academic graduate students for 4 years, 1 academic graduate student for 4 years, and 2 summer undergraduate students for 4 years. The amounts requested are based on the amounts provided in the Department of Education guidelines for the 2014 FLAS cycle. These fellowships will go to support the aforementioned students in learning an African language either at Northwestern or in intensive Arabic or Swahili programs during the summer.

Indirect Cost:

F&A has been calculated based on the Department of Education guidelines for the 2014 National Research Center solicitation at the rate of 8% of total direct costs (TDC). The FLAS fellowships are excluded from indirect costs.

Comprehensive National Resource Center and Foreign Language and Area Studies Fellowships under Title VI Higher Education Act

William Reno	Start Date: 8/15/14	End Date: 8/14/18	4 Years		
Federal F&A Rate of 8.0%		3% Annual Salary Increase			

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
William Reno Salary	\$3,923	\$0	\$0	\$0	\$0	\$3,923
William Reno Fringe	\$1,077	\$0	\$0	\$0	\$0	\$1,077
Richard Lepine Salary	\$3,414	\$3,516	\$3,621	\$3,730	\$0	\$14,281
Richard Lepine Fringe	\$937	\$983	\$1,031	\$1,080	\$0	\$4,031
Senior Personnel 3 Salary	\$0	\$0	\$0	\$0	\$0	\$0
Senior Personnel 3 Fringe	\$0	\$0	\$0	\$0	\$0	\$0
Senior Personnel 4 Salary	\$0	\$0	\$0	\$0	\$0	\$0
Senior Personnel 4 Fringe	\$0	\$0	\$0	\$0	\$0	\$0
Senior Personnel 5 Salary	\$0	\$0	\$0	\$0	\$0	\$0
Senior Personnel 5 Fringe	\$0	\$0	\$0	\$0	\$0	\$0
Senior Personnel 6 Salary	\$0	\$0	\$0	\$0	\$0	\$0
Senior Personnel 6 Fringe	\$0	\$0	\$0	\$0	\$0	\$0
Total Senior Personnel Salary	\$7,337	\$3,516	\$3,621	\$3,730	\$0	\$18,204
Total Senior Personnel Fringe	\$2,014	\$983	\$1,031	\$1,080	\$0	\$5,108

Total Post Doc Associate(s) Salary	\$0	\$0	\$0	\$0	\$0	\$0
Total Post Doc Associate(s) Fringe	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Professional(s) Salary	\$9,376	\$9,657	\$9,947	\$10,245	\$0	\$39,225
Total Other Professional(s) Fringe	\$2,575	\$2,700	\$2,831	\$2,967	\$0	\$11,073
Graduate Student(s) Salary	\$0	\$0	\$0	\$0	\$0	\$0
Graduate Student(s) Fringe	\$0	\$0	\$0	\$0	\$0	\$0
Undergraduate Student(s) Salary	\$0	\$0	\$0	\$0	\$0	\$0
Undergraduate Student(s) Fringe	\$0	\$0	\$0	\$0	\$0	\$0
Statutory Benefit-Carrying Other(s) Salary	\$14,400	\$14,832	\$15,277	\$15,735	\$0	\$60,244
Statutory Benefit-Carrying Other(s) Fringe	\$936	\$964	\$993	\$1,023	\$0	\$3,916
Total Salaries and Wages	\$31,113	\$28,005	\$28,845	\$29,710	\$0	\$117,673
Total Fringe Benefits	\$5,525	\$4,647	\$4,855	\$5,070	\$0	\$20,097
Total Salaries, Wages, & Fringe Benefits	\$36,638	\$32,652	\$33,700	\$34,780	\$0	\$137,770

Total Symposium Costs	\$33,250	\$46,000	\$36,542	\$25,975	\$0	\$141,767
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Domestic Travel	\$1,500	\$800	\$0	\$300	\$0	\$2,600
Foreign Travel	\$13,000	\$10,500	\$11,800	\$11,800	\$0	\$47,100
Total Travel	\$14,500	\$11,300	\$11,800	\$12,100	\$0	\$49,700

Materials and Supplies	\$10,000	\$8,500	\$7,500	\$7,500	\$0	\$33,500
Publication Costs	\$0	\$0	\$0	\$0	\$0	\$0
Consultant Services	\$0	\$0	\$0	\$0	\$0	\$0
Computer Services	\$0	\$0	\$0	\$0	\$0	\$0
Subaward(s)	\$0	\$0	\$0	\$0	\$0	\$0
Tuition and Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$2,625	\$2,625	\$2,375	\$2,325	\$0	\$9,950
Total Other Direct Costs	\$12,625	\$11,125	\$9,875	\$9,825	\$0	\$43,450

Total Direct Costs	\$97,013	\$101,077	\$91,917	\$82,680	\$0	\$372,687
Modified Total Direct Costs (MTDC)	\$97,013	\$101,077	\$91,917	\$82,680	\$0	\$372,687
Indirect Costs	\$7,761	\$8,086	\$7,353	\$6,614	\$0	\$29,814
Total Direct and Indirect Costs	\$104,774	\$109,163	\$99,270	\$89,294	\$0	\$402,501

Total Academic Graduate FLAS	\$99,000	\$99,000	\$99,000	\$99,000	\$0	\$396,000
Total Summer Undergraduate FLAS	\$15,000	\$15,000	\$15,000	\$15,000	\$0	\$60,000
Total Summer Graduate FLAS	\$7,500	\$7,500	\$7,500	\$7,500	\$0	\$30,000
Total FLAS Costs	\$121,500	\$121,500	\$121,500	\$121,500	\$0	\$486,000

Total Costs at NU (NRC + FLAS)	\$226,274	\$230,663	\$220,770	\$210,794	\$0	\$888,501
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Abstract

University of Illinois, Urbana-Champaign (UI)-Northwestern University (NU) Consortium

The newly-formed consortium between the Center for African Studies (CAS-UI) and the Program in African Studies (PAS-NU) unites complementary strengths in public engagement, library resources, and interdisciplinary African Studies scholarship for the internationalization of K-16 education in the Midwest and beyond. T6 investment will significantly leverage campus resources with a budget request (NRC = \$1,043,319 and FLAS = \$1,710,000) that decreases over the 4-year grant with activities designed for long-term sustainability.

Absolute Priority: The CAS-PAS consortium's uniquely collaborative approach is reflected in joint programs that support our overarching mission to transform both the study and public perception of Africa in the United States. Three Thematic Foci ("*A Changing Africa in a Changing World*," "*Global Health*," and "*New Pedagogies for a Global Africa*") guide a set of mutually supportive programs that promote teacher training at multiple levels, carefully timed to build on each other for exponential impact. Seminal annual symposia bring together an interdisciplinary cohort of Africanists to develop new pedagogies, exploring Africa's involvement in the global marketplace, Islamic influence, the African diaspora, peace and security, and global health. Symposia are linked to complementary lecture series, conferences, and workshops which are, themselves, topically coupled with dedicated curriculum development for 63 new courses, 2 certificate programs, 2 concentrations, and 1 minor. The consortium's activities are designed to reinforce content learning and teacher preparation by expanding African LCTL instruction across the educational pipeline, including the development of new tools for language assessment and a systematic program of professional development for instructors. CAS-PAS promotes UG and Grad FLAS in Arabic, Swahili, Wolof, and Zulu at the advanced level, as well as the development of middle grades LCTL curriculum (to increase K-12 teaching licensure), development of content-based Swahili courses in the UI-NU College of Education, course shares, and new opportunities supporting LCTLs in professional fields.

Competitive Preference Priorities #1 and #2: Activities with Malcolm X (Chicago) and Parkland (Champaign) Community Colleges (CC), Northeastern Illinois University (MSI), and the UI-NU Colleges of Education are integrated into the Thematic Foci so that they are ongoing and collaborative, utilizing the pedagogical expertise of practitioners at our partner schools for mutually beneficial outcomes. Collaborative workshops lead to new courses, joint UI-NU-CC courses, and increased MSI access to international field experiences by sharing faculty expertise and institutional resources rather than unidirectional T6 sponsorship. CAS-PAS and the UI CoE Department of Curriculum and Instruction will spearhead the extensive Global Reach Initiative to internationalize teacher preparation by integrating area studies, LCTL learning, and global perspectives into methods classes, curriculum development, practicums, and professional development. Middle grades African Studies curriculum development in concert with "Global TAs" supports teaching practicums as the CoE prepares for the new Illinois state middle school teaching license. Fieldwork for pre-service teachers in Ghana and the professional development African Summer Institute for Teachers round out a unified set of activities that disseminate new understandings of Africa's diverse history and rapidly developing future. With this programming, a High School summer camp, and enhanced library support (including production of a new nationally accessible "Reference Guide to Africa"), CAS-PAS seeks to promote a comprehensive understanding of Africa as an emerging global entity for the next generation of American educators.

UI-NU Glossary of Acronyms

ACES – College of Agriculture, Consumer, and Environmental Sciences	GTA – Global Teaching Assistantships
ACTFL – American Council on Teaching of Foreign Language	I-STEM - Illinois STEM Education Initiative
AP – Absolute Priority	ICC - International Student Career Certificate
AS – African Studies	IHE – Institutions of Higher Education
ASOC - Area of Scholarly Concentration Curriculum Stipend	IP – Invitational Priority
BU - Birmingham University	IPS – International Programs and Studies
C&I – Curriculum and Instruction	ISITA - Institute for the Study of Islamic Thought in Africa
CAS – Center for African Studies	LCTL – Less Commonly Taught Languages
CC – Community College	MSI - Minority Serving Institutional
CGS – Center for Global Studies	NEIU – Northeastern Illinois University
CIBER – Center for International Business and Economic Research	NGO – Non-Governmental Organization
CIC - Committee on Institutional Cooperation	NRC – National Resource Center
CLACS – Center for Latin American and Caribbean Studies	NSF – National Science Foundation
CLI – Council on Language Instruction	OCLC - Online Computer Library Center
CoE – College of Education	OPI - Oral Proficiency Interview
CPP1/2 – Competitive Preference Priorities 1 & 2	OUR – Offices of Undergraduate Research
EPOL – Department of Education, Policy, and Organizational Leadership	PAS – Program for African Studies
GPRA – Government Performance and Results Act	SAWBO - Scientific Animations without Borders
GRMS – Global Reach Middle School	SILMW - Summer Institute for Languages of the Muslim World
GS – Graduate Students	TAB – Teaching Advancement Board
GSLIS – Graduate School of Library and Information Science	UG - Undergraduate
	WCAS - Weinberg College of Arts and Sciences
	WGGP – Women and Gender in Global Perspectives
	YALI - Young African Leaders Initiative

Table of Contents

Federal Forms	
Abstract	i
Glossary of Acronyms	ii
Table of Contents	iii
Application Narrative	
1. Introduction and Commitment to Subject Area	1
2. Quality of Curriculum Design	4
3. Quality of the Non-Language Instructional Program	10
4. Quality of the Language Instructional Program	14
5. Strength of Library	19
6. Quality of Staff Resources	22
7. Outreach Activities	25
8. Program Planning and Budget	30
9. Impact and Evaluation	44
10. FLAS Awardee Selection Procedures	53
11. Competitive Preference Priorities	57
Appendix 1: Budget	A1-1-7
Appendix 2: Profiles for Project Personnel	A2-1-126
Appendix 3: Area Studies and Course Lists	A3-1-27
Appendix 4: Performance Measure Forms	A4-1-10
Appendix 5: Letters of Support	A5-1-3

§1. INTRODUCTION AND COMMITMENT TO THE SUBJECT AREA

The new University of Illinois (UI)-Northwestern University (NU) consortium, formed in 2013, weds Chicago's urban hub of African diaspora culture to the heartland campus of Urbana-Champaign, leveraging the academic resources and geographical reach of our institutions to internationalize K-16 education in the Midwest. The partnership mobilizes the institutional capacity and established public engagement commitment of one of the nation's preeminent land-grant universities and the innovative scholarship of a selective world-class private institution. The UI-NU consortium enhances joint strengths in African Less Commonly Taught Languages (LCTL) instruction, while extending the traditional boundaries of African study through new initiatives in global health, education, and interdisciplinary studies. Combining complementary institutional strengths in Engineering, Education, Library Science, Agriculture, and Environmental Sciences (all UI) with Medicine, Business, Global Health, and Study of Islamic Thought in Africa (all NU), our consortium expands new understandings of Africa to Community College (CC) and Minority Serving Institutional (MSI) partners, local communities, the Midwest, and the nation.

We propose to increase our commitment to African Studies (AS) by focusing on three themes which animate this proposal: (1) "A Changing Africa in a Changing World," (2) "Global Health," and (3) "New Pedagogies for a Global Africa." These interlinked themes are lenses for exploring new economic growth, technological advances, healthcare outcomes, security paradigms, religious dynamism, alliances, and trade patterns. Curriculum and course development, workshops, study of African LCTLs, and experiential learning overseas will continue to drive Center for African Studies (CAS)-Program in African Studies (PAS) efforts to train the next generation of educators and professionals in AS.

1.A.1. Operational Support: The financial commitment of UI and NU is summarized in Table 1.1. UI's commitment to the academic strength of AS on campus and to educational outreach has remained robust since 2010, with increases in

Activity	UI	NU	Total
Operations	\$46,622	\$32,000	\$78,622
Center Staff	\$304,715	\$242,692	\$547,407
Language Faculty	\$485,942	\$253,484	\$739,426
Area Faculty	\$4,590,635	\$4,622,137	\$9,212,772
Faculty Research, Travel, and Development	\$346,347	\$55,000	\$401,347
Outreach Activities	\$299,475	\$40,000	\$339,475
Student Support	\$404,909	\$2,208,343	\$2,613,252
Library Staff	\$215,270	\$397,333	\$612,603
Library Resources	\$100,000	\$610,316	\$710,316
Total	\$6,793,915	\$8,461,305	\$15,255,220

institutional support in Center staff (54%), language faculty (31%), outreach (18%), and library resources (25%). UI funds 100% of the salaries of the Director, Associate Director, Assistant Director, Office Support Associate, and administrative support staff. International Centers Administrative Services staff in International Programs and Studies (IPS) provides grant management for UI areas studies. Provost Adesida (a CAS faculty affiliate) funded the 2013 Inspire-Africa Initiative in partnership with Sweden's KTH Royal Institute of Technology, which provided \$50,000 to build sustained partnerships with African institutions of higher education (IHE) by developing synergies in research, course development, study abroad, and outreach programing to improve health and environment in East Africa.

Since 2010, NU's long-standing commitment to AS has increased with university infusion of an additional \$180,000 of support for graduate training and faculty research in language training, travel awards, faculty research grants, and faculty-graduate student working groups. NU funds 100% of the salaries of the Director, Associate Director, Program Assistant, the Interim Director of Institute for the Study of Islamic Thought in Africa (ISITA), and 2 part-time administrative support staff. The Buffett Center for International and Comparative Studies provides budget and grant management support for PAS.

1.A.2. Teaching Staff: New faculty hires reflect strong interests across UI and NU campuses to expand expertise in African languages and area studies. UI-NU supports 173 faculty (97 core and 76 affiliate) totaling \$9,952,188 based on percentage of AS focus. Twenty-nine of these are new hires since 2010 (see Table 3.2). UI-NU's faculty is described in §6.

1.A.3. Library Support: UI-NU provided more than \$1.3 million in acquisitions, digitization, and staffing, reflecting strong institutional commitment (detailed in §5).

1.A.4. Linkages Abroad: UI and NU have 21 Memoranda of Understanding with 8 African countries: 15 of these with universities or STEM institutes since 2010. Details on the linkages tied to faculty-led study abroad programs are detailed in Table 2.2. UI-NU faculty and students also participate in African research networks, such as Council for the Development of Social Science Research in Africa, Organization of Social Science Research in Eastern Africa, and West African Research Association. Exemplary of UI-NU linkages with Africa include the 2014 partnership between the CAS-supported *Global Health Initiative* and Njala University (Sierra Leone) (see §8) and NU's Access to Health Project, which brings teams of faculty and graduate students from Law, Business, Medicine, and Public Health to sites in Ethiopia and Mali to form partnerships with health administrations and NGOs. African linkages are expanding and deepening at UI-NU with the Inspire-Africa Initiative and collaboration between PAS and Ashesi University (Ghana) as part of a DoS Young African Leaders Initiative (YALI) project at NU. Since 2010, 37 UI faculty and staff have traveled to Africa using \$346,347 for research, conferences, and linkages. From 2010-13, UI-NU supported salaries and travel expenses for 14 faculty to lead 26 programs to 7 countries (Table 2.2).

1.A.5. Outreach Support: UI-NU provided \$339,475 in support for Africa programs last year, including installment of the "Encounters: The Arts of Africa," exhibition at the Krannert Art

UI-NU Consortium for African Studies

Museum, a Public Health in Africa lecture series, and year-long programming on the Mali crisis. With increased institutional support, CAS and PAS plan to hire an Outreach Coordinator (UI funding 55% and NU 75%). CAS also works with UI National Resource Centers (NRCs) to multiply efficiency and impact of outreach ventures. Notably CAS collaborates with the Center for Global Studies (CGS), the College of Education (CoE), and local school systems for outreach and exchange activities as part of the Global Institute for Secondary Educators (featured in the Dec 2013 IFLE newsletter), facilitating cultural exchange and community integration activities for high school teachers from 8 African countries for 6 weeks every summer.

1.A.6. Student Support: Table 1.1 summarizes UI-NU commitment to students in AS. UI-NU provides graduate assistantships, fellowships, and tuition waivers; funding for student travel to Africa, grants for research and language learning in Africa; and financial aid/support for UG study abroad to Africa. In 2012-13, UI-NU provided \$2,613,252 in support of students studying or teaching about Africa in assistantships, fellowships, tuition waivers, and grants, of which \$2,418,719 went to graduate students, including \$1,497,273 in tuition waivers. In 2012-13, UI-NU provided \$174,379 in fellowships or grants for study abroad in Africa. PAS offers numerous grants that support undergraduate (UG) research on Africa, such as the Herskovits Library Research and Young Leaders awards, and 15 full scholarships per year for two years (2014-16) in the Global Engagement Summer Institute, significantly increasing diversity in NU's most popular study abroad program.

§2. QUALITY OF CURRICULUM DESIGN

CAS and PAS function as catalysts, strengthening AS instruction and curricular offerings across a broad range of UG and graduate degree programs.

2.A.1. Undergraduate Programs and Appropriateness of Requirements: The UG degree programs at UI-NU share a commitment to rigorous core courses, advanced language proficiency requirements, and an interdisciplinary orientation that exposes students to the geographical and disciplinary breadth of AS. Table 2.1 summarizes the requirements for UG degree and certificate programs at UI-NU, including language requirements. Since 2010, 57 UI-NU undergraduates have been awarded a Minor, Adjunct Major, or IPS Major in African Studies, coming from 13 disciplines in the humanities and social sciences and 7 professional schools, including Agricultural Economics, Business, Communication, Education, Engineering Fine Arts, and Journalism.

TABLE 2.1 UI-NU Degree/Certificate Programs & Requirements

	Degree/Certificate Program	Requirements (hours refer to semester hours)
Undergraduate	Minor in African Studies (UI-College of LAS)	15 hrs of African studies core courses (6 hrs at 300-level); 5 hrs of African language courses
	Minor in African Studies (NU-any academic department or professional school)	6 courses with Africa content from 2 departments, including 2 courses from the African History 255 sequence and Anthropology 255 ; 2 years of a foreign language or equivalent proficiency
	Individual Plan of Study Major in African Studies (UI- College of LAS)	55 hrs of courses including 20 hrs of area courses with 100% Africa content, 15 hrs of courses with 25% or more Africa content, and 20 hrs of African language study
	Adjunct Major in African Studies (NU Weinberg College of Arts and Sciences)	11 African content courses; a senior capstone seminar; a quarter-long practicum related to African studies; 2 years of foreign language study.
	Certificate in Global Business Culture (UI-College of Business)	20 hrs of courses including 2 hrs of international business courses, 2 hrs of area and thematic courses, and 5 hrs language courses
	Minor in Sub-Saharan African Languages (UI-College of LAS)	18 hrs of courses including 6 African core courses at the 300- or 400-level, 6 African linguistics courses, and 6 African language courses
	Minor in Arabic Language (UI College of LAS)	18 hrs including 6 hrs of interdisciplinary courses, 6 hrs of Arabic culture and linguistics, and 6 hrs of third-year Arabic)
	Graduate	M.A. in African Studies (UI-CAS)
Joint M.A. in African Studies & M.S. in Library and Information Science (UI-CAS-GSLIS)		56 hrs of core courses divided equally between GSLIS and African studies. Language proficiency to at least the third year
Minor in African Studies (UI-CAS)		12 hrs of core African studies courses; 2 years of African language study
Graduate Certificate in African Studies (NU-PAS)		Fulfill graduate degree requirements of a specific department in a Ph.D. program; 6 graduate-level courses with Africa content, including 2 from outside student's primary academic program. Proficiency in a foreign language used in Africa

2.A.2. Undergraduate Program Quality: UI ranks 11th among public universities in the nation, and NU ranks 12th among national universities according to the 2014 *U.S. News & World Report*. Both have Offices of Undergraduate Research (OUR) that work to enhance UG research opportunities including a new UG Research Certificate Program at UI and grants to fund international research opportunities (UI and NU). The over 250 UG Africa content courses offered in 25 fields (with enrollments totaling 6,725 in 2012-13; see Table 3.1) expose UI-NU UGs to Africa and create mentoring relationships with faculty that prepare them to pursue external awards to study and research in Africa including (between 2010-14): 14 Fulbright awards, 8 Princeton in Africa fellowships, 6 Benjamin Gilman International Scholarships, a Whittaker International Fellowships in biomedical engineering, a Davis 100 Projects for Peace award, 4 Gilman International Scholarships, and 2 Boren Scholarships.

2.A.3. Availability and Appropriateness of Training Options for Graduate Students in Disciplines and Professional Fields: As shown in Table 2.1, CAS-PAS offer 2 MAs, a Graduate Minor, and a Graduate Certificate in African Studies. The joint MA/MS in African Studies and Library and Information Science, established by CAS and the Graduate School of Library and Information Science (GSLIS) in 2009, is one of only a few offered in the US. For professional students UI offers a practicum course (AFST 515) that provides opportunities for student involvement in outreach in schools and the community, and AFST 555 *Multicultural Education/Global Perspective*, cross listed under C & I in the CoE, which exposes students to issues in teaching about Africa in diverse classrooms. In addition to the degree programs, CAS-PAS offer extensive training and support for doctoral students from a wide range of disciplines (16 since 2010) whose research focuses on Africa. The weekly faculty-led Africa Seminar for graduate students at NU provides peer review of grant and dissertation proposals and chapters;

UI-NU Consortium for African Studies

discussion of key works in AS; research methodology training; mock conference presentations; and job talks. Graduate students also take part in the interdisciplinary working groups funded by PAS.

2.A.4. Graduate Program Quality: NU's African history program has been ranked within the top 4 programs in the nation by *U.S. News and World Report* since 2005. See Table 9.3 for graduate career placements. Since 2010, UI-NU AS graduate students have won 32 external grants and fellowships for research in Africa from Fulbright, the Social Science Research Council, the Council on Foreign Relations, the National Science Foundation (NSF), Howard Hughes, the Wenner-Gren Foundation, and the Council of American Overseas Research Centers Critical Language Scholarships.

2.B.1. Academic and Career Advising: CAS-PAS provide Africa-specific advising and mentoring, with the close involvement of center staff and faculty affiliates. At UI, the CAS Associate Director works closely with students on all academic and career matters, degree options, thesis review, fellowships, and study abroad, as does advisor and Director of Undergraduate Studies, Sr. Lecturer J. Rice, at NU. At the graduate level, CAS-PAS provide additional opportunities such as participation in Center organized conferences and weekly seminars. All 8 UI regional studies' centers offer biannual International Career Workshops focused on government, business, and the non-profit sector, with an average attendance of 75 UG and GS. Each year, CAS helps organize an informational orientation for both MA/FLAS students and participates in joint area studies information sessions for students interested in applying for FLAS fellowships. CAS-PAS regularly circulate study abroad, funding, employment, and professional development opportunities via its listservs and website.

The UI-NU Career Centers provide career assessments, graduate and professional school advising, on-campus recruiting, and alumni mentoring and networking opportunities through over 400 workshops that strive to reach underrepresented student populations by recruiting career services paraprofessionals resulting in increased diversity (22% increase for the African American population) among the applicant pool and new hires. To better serve its large international student population, the UI Career Center launched the International Student Career Certificate (ICC) Program in Fall 2012 to assist international students pursuing a career in the US. Over 475 students have already participated in the ICC with 50 earning certificates.

2.B.2. Opportunities for and Participation in Research and Study Abroad (SA): From

2010-13, 1,202 UI and NU students studied abroad in 19 African countries, whether on faculty-led programs (see Table 2.2) direct enrollment programs with partner institutions abroad, or independently designed research projects. Over the past decade, the total number of students studying abroad at UI, and the variety of programs, destinations, and diversity of disciplines represented has nearly doubled, from an UG study abroad enrollment of 1,259 in 2002 to 2,324

Table 2.2: CAS and PAS Faculty-led Study Abroad Initiatives, 2010-13			
University of Illinois (22 separate programs)			
Discipline	Country	Topic	Enrollment
Econ	Burkina Faso	Economic Development in Africa	22
Ed	Egypt	Youth and Democracy	15
Ed/Women's Studies	Morocco	Environment, Health, Global Justice	27
ACES	Sierra Leone	International Nutrition and Food Security	35
Urban Planning; HCD; ACES	South Africa	Globalization and Urban Inequalities Children/Families Service Learning Engineering for Development	160
Eng	Tanzania	Environmental Systems	20
Northwestern University (4 separate programs)			
Anth; Intl Stds; Comm.	Uganda	Public Health in Uganda	40
Intl Stds; Comm; Biomedical; Eng	South Africa	Global Healthcare Technologies	55
Total			347

in 2013, with increasing participation rates among students in professional schools such as the

UI-NU Consortium for African Studies

School of Agriculture, Consumer, and Environmental Sciences (ACES), Business, and Media. In AY 12-13, 234 of the 618 UG study abroad students were underrepresented ethnic minorities.

Study abroad programs offered through NU's International Program Development Office target underrepresented students and disciplines, such as premedical and engineering students, and others who might not engage in international study or research due to lack of either language skills or professionally relevant programs abroad. Disciplinary study abroad programs in Africa provide further options for students: ACES has 39 programs in 24 countries; Business, 29 in 22 countries; Engineering, 54 in 24 countries. The Feinberg School of Medicine Center for Global Health operates rotations in Mali, Nigeria, Senegal, South Africa, and Uganda. The Medill School of Journalism supervises a quarter-long residency in South African newsrooms. The Kellogg School of Management's Global Initiatives in Management Program combines 10 weeks of instruction followed by 2 weeks of in-country meetings with leaders in business and management in 12 countries, including Morocco, Kenya, and South Africa.

As a means of increasing access to study abroad, in 2008 the UI student body initiated a fee of \$4.59 per student per semester for merit- and need-based scholarships for study abroad. The fee, combined with study abroad financial support, annually generates over \$1 million for study abroad scholarships. In 2012-13, 513 UI students received scholarships and fellowships for study abroad; of those, 269 scholarships (52%) were awarded to need-based students and 146 to underrepresented minorities (28%). UI students studying in Kenya, Tanzania, Morocco, Senegal, Sierra Leone, and South Africa during this period received financial and merit-based scholarships totaling \$35,500. In 2012-13 the NU OUR awarded 7 research grants totaling \$15,624 for research in Ethiopia, Ghana, South Africa, and Uganda. PAS also supports graduate research and travel through pre-dissertation awards, archive and conference travel awards, and

the Morris Goodman Awards for graduate study of African languages. Awards from NU to graduate students travelling to Africa in 2012-13 totaled \$82,755. Seven UI AS students have participated in Group Projects Abroad for advanced language training in the last 4 years.

2.B.3. Access to Study Abroad and Language Programs Sponsored by Other Institutions:

Between 2010-13, UI-NU students studied abroad in Africa through programs sponsored by the Council on International Educational Exchange, the School for International Training. Many NU and UI students also participate in summer language programs through SIT's Arabic Language and Community Service program; Yale's, Michigan's, and Ohio State's programs in Advanced Kiswahili in Tanzania; and the University of Florida's Yoruba in Nigeria program. UI hosts the Committee on Institutional Cooperation (CIC), a consortium of 15 Big Ten Universities plus University of Chicago, Maryland, Purdue, and Rutgers. Through the CIC Alliances for Expanded Study in Overseas Programs, students can enroll in more than 70 study abroad programs. The CIC Foreign Language Enhancement Program provides scholarships to enable students to take summer courses in 83 LCTLs at member schools. Through the Traveling Scholars Program, doctoral students may enroll for up to 2 semesters at a CIC institution (offering 126 LCTLs) without changing registration or incurring added tuition.

§3. QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A.1 & 3.A. 2. Quality & Extent of Course Offerings in Disciplines & Professional Schools:

UI and NU offer a full range of courses in 24 disciplines and 11 professional schools providing in-depth regional coverage of Africa (detailed in Appx 2). From Fall 2012 through Spring 2014, academic departments and professional schools at UI-NU have offered 296 graduate and undergraduate courses with at least 25% African content, of which 110 have 100% African content. Sixty-two are housed in the professional schools. In 2012-13 enrollment in courses

UI-NU Consortium for African Studies

with African content totaled 6,995 with about 18% of the total from the professional schools.

Consortium complementarity is most evident in the respective emphases of the NU-PAS ISITA and Center for Global Health and UI-CAS MA program in Library and Information Science and the relationship with the Lemann Institute for Brazilian Studies. Interdisciplinary strengths in

Table 3.1 UI-NU African Studies Courses, Enrollments and Faculty AY 2012-2013

African Studies Courses						Faculty Commitment to African Studies		
Field/Profession	% Area Content			Enrollments		100%	50-99%	25-49%
	100%	50-99%	25-49%	UG	G			
Division								
LAS	87	42	105	5812	84	27	32	31
Professional Fields								
Agriculture	6		5	387	4	2	2	4
Fine and Applied Arts	7	2	10	386	25	3	2	5
Business	3		3	67	4		4	3
Education		3	5		24	1	3	2
Engineering	1		1	30	7		4	4
Health & Applied Science		1				2	5	4
Journalism	1			14			4	1
Law	1		4		67	2	1	4
Library Science	1	0	2		21	4	1	1
Public Policy	2	2			24	2		1
Urban Planning	1	1		29	10	1	1	
<i>subtotal</i>	23	9	30	913	186	17	29	29
TOTAL	110	51	135	6725	270	44	59	60

*Total UI-NU African Studies Faculty=173; Above data represents *Non-Language instructors* and does not include linguistics faculty and African Language instructors

these fields span academic and professional schools as well as social science, humanistic, and natural science perspectives (Table 3.1, Appx 2 & 3).

Expanding curriculum since 2010 includes 40 new or significantly revised non-language AS courses as well as the increase in area faculty detailed in Table 3.2. New courses introduced during the last three years cross a variety of colleges and departments: African Immigrants in Europe (Anthropology/CAS/European Union); Dissent and Disruption in the Modern British Empire (History); Language and Culture of the Arab World (Arab Studies), which complements

a sequence focused on Arabic in the professions; Biomedicine and World History (History); The Other African Literature (English); and Refugee Crises and Human Rights (International Studies Program), to name a few. A growing number of courses with Africa content have been introduced in colleges such as ACES, Business, Education, Journalism, Law, and Library Sciences, including Children’s Literature from Africa and the African Diaspora (Curriculum and Instruction [C&I], CoE) and Social Media and Global Change (Department of Education, Policy Organization and Leadership [EPOL], CoE). Many of the professional school courses include experiential learning in Africa, including Civil and Environmental Engineering, which combines course work with a study trip to Tanzania or Uganda; the inter-professional school Access to Health Project with field practicums in Ethiopia and Mali (Feinberg School of Medicine-Center for Global Health); and the Journalism Residency in South Africa (Journalism).

Department	New Faculty	Specialization
Afr. Amer. St.	R. Bailey	DRC, South Africa, Tanzania
Afr. Amer. St./History	E. McDuffie	Liberia, Sierra Leone, South Africa
Afr. Amer. St./French	S. Meghelli	Senegal, Algeria
ACES	O. Ferguson	Sierra Leone
ACES	H. Michelson	Kenya, Uganda
Anth.	A. Logan	Ghana
Anth./Global Health	N. Sullivan	Tanzania
Art & Design	S. Meier	Tanzania, Kenya
Civil & E.E.	P. Gardoni	General
Economics	C. Kinnon	Nigeria
EPOL	L. Herrera	Egypt
English	C. Abani	Nigeria
Entomology	B. Allan	Kenya
Geography & GIS	A. Chhatre	Tanzania, Kenya
History	J. Brennan	Tanzania, Kenya, Uganda
History	H. Tilley	General
Journalism	J. Collins	Sierra Leone
Kines. & Comm. Health	J. Iwelunmor	Nigeria, Ghana, South Africa
Law	J. Sorensen	Ethiopia, Mali
Library/GSLIS	L. Moustafa	Egypt, Algeria, North Africa
Linguistics	E. Balci	General
Linguistics	K. Riedel	Tanzania, Kenya, South Africa
Linguistics	E. Saadah	Egypt & North Africa
Media and Cinema St.	S. Noble	DRC
Music	M. Silvers	General
Philosophy, WGGP	C. Murphy	Rwanda, South Africa
Political Science	R. Riedl	Comparative
Religious St.	B. Ingram	South Africa
Sociology	A. Bayat	Egypt

3.B. Depth of Course Coverage: Breaking down the Social Science/Humanities statistics in Table 3.1, UI-NU has exceptionally deep coverage in the fields of Anthropology (11 courses since 2012), Economics (5 courses), Geography (7 courses), Global Health (17 courses), Global Studies (4 courses), History (21 courses), Political Science (23 courses), and Sociology (14 courses). These institutional strengths allow for regular offerings of AS courses within these fields at introductory and advanced levels. Courses are offered at 6 levels: 100-300 UG, 400 upper UG/G, 500 for G, and 600 for professional schools. NU's History department is exemplary of the depth of course coverage offered by the Consortium, offering 16 different courses since 2012 (all but 4 with 100% Africa content), ranging from Freshman Seminars to survey courses to specialized courses such as "Violence and History," along with 2 courses that prepare graduate students for field dissertation research. See Appx 3 for complete course listings.

3.C. Interdisciplinary Course Offering: Since 2012, UI and NU have offered 39 Africa content courses that are cross-listed with one or more disciplines or professional schools. Examples include Anthropology/Media Studies/ AS (African Film and Society); AS/ Political Science (Politics of Africa, Civil Wars,); Anthropology/Global Health (Global Health in Human History); and Middle East and North African Studies/ Political Science/Legal Studies (Islam and Contemporary Constitutional Developments in North Africa). UG and G degree programs in AS are anchored by interdisciplinary gateway and capstone courses as described in §2. Section 2 and Table 2.1 demonstrate UG and G interdisciplinary majors, minors, and certificate programs. CAS-PAS serve as hubs for interdisciplinary programming and collaboration where research faculty, visiting scholars, and graduate students from multiple disciplines participate in lecture series, panel discussions, brown bags, and topical working groups. Major interdisciplinary events

such as the “Power Africa” Symposium and Intramural Global Health Case Competition strengthen collaborations with faculty in professional schools and STEM programs.

3.D.1. Faculty Strength: Table 3.1 details UI-NU faculty teaching resources. Of 173 faculty with greater than 25% specialization in Africa, 103 devote more than 50% of their research and teaching to Africa. Table 3.2 details 29 of these recent appointments.

3.D.2. Pedagogical Training for Teaching Assistants: UI-NU TAs on both campuses receive rigorous pedagogical training and extensive support through orientation events such as the All-Campus TA Orientation (UI), the Graduate College’s International TA Orientation (UI), and the all-day New TA Conference (NU). Individual departments provide additional training and regular monitoring and mentoring. The Center for Teaching Excellence and the new Center for Innovation in Teaching and Learning (both at UI) along with the Searle Center for Advanced Learning and Teaching at NU serve as hubs for pedagogy, actively training students to become classroom leaders. Resources available to TAs at these centers include regular workshops on teaching excellence, Graduate Teaching Certificate programs, a Graduate Teaching Fellow Program, and online and distance programs. See §4.C.2 for foreign language-specific training for TAs.

§4. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

4. A-B. Language Courses, Levels, and Enrollments:

UI-NU offer 3 or more levels of Arabic and Swahili, in addition to first and second-year Wolof and first-year Zulu, as shown in Table 4.1. UI plans to offer fourth- and fifth-year Arabic over the next 4 years to meet increasing student demand. Modern Standard Arabic is offered at all levels, with Colloquial Arabic and Levantine added 2 years ago, Moroccan in 2013, and a new Arabic-English translation course in fall 2014. An inter-institutional partnership with Qasid

Arabic Institute is contributing to a significant growth in students seeking to obtain a minor (15+ in 2014) in Arabic for study abroad and work in

Table 4.1: UI-NU LANGUAGE LEVELS AND ENROLLMENT 2012 - 2013

Language	1st year		2nd year		3rd year		4th year		5th year		Total
	UG	G	UG	G	UG	G	UG	G	UG	G	
UI											
Arabic	113	24	64	9	43	0	9	9	2	3	276
Swahili	91	1	74	11	3	2	1	1	n/o	n/o	184
Wolof	18	2	7	0	0	0	n/o	n/o	n/o	n/o	27
Zulu	2	0	0	0	n/o	n/o	n/o	n/o	n/o	n/o	2
NU											
Swahili	113	9	86	0	2	2	n/o	n/o	n/o	n/o	212
Arabic	169	8	110	2	37	6	4	4	10	3	353
TOTAL	506	44	341	22	85	10	14	14	12	6	1054

n/o = not offered

the professions. CAS also offers a Minor in Sub-Saharan African languages and is piloting a Swahili language, culture, and history course. Additionally, the Summer Institute for Languages of the Muslim World (SILMW), supported by CAS, other NRCs, and Center for International Business and Economic Research (CIBER) since 2008, offers beginning to advanced instruction in Arabic, Swahili, Wolof, Turkish, and Persian in an intensive summer format. In addition to the MSA sequence through the fourth year, NU offers a course in spoken Egyptian Arabic, with plans to offer more African dialectical variations of Arabic over the next 4 years. PAS’s Morris Goodman Awards allow graduate students to study an African language not taught at NU via tutorial, summer language institute, or other programs.

In 2013 UI launched a formal LCTL program housed in the Department of Linguistics that offers instruction in Arabic, Swahili, and Wolof alongside 5 other languages, and supports communicative proficiency-based language teaching. The new LCTL program enrolls about 400 students each semester, with approximately half taking African languages. Acquiring proficiency in African languages is required or strongly encouraged for all CAS-PAS degree and certificate programs, as detailed in Table 2.1. UI-NU currently offer content-based language courses, including “Arabic Literature in Arabic” and “Islamic Theology,” with 2014-15 plans for new

CoE collaboration to offer content-based short courses (with instruction in Swahili) in C&I (“Policy and Practical Divides in National Language Policy: a Case Study of Swahili in Kenya”) and EPOL “Girls’ Education in International Development: a Case Study of Kenya”) for pre-service educators, students with Africa concentrations, and students in Global Studies and Global Studies in Ed programs.

4.C.1. Instructional Faculty and

Expertise: CAS-PAS have taken measures to retain language faculty and meet the rising demand for instruction in African LCTLs. We have implemented new policies to promote and retain critical teaching

	Full-time Senior Lecturers*	Full-time Lecturers*	Instructors	Total
Arabic	1	4	5	10
Swahili	1	1	2	4
Wolof			1	1
Zulu			1	1
Total	2	5	9	16
*All Sr. Lecturers & Lecturers are Permanent (UI) or Continuing (NU--3 yr. renewable contract)				

faculty, including language instructors, such as new base salaries, 9-month appointments, and the opportunity to advance to a “teaching professor” title (UI). At NU, programmatic restructuring to meet increasing demand for Arabic and Swahili resulted in hiring an additional full-time Arabic lecturer and language coordinator in 2013, and reducing student-to-faculty ratios in Level I and II Swahili classes. The continued demand for advanced Swahili at NU will be addressed by establishing a CIC courseshare irrespective of T6 funding with UI level 3-4 Swahili. Lower level Wolof and Zulu will also be offered via courseshare at NU as part of a UI-NU strategic plan for expansion and goal of becoming the preeminent LCTL African Languages program in North America.

4.C.2. Language Pedagogy Training: Of the 7 UI-NU full-time Arabic and Swahili language teachers (Table 4.2), five hold PhDs in linguistics or language and literature, and 2 hold a Masters. UI-NU’s Arabic faculty have significant expertise in the integration of dialectical

variations into MSA sequences, the use of authentic materials, and the language acquisition of heritage speakers; the Swahili instructors possess complementary strengths in linguistics and literature and oral traditions. UI-NU support materials development and training opportunities in performance-based teaching through the Teaching Advancement Board (TAB) and Weinberg College of Arts and Sciences (WCAS) Council on Language Instruction (CLI). TAB and CLI offer grants for teaching enhancement and attendance at language pedagogy workshops and organize symposia designed to keep the professional skills of language instructors up-to-date. UI Instructors receive departmental mentoring in addition to annual language specific Pre-Fall Semester workshops, Pre-Summer SILMW workshops, and training at the Center for Innovation in Teaching and Learning. UI-NU Instructors participate in pedagogical training (detailed in Appx 2) sponsored by the National African Language Resource Center, the African Language Teachers Association, National Council of the Less Commonly Taught Languages, American Council on Teaching of Foreign Language (ACTFL), the National Heritage Language Resource Center, and the Chicago Arabic Teachers Council. Joint NRC initiatives planned for the next 4 years (detailed in §8) will increase training for instructors on both campuses in performance-based language teaching.

4.D.1. Performance-based Instruction: Instruction in all basic language courses at UI-NU beyond the 100-level is conducted in the target language. Oral language production emphasizes open-ended communicative learning, stressing listening and small-group activities that focus on meaning rather than form. Writing practice includes compositions, story journals, and language lab exercises. Authentic materials, including literature, films, paintings, popular media, songs, and websites engage students in written and spoken language usage embedded in relevant cultural contexts. Advanced tutorials and readings courses are routinely taught, using literary

texts, primary and secondary literature, policy documents, and authentic texts such as newspapers, magazines, and cultural materials. After two years, students are able to read basic authentic texts, understand short authentic audio, and engage in conversation on most everyday topics, while students in higher-level courses engage with literature, media in the target language, and/or advanced dialect material. The UI certificate and MA program in Translation Studies offer advanced content-based courses (including an Arabic-English translation class starting fall 2014) for students pursuing careers as translators with 76 (UG & G) students currently enrolled.

4.D.2. Adequacy of Resources: UI-NU have state-of-the-art resources for language teaching and practice, are nationally recognized for strong computational and computer-mediated learning expertise, and employ advanced web-based courseware in instruction and evaluation. UI leads Coursera MOOC course development and is growing traditional and hybrid online degree programs. Linguistics and language learning facilities at UI-NU include labs for Second Language Acquisition and Bilingualism, Phonetics and Phonology, Electrophysiology and Language Processing, Discourse, Social Interaction and Translation laboratories, Computational Linguistics, along with the Multimedia Learning Center, Digital Media Services, Collection Management, and Academic Technologies. Cultural events, field trips, film screenings, language immersion social hours, and discussion tables on both campuses give students the chance to practice conversational and comprehension skills outside the classroom.

4.D.3. Language Proficiency Requirements: With faculty certified in Oral Proficiency Interview (OPI) standards and possessing testing methods expertise, UI has emerged as a nationally prominent center of research on second language acquisition with a focus on proficiency-based pedagogy, evaluation, and testing of LCTLs. Through the annual OPI

Workshop, faculty and LCTL instructors work with ACTFL instructors to implement OPI standards and methodologies to evaluate student and program achievement. Instructors are trained in PB teaching and OPI measurement, including hands-on practices, critiques of live and videotaped teaching sessions, and strategies to develop course plans and materials. In 2013-14 UI NRCs supported the first of biannual Arabic language instructor training workshops on effective language-learning principles and pedagogy. At NU, all Swahili and Arabic courses are calibrated to ACTFL proficiency guidelines, and students are assessed throughout each quarter via oral and written homework, quizzes, and exams. Swahili I and II utilize instructor-oriented diagnostics and student-oriented self-assessments through the online learning system (Blackboard). In some higher-level courses and independent studies, papers and multi-media or research projects are assigned. UI-NU plans to further integrate proficiency assessment into the language curricula across all African FLAS languages offered by CAS-PAS (see §8.B.3 for details).

§5. STRENGTH OF LIBRARY

As a consortium, UI and NU merge the strengths of two internationally recognized AS libraries: the UI Africana Library and the Melville J. Herskovits Library (the largest library for the study

Table 5.1: African Studies Library Collections–Total Holdings by Format

Names	Printed Volumes	Volumes in Arabic	Maps	Microforms	Serials	Films & Videos	Guides to primary source collections	Primary Source materials	
								In Print	Microform
UI Africana	245,000	15,000	46,000	12,000	2,900	800	125	100	90
NU Herskovits	450,000	25,000	*	*	2,800	5,000	*	**	

* comparable NU/Herskovits statistic not available

** 6,000 rare books, 670 linear feet of archival and manuscript collections, 210 linear feet realia, 15,000 historical photographs, 75,000 pieces in the Vertical File

of Africa in existence). Both have long been headed by distinguished tenured librarians, bibliographers, and professional staff (see Appx 2).

5.A.1 Strength of Holdings: The UI University Library ranks first among U.S. public universities in the number of volumes in its collection (over 13 million), and ranks second overall. The NU University Library ranks tenth in holdings (over 4 million) among U.S. private universities. Together, both institutions added 391,000 volumes in 2012-13 and hold over 35 million items in all formats. The UI-NU AS collection (see Table 5.1 for details) contains volumes in English, European languages, Russian, and 250 African languages, and includes primary source material, government documents, ephemera, maps, posters, photographs, DVDs, and videos concentrated in the humanities, social sciences, human rights, law, and agriculture. The Herskovits ephemera collection includes 75,000 publications, much of which has been digitized (maps, photographs, posters) and is freely accessible on the web. In addition to a nationally renowned UI African film collection, the Krannert Art and Spurlock Museums hold over 10,000 African artifacts and teacher kits. Both Libraries build their collections through a variety of networks, including the Library of Congress Nairobi Office, Hogarth Representation, and dealers in various African countries.

5.A.2. Financial Support: The UI Library spends over \$315,000 per year on Africana acquisitions, digitization, and staff. The direct expenditure on Africana acquisitions is over \$100,000, including direct library support for the collection, grants, and expenditure by many library units that use their budgets for Africa-related materials. Salary and fringe benefits expenditures comprise at least \$176,000 for staff, including the 100% FTE AS Librarian, 33% FTE Librarian for North African materials, 1.25 FTE Graduate Assistants (.75% FTE for cataloging and .50% for International and Area Studies Library activities), and about \$39,270 for

technical services support. Last year \$610,316 was used to expand the Herskovits Library collection, while staff salaries totaled \$397,333.

5.B.1-2. Access, Online Databases, and Cooperative Agreements: The CAS website links to the Africana Collections & Services website (over 950 links in 22 categories), providing access to online library catalogs worldwide, databases, reference resources, the digital maps project, and an original collection of over 5000 Swahili proverbs. The Library purchases access to about 400 online databases and provides public access to the Online Computer Library Center (OCLC) database through WorldCat. The NU Library provides access to about 600 online databases, as well as the African Studies Research Guide. UI-NU have cooperative arrangements with libraries worldwide and belong to regional, national, and global bibliographic networks, including the Consortium of Academic and Research Libraries in Illinois, the OCLC cooperative (300 million records from 72,000 libraries worldwide), Center for Research Libraries, and Cooperative African Materials Project (a leader in African archive digitization).

Africa NRCs cooperate to acquire difficult-to-obtain materials from Africa, participating in I-Share Catalog (30 million records) and the Middle East Microform Project. Association of Research Libraries statistics show that the UI has the 8th largest university lending and 4th largest borrowing library in the US with over 68,000 and 77,000 items respectively (2010-11). UI's Mortenson Center for International Library Programs has provided professional development to more than 700 librarians from 89 countries. UI is also building a robust institutional repository, the Illinois Digital Environment for Access to Learning and Scholarship, which includes AS research.

The NU Library uses OCLC's ILL subsystem exclusively for interlibrary lending. It borrowed 36,020 items last year and lent 29,919 items. The Herskovits Library circulated 3,057

monographs on interlibrary loan last year. Locally, the NU Library is a member of the Black Metropolis Research Consortium and the Chicago Collections Consortium which work to make collections more widely accessible. The Herskovits Library staff also participates in the annual “Teaching about Africa” course that provides continuing education credits for Chicago Public School K-12 educators organized by the Kemetec Institute, a Chicago-based Africa research organization.

§6. QUALITY OF STAFF RESOURCES

6.A.1. Faculty & Staff Qualifications: CAS-PAS faculty and staff provide leadership for academic programs ranked among the best in the world (see Appx 2 for their qualifications). To summarize, CAS draws on 98 faculty in 37 departments and 12 colleges; PAS draws on 75 faculty in 16 departments and 7 colleges. Nearly all CAS-PAS faculty have earned PhD degrees. Indicators of faculty prominence since 2010 include 4 Guggenheim awards (Alter, Bayat, Burton, and Diermeir); a MacArthur Fellowship (Penningroth); 2 Andrew A. Mellon awards (Qader and Edwards); 2 ACLS Fellowships (Thompson and Brennan); and an NSF Career Grant (Beaman), in addition to 4 national book awards (Brennan, Flynn, Glassman, and McDuffie). Consortium national leaders in their disciplines include W. Leonard, President of the Human Biology Association, and A. Orloff, President of the Social Science History Association. CAS-PAS faculty have received major grants for research, conferences, and travel to Africa from Ford, Fulbright, Gates, Hewlett, NEH, NSF, Rockefeller, USAID, and other funding sources.

Most CAS-PAS staff members speak at least one African language (see Appx 2). CAS Dir. Bowen (tenured political scientist), is a Lusophone scholar, with a record of partnerships with African universities; Assoc. Dir. Barro (PhD in C&I), specializes in gender & education, has 8 years of curricular programming and served as Chair of the Assn. of African Studies Programs

(2011-13); Asst. Dir. Bello-Bravo (PhD in Foreign Language & Cultures) has expertise in IT and education in Africa; PAS Dir. Reno (tenured political scientist), is an expert on conflict resolution in Africa, and was an advisor to the UN Secretary-General; Assoc. Dir. Klein (MPH) specializes in HIV/AIDS; ISITA Interim Dir. Sherekis (PhD History) is a specialist in Islamic W. Africa; and Coordinator Denzer (PhD History) brings expertise in W. African history.

6.A.2. Professional Development & Overseas Experience: UI and NU provide development opportunities for faculty, including sabbaticals; funds for conferences, research, and course development; faculty-release time to develop curricula or new expertise outside their primary discipline; and for research, writing, and travel. In FY13, the UI Research Board provided \$346,347 to support faculty in research and travel to Africa through the Scholar's Travel Fund, Hewlett, and Focal Point Research projects, exclusive of unit-based support. Since 2010, UI faculty made over 147 trips to 24 African countries for research and conferences. At NU, Deans allocate individual research accounts for tenure-track and tenured faculty, while both campuses support teaching academies that mentor faculty, support reading groups, and promote research on teaching and learning. CAS-PAS academic professional staff participate in conferences, are supported through the all-campus conference travel grant program, and often enroll in the campus supported Intensive Foreign Language program.

6.A.3. Commitment to Teaching, Supervising, & Advising: Intensive seminars, reading and research courses, and small class sizes foster close mentoring relationships. Faculty teach an average of 4 courses per year, hold weekly office hours, and supervise BA, MA, and PhD theses, spending about 56% of their time teaching, supervising, and advising. In 2012-13, 65% of CAS faculty were ranked as "Excellent" on student evaluation by the Center for Teaching Excellence. See §4 for language instructor-specific teaching, supervision, and advising. The Africana

librarians spend 10 hours/week advising and supervising students. Most academic departments and colleges have UG advisors who help students in their area of specialization. Weekly lecture series, workshops, and CAS-PAS seminars offer a regular forum for faculty to provide critical feedback to student research (see §2B).

6.B.1. Campus-Wide Representation in Program Oversight: CAS-PAS oversight is provided by interdisciplinary Executive Committees that consists of the Director, head of the AS libraries, and members of the language faculties and professional schools, as well as reps from several departments (Table 6.1). The committee meets twice each term to review activities. Additional faculty serve on other interdisciplinary committees to determine research/travel grants, rank and select applicants to the MA program (UI), and choose library film acquisitions.

6.B.2. Administrative and Outreach Staff: See 6.A.1 and Appx 2 for profiles. CAS is staffed by 5 members: the Dir., Associate Dir., Assistant Dir., Office Associate, and a GA. Outreach and dissemination are enhanced through UI’s multi-NRC International Outreach Council. The PAS staff includes the Dir., Associate Dir., a Program Assistant, and a Coordinator, as well as the Interim Dir. of ISITA. UI and NU provide CAS-

UI-CAS	NU-PAS
M. Bowen, CAS, PolSci; P. Keenan, Law; R. Shosted, Ling.; A. Zerai, Soc.; T. Barnes, Hist.; R. Ginsburg, EPOL; K. Salo, DURP; R. Bailey, Dept Af-Amer Studies; A. Batoma, Library; M. Barro, CAS; L. Moustafa, Library; K. Riedel, Ling.; E. Saadah, Ling.; J. Mlay, Student Rep, CAS	W. Reno, PAS, PolSci; K. Klein, PAS; E. Mwangi, English; R. Riedl, PolSci; Jeff Rice, PAS; R. Shereikis, ISITA; N. Sullivan, Anthro./Global Health; H. Tilley, Hist.; I. Wilson, English/American Studies

PAS with centralized administrative, financial, and grant management support (see §1.A.1.)

6.C. Non-discriminatory Employment Practices and Diversity: CAS and PAS adhere to nondiscriminatory and affirmative action employment policies, providing equal opportunity for all qualified persons and prohibiting discrimination in employment on the basis of attributes unrelated to job performances. The Provosts’ “Targets of Opportunity,” Offices of Minority

Student Affairs, and DRIVE (Diversity Realized at Illinois by Visioning Excellence, UI) faculty hiring initiatives recruit faculty and students from underrepresented groups, with an Office of Equal Opportunity and Access (NU) ensuring compliance and implementation of an Affirmative Action plan to recruit and retain underrepresented groups. See §9B and GEPA for equal access provisions.

§7. OUTREACH ACTIVITIES

CAS-PAS outreach programs and resources reach over 60,000 individuals annually (nearly 6,000 face-to-face interactions; see Table 7.1) in K-12, post-secondary, CC, media, business, and public sectors, including underrepresented populations. In addition, our growing online presence, highlighted by well trafficked websites (50,000 visits annually), reaches people beyond our Midwest geographical scope. Our outreach activities target the key T6 constituencies: K-14 teachers, Post-secondary audiences, along with business, the media,

public officials, and the public. This section should be read in tandem with Tables 7.2 and 7.3.

7.A. Elementary and Secondary

Schools: Teacher Training. CAS-

PAS collaborates with the UI-NU Schools of Education, school districts, school leaders, and regional and national organizations including the Illinois Council for Social Studies to develop AS content for professional training programs serving international, national, regional, and local K-12 teachers, pre-service teachers, and education faculty. Outreach activities include AS curriculum workshops, credit-bearing intensive African pedagogy summer courses for teachers, professional development summer institutes on international issues, and classroom visits and

Group Impacted	2010	2011	2012	2013
K-14 Teachers/ Administrators	90	163	194	50
Postsecondary Faculty/Students	2666	2019	2683	2515
Business/Media	377	565	50	50
General Public	1825	3713	3941	2427
Represents direct, in-person attendance (<i>Excludes reach via online, video, TV, Radio, and publications</i>)				

UI-NU Consortium for African Studies

Table 7.2: CAS-PAS Selected Outreach Activities, 2010-2013*

Title of Activity	Frequency	Target Audience	Impact	Activities	Electronic Access	Expert Presenters and Collaborators
Urbana-Zomba Sister Cities Project	(8 events) Series	P, G, K12, M	National	Lectures, Hands-on, Course Project, Curriculum		Faculty, Political Leaders, Professional Artists
Krannert Art Museum Africa Exhibit Opening	One Time	P, PS, K12, M	Regional	Exhibition, Presentation		Faculty, Research Scholars, Professional Artists/Curators
MillerComm Lecture Series on Africa	Series	CC, PS, B, P	National	Lectures		Faculty, Research Scholars
Summer Institute for Languages of the Muslim World	Annual	K12, CC, P, PS, M	National	Presentations, Curriculum Plans, Teacher Training		Faculty, Graduate Assistants
Africa and Information Technology Conference	One Time	P, PS, B, M, G	National	Presentations, Lectures, Discussion Panels		Research Scholars, Faculty, Students
Institute for the Study of Islamic Thought Roundtable: Radical Islamic Movements in Africa	One Time	PS, P, M, B	National	Discussion Panel, Lectures	AV Recording	Faculty, Students, Political Leaders, National and International Scholars
Forum on Pedagogy and Teaching in Africa	Series	PS, P, K12, CC	National	Discussion Panels, Curriculum, Teacher Training		Faculty, students, Political Leaders, National and International Scholars
Public Health in Africa	Series	PS, P, M, CC	National	Presentations, and Lectures; Q&A	AV Recording	Faculty, Students, Political Leaders, National and International Scholars
Master Class Old Town School of Folk Music	One Time	K12, PS, P, M, CC	Regional	Performance, Training, Class	AV Recording	Faculty, Students, Political Leaders, National and International Audiences
Globalfest International Festival	Annual	K12, P, M	Regional	Exhibitions, Classes, Presentations, Talks, Performances		NRC Staff, Faculty, Teachers, Students
<p>Target Audience: K12=K-12 Teachers CC=Community College PS=Postsecondary Other Audience: B=Business M=Media P=Public G=Government (includes Military) Impact: Local=50 Sq. Miles Regional=IL & Adjacent States National=US Audiences</p>						

*TABLE USES IFLE CATEGORIES FOR REPORTING IN IRIS. IN 2010-2013, CAS-PAS SPONSORED OVER 100 OUTREACH EVENTS, REACHING ALMOST 6,000 PEOPLE IN ILLINOIS & THE US (EXCLUDING AN ESTIMATED 40,000 PEOPLE REACHED VIA CABLE AND PUBLIC TV/RADIO BROADCASTS LOCALLY AND CHICAGO-AREA. ~50,000 UNIQUE WEBSITE VISITORS. AV RECORDINGS ACCESSED ON VIA WEBSITE. PRINT PUBLICATIONS DIGITALLY ARCHIVED.

Table 7.3: CAS-PAS Outreach Activities 2014-18: Organized by T6 Priorities & Thematic Foci	
Outreach Activities 14-18	Target
Integrating Area (African) Studies into Teacher Training	
African Summer Institute for Teachers	K12
Curriculum Development for <i>Global Reach Middle School*</i>	K12
Interactive Online AS curriculum modules on Extension “Schools Online” platform*	K12
Global Reach Summer Institute for Teachers w/Global Institute for Secondary Educators*	K12
Global Perspectives Summer Workshop for K-8 teachers	K12
Virtual Teach-ins w/ US and African teachers through US Department of State Global Institute for Secondary Educators*	K12
Chicago Teachers as Scholars (w/Newberry Library)	K12
Collaborating w/ Community Colleges & MSI	
Parkland , Malcolm X College, “Peacebuilding in Africa” Workshops; training module development	PS, CC, MSI
Mobility Training for Differently-Abled Study Abroad*	MSI, PS
Changing Africa in Changing World Colloquium w/Parkland/Malcolm X*	MSI, PS, CC
Islam in Africa Workshops w/Parkland/Malcolm X*	PS, MSI, CC
Expanding LCTL Instruction & Assessment	
Summer Institute for Languages of the Muslim World Arabic program for high school students	K-12
<i>Global Reach Middle School</i> Swahili & Arabic Instruction*	K-12
LCTL Professional Development certificate*	PS K12
Business & LCTL Language Symposium	PS
<i>Global Reach Middle School</i> Afterschool Language Academy Arabic/Swahili*	K12
A Changing Africa in a Changing World	
JACS Conference; “Violence, Trauma, Memory”	PS, CC, MSI
Changing Africa in a Changing World Symposium	PS, CC, MSI
Trafficking Networks Symposium	PS, CC
China-Africa Lecture Series	PS, CC, MSI
Swahili Arts Online Exhibition	PS, CC, MSI
Muslim World Lecture Series	CC, PS
Lecture Series on North Africa	PS, CC
<i>See above “Collaborations w/CC & MSI” (“Islam in Africa”)</i>	PS, CC, MSI
Displacement and Health Conference	PS
Global Health	
SAWBO Summer Camp for HS	K12
Women’s Health & Social Justice Conference	PS
JACS Global Health Conference	PS,CC, MSI
New Pedagogies for a Global Africa	
Regional Library Workshop	CC, MSI
PS=Postsecondary K12=Elementary & Secondary CC=Community College MSI=Minority-Serving	

*T6 Priorities

special presentations by affiliated faculty and staff. CAS-PAS moderates two K-12 listservs, *African Studies Educators* and *K12-Global Ed*, for dissemination, and offers AS an annual International Summer Institute in collaboration with the CoE for teachers from across the nation.

As a partner in the Urbana, IL-Zomba, Malawi Sister Cities project, CAS conducted two years of teacher training reading groups in 5 local schools, and development of lessons on water in Malawi were incorporated into the school curriculum. CAS also works on teacher exchange activities with the Global Institute for Secondary Educators (a Department of State program at

UI), matching visiting African Secondary School teachers from 8 countries with local teachers in the Champaign-Urbana community. Complementing these activities, PAS participates in professional development programs for teachers at Chicago's Newberry Library, and co-sponsors an annual credit-bearing intensive professional development program for K-12 educators in AS each summer. K-12 Students. CAS-PAS take part in events designed to bring African culture, language, and history to students in the region through participation in GlobalFest (an annual world languages and cultures event linked to Illinois teaching standards, that provides instruction in over a dozen LCTLs to 800 Illinois secondary school students grades 6-12), cultural evenings at local schools, and school district Resource Fairs for teachers and administrators.

7.B. Post-Secondary and Professional School Outreach: CAS-PAS partners with colleges, institutes, centers, study groups, and programs to offer high quality outreach offerings to the campus community and professional schools. CAS has sponsored and organized conferences, lecture series, and symposia such as Peacebuilding in West Africa, Africa and Information Technology, China in Africa, President Obama's Africa Policy, and Marikana and Post-apartheid Democracy in South Africa, in addition to weekly presentations of ongoing work by local, national, and international researchers. PAS offers nearly 50 events throughout the year, averaging 2 lectures per week and multiple large-scale conferences per year, including Public Health in Africa, Conflict in Africa, and the Democracy and Governance Series. PAS events are free and open to the public and attract campus and community members from the larger Chicagoland area. PAS partners with an average of 25 different centers and Chicago area organizations for thematic areas of programming, spearheading the first annual Global Health Case Competition, and a new lecture series partnership with Northeastern Illinois University.

7.C. Outreach to Business, Media, and the Public: CAS has focused considerable attention on increasing the Center's media profile. CAS guest speakers and affiliate faculty have enjoyed considerable exposure through local public and community radio along with the UI's Illinois International Public Access TV program. In addition, extensive coverage of CAS-sponsored events now appears regularly on regional commercial and local community TV channels and in the local newspaper, the *News-Gazette*. Thirteen CAS guest speakers have been the subject of one hour interviews on local National Public Radio, reaching thousands of people in central Illinois. CAS has become the major source for local and regional information and analysis on African affairs. Moreover, CAS's growing online presence features a re-designed website that attracts nearly 30,000 distinct visitors per year and presents an online version of the CAS longstanding biannual newsletter, *Habari*. The CAS-sponsored Urbana-Zomba Sister Cities project has included events for the community, including an African music concert, a mixer which drew more than 150 people, and a talk on "China in Africa" by guest scholar Deborah Brautigam, which attracted a crowd of 300. PAS reaches a wide audience with 22,000 website visits, and maintains a Facebook presence, utilizing social media to promote programs. PAS also publishes free quarterly newsletters and a "working papers" series online and in print to a regional mailing list of nearly 1,000.

CAS-PAS are rapidly developing a growing portfolio of high profile business and government connections. NU has been chosen as a host institution for the YALI. An Obama administration initiative, YALI is part of a long-term effort to strengthen partnerships between the United States and Africa and promote democratic governance across the continent. Working with NU's Farley Center for Entrepreneurship and Innovation, PAS has established relationships with IBM, Boeing, Intel, and World Business Chicago, with new linkages to the business community

growing every day. CAS is currently seeking to gain YALI institutional partner status, and also plans to grow its established relationship with Scientific Animations without Borders (SAWBO), a CAS-affiliated online health and development education project that has gained a tremendous media presence. SAWBO has produced more than 120 animations in more than a dozen indigenous African languages. These videos (some commissioned by the State of Illinois) have scored more than 120,000 You Tube hits and are used by grassroots practitioners, local governments, non-governmental organizations (NGOs), and communities in Ghana, Mozambique, and Ethiopia.

§8. PROGRAM PLANNING AND BUDGET

Section 8 should be read in tandem with the Program Budget, Performance Measures Forms (Appx 4), and Evaluation (§9). Budget numbers here reflect 4-year program totals. The CAS-PAS mission is to build expertise in AS across all relevant disciplines as a field of study. The UI-NU consortium seeks to promote a comprehensive understanding of Africa as an emerging global entity, and works to achieve this mission through an integrated approach to LCTL, interdisciplinary curriculum development, K-16 teacher training, and outreach initiatives. Guided by T6 priorities and campus strengths, CAS-PAS identified three Thematic Foci that together strengthen in depth and scope AS at UI-NU: 1) “A Changing Africa in a Changing World,” 2) “Global Health,” and 3) “New Pedagogies for a Global Africa.”

8.A. High Quality Activities Related to NRC Program: The consortium objective is to integrate AS and languages into fields of study less traditionally touched by area studies, particularly K-12 teacher education and the sciences. Examples include CAS-PAS support of the emerging inter campus Global Health Initiative to launch an undergraduate minor; support for a new concentration in Africa-Brazil studies; development of new courses on Islam in Africa with

the Parkland and Chicago CC network; and the comprehensive joint NRC “Global Reach Initiative” that incorporates area studies and African languages into K-12 teacher certifying units. See §8B1-8B6 for further details.

8.B.1. Development Plan, Sustainable Programs, and Resource Allocation: The major activities for each of the Thematic Focus areas are as follows: **Changing Africa in a Changing World**. A launching symposium in Y1 involving 18 partners, including CCs, will be followed by annual symposia, workshops, cultural exhibits, lecture series, and summer institutes. All will address issues which build on consortium strengths: peacebuilding, the China-Africa connection, Islam in Africa, Trafficking, Violence and Memory, and Africa-Brazil relations. From these activities curriculum and program development will emerge to include a graduate certificate in Security Studies (Y3), course development in Social media (Y2), Africa Bibliography (Y3), a UG concentration in Africa-Brazil Studies (Y4), and a UG concentration in Islamic Education (Y4). Partnerships and workshops with MSI CC partners in Chicago (Malcolm X) and Champaign (Parkland) will produce courses on Islam and Africa (Y3) and Islam and Education in Africa (Y4). The total budget request of this Thematic Focus is \$294,926. **Global Health**. Collaboration with 11 partners including ACES and the Medical School will develop courses in engineering (Y2), biology (Y3), sociology (Y3), and informatics (Y4). This curriculum development will add Global Health case simulations to existing courses as well as enhancing the existing study abroad courses (Y2-Y4) and practicums (Y3-Y4) delivered in Africa. The total budget request for this Thematic Focus is \$79,500. **New Pedagogies for a Global Africa**. Collaboration with 8 partners will concentrate on expansion and enhancement of LCTLs. They will include LCTL instruction for professions (Y2-Y4), LCTL instructor training (Y1-Y4), linking study abroad, opportunities to LCTL offerings (Y3-Y4) and offering a K-12 LCTL

UI-NU Consortium for African Studies

professional development certificate (Y4). Other work includes offering a K-12 intensive summer institute in African Studies Pedagogy (Y1) with MSI Northeastern Illinois University (NEIU) (see Letter of Support); a new course in Arabic sociolinguistics; integration of AS into CoE social studies methods courses (Y1-Y4); an Agricultural Education certificate for field experience in Ghana (Y4); and establishing a mobility training institute (Y2) to prepare people to lead a differently-abled study abroad to W. Africa (Y4). The total budget request for this Thematic Focus is \$303,384.

Each of the Thematic Foci areas will address the following priorities and outcomes: curriculum development, outreach/dissemination, K-12 teacher training, CC/MSI collaboration and instruction, and linkages abroad. Also, **Global Health** and the **New Pedagogies** foci incorporate study abroad, with a focus on Diversity/Disability inclusion. Activities falling under all 3 Themes support T6 absolute and competitive priorities as follows.

8.B.2. Comprehensive Integration of African Studies and LCTLs into K-12 Teacher

Training: (AP & CPP2) As part of the **New Pedagogies** focus area, in 2014 CAS-PAS will launch the Global Reach Initiative, a joint NRC collaboration with UI CoE C&I faculty to create an elementary/middle school teacher certification program for competency in global perspectives and area studies. Incorporating awareness of cultural diversity in the US and abroad to meet the requirements of the new IL middle grades teaching license, the program will be offered to the 100+ pre-service education students currently enrolled in the elementary/middle school program. The initiative aims to internationalize fundamental components in teacher preparation; methodology training; content knowledge; curriculum development; practicums; and dissemination via professional development. CAS-PAS will support 5 linked programs to address this priority across disciplines: *Global Teaching Assistantships (GTA)*, the *Global Reach*

UI-NU Consortium for African Studies

Middle School (GRMS), a student-teacher study tour in Ghana, “Virtual Africa Teach-Ins,” and the African Summer Institute for Teachers.

AS *GTA*'s (\$3544, Line 28) will collaborate with C&I faculty as co-instructors to revise Social Studies methods classes (CI448/ CI449 [EI], CI401/402[Sec]), introduce African case studies and culture for critical pedagogical approaches, support student lesson planning during field placements (UI courses EDPR 250-1 and EDPR 485), lead weekly “Globalizing Africa Curriculum Clinics” for pre-service teachers developing “Integrated Unit” projects for methods courses, and collaborate to develop C&I’s Global Perspectives Summer Institute for school practicum sites. In concert with the *GTA* program, the *GRMS* will provide NU and Schools of Education in the Midwest with a valuable practicum site dedicated to area studies and LCTL pedagogy, leading to greater K-8 LCTL teacher certification. The CAS-PAS-CoE *Global Reach* collaboration includes partnerships with the UI program in Math, Science, and Technology in Education, ACES Agricultural Education teacher certification program, CoE e-learning program, and SLCL to develop 3 levels of middle school Arabic, Swahili, and 5 comprehensive 4-month units of AS curriculum linked across the humanities/social sciences, math and environmental sciences, and global health. Experiential, project-based curriculum is governed by our thematic Foci, “A Changing Africa in a Changing World” and “Global Health,” using an agriculture and environmental sciences approach to address issues of sustainability, global health, cultural diversity, and peacebuilding in Africa. A primary outcome of this curriculum development project is to pilot new African curriculum that will serve as a national model to replace traditional middle grades understandings of Africa framed by ancient and colonialist history, charting new pedagogies of the continent for teachers to disseminate. After 2 years of NRC support for curriculum development, and with the institutional support of the IL campus and

collaborating units, the *GRMS* aims to open by Fall 2016 as a self-sustainable unit (Appx 4).

NRC funds (\$24,000, Line 174) will not be used for any administrative, teaching, or operational costs.

In Y3 and Y4, under the “New Pedagogies” focus, CAS-PAS will seed a faculty-led study tour program to Ghana titled, “Teaching Sustainable Practices: Agriculture and Education in Africa” to complement *GTA* efforts and prepare students for final teaching practicums. Designed for UI-NU CoE Science Education and ACES Agriculture Education pre-service teachers, students will spend 14 days in Accra City and Cape Coast visiting schools and participating in local projects with the Center for Learning and Community Development, the Forum for Agricultural Research in Africa, and the Hope and Community Foundation. Funds support an 8-week pre-departure short course (CIC course share with NU, [\$7000, Line 29]), an on-site coordinator, and UI-NU faculty travel expenses (\$19,800, Line 85). Seed funding will establish the program and generate interest for sustainability on student fees by Y4. See 8.B.6 for “Virtual Teach-In Forums.”

8.B.3. Expanding LCTL Instruction, Proficiency, Pedagogy, and Assessment (Absolute

Priority [AP]): UI-NU is committed to supporting the entire educational pipeline of LCTL instruction. CAS-PAS will support yearly LCTL instruction at the advanced level in Arabic, Swahili, Wolof, and Zulu with resource sharing from UI NRCs (\$51,523, Lines 15-18). Online CIC course share arrangements between UI-NU for 3rd and 4th year Swahili and 1st-3rd year Wolof and Zulu (\$4,000, Lines 159-160) will increase instructional capacity and ensure sustainability, with expenditures supporting human and technological facilitation for closed-circuit classrooms to be picked up by NU after Y4. CAS-PAS (with UI NRCs) will also support expansion of the SILMW intensive program (in Arabic and Swahili) to include high school students (\$10,000; Line 20; 102). Complementing direct language instruction CAS-PAS will

UI-NU Consortium for African Studies

seed course development and instructional salary for two short courses cross-listed with the CoE and Program in Global Studies (**CPP2**); (\$6,000, Line 25; \$6,000 Line 26); “Girls Education in International Development: A Case Study of Kenya” (EPS 296, 8-weeks, Y1 & Y3) will use local Swahili source materials to explore the efforts of grass roots women’s organizations, the state, and NGOs in securing gender parity in Kenyan education. Also offered in Swahili, “Policy and Practical Divides in National Languages Policy: Swahili in Kenya” (CI 298), is a linked 10 week follow-up (in Y2 and Y4) offered with C&I, and includes a 2 week study tour to Kenyan primary and secondary schools to examine how classroom and community circumstances contribute to the reassertion of African languages. CAS-PAS will also seed development of a co-requisite course, “Advanced Swahili for Research and the Professions” (\$5,000, Line 170), focusing on writing and disciplinary literature for the acquisition of the practical and cultural knowledge necessary to communicate effectively with East African officials, schools, administrators, community members, and academics. By the end of Y4 the cost of EPS 296 and CI 298 will be assumed by the Program in Global Studies.

CAS-PAS will also support development of language courses tailored to other professional schools, including Media and Business Arabic (\$11,668, Lines 22, 23, 169); expansion of the Emerging Markets Business and LCTL Symposium (\$3000, Line 172), and development of a LCTL Professional Development Certificate (\$4000, Line 177) (**AP, CCP2**), and annual professional development training workshops for priority LCTL instructors (\$2332, Line 163) (**AP**)—notably an annual train-the-trainer workshop series in Arabic (\$1720, Line 165). To link advanced LCTL instruction to special library collections, CAS-PAS will fund and organize the “Summer Workshop on West African Arabic Manuscripts” in Y2 (\$9000, Line 162), feeding into the publication of a handbook for LCTL instruction and integration of workshop curriculum

into UI-NU courses for advanced Arabic language study. To enhance and expand LCTL programs CAS will fund the overhaul and production of new Swahili (2nd and 3rd level) written, video, and listening materials with the departments of computer engineering, journalism, film, and media

Curricula Type	#	Target Audience	Budget Request
New & Enhanced Courses: (UI-NU) new & enhanced courses contributing to existing & new concentrations, certificates, majors, minors, and degrees	63	K-12 Community College, UG, Grad	\$238,050
New Certificate Programs: LCTL Professional Development (UI), African Security Studies (NU)	2	Grad K-12	\$9,000
New Concentration: Africa-Brazil (UI), Islam and Education in Africa (UI-NU)	2	UG Grad	\$35,134
New Degree Programs: Global Health (UI) minor	1	UG	\$15,000
Total Funds budgeted for curriculum development:			\$297,184

studies (\$13,864, Line 100). Complementing these efforts, NU will support salary for Dr. Lepine to teach an annual intensive pre-departure Swahili short course for “Field Research in Public Health” and the "Global Engagement Studies Institute" in Tanzania and Kenya (\$14,281, Line 24) to be continued by NU after Y4. Finally, to maintain the high quality of all LCTL instruction, CAS-NRCs will support the development of formal OPI proficiency tests in priority languages. Newly developed assessment instruments (\$3200, Line 19; Y1-Y4) will be piloted on FLAS fellows and a random sample of UI priority language students with costs assumed internally by UI-NU. This evaluative program is scalable to a national level to foster more effective teaching of LCTLs.

8.B.4. Curriculum Development: Institutionalizing New Perspectives on African Studies:

Table 8.1 provides an overview of projected curriculum development for 2014-18 linked to target audiences and T6 budget requests. CAS-PAS will collaborate to organize a series of core

UI-NU Consortium for African Studies

thematic symposia (\$19,000, Lines 110, 120, 131) to be held at alternating campuses under the overarching theme of “A Changing Africa in a Changing World.” Bringing together an interdisciplinary cohort of internationally recognized Africanists, these annual events (“A Changing Africa in a Changing World” Y1 UI; “Islam in Africa” Y2 NU; “Global Security in Africa” Y3 NU) will spark development of innovative courses that incorporate new pedagogies on Africa’s growing involvement in the global marketplace, Islamic influence, cultural diaspora, peace and security, and public health. Symposia are linked to complementary lecture series, conferences, and workshops which are topically coupled with dedicated curriculum development projects. The “China in Africa” lecture series lays the groundwork for CAS supported development of a 400-level course titled “China-Africa Trade & Investment” (\$7,000 Lines 112, 117), that explores growing flow of Chinese aid, infrastructure, and capital injections across the continent. Joint support with Center for Latin American and Caribbean Studies (CLACS)-Lemann for the “New Perspectives on Africa Brazil Studies Conference” and “Africa, African Diaspora, and Brazil” lecture series (\$2,250, Lines 113-114) will lay the foundation for a UG concentration in Africa-Brazil Studies, the first such major concentration at a North American institution of higher education. Funding (\$10,000, Line 118) supports development of a core course, “Brazil and Africa: 500 Years of Exchange” in Y1, with development of interdisciplinary courses Y2-Y4. The Islam in Africa symposium (Y2) builds on the strengths of NU’s Institute for the Study of Islamic Thought in Africa, and is driven by a linked lecture series on “North Africa: Trans-Saharan Connections” (Y1 and Y2, \$8,700, Line 123) and “The Muslim World,” (Y1-Y4, \$3,000, Line 122) which serves as the opening conversation for the enhancement of overseas linkages (**Invitational Priority [IP]**) with Birmingham University’s (BU) Cadbury Fellows program for African scholars.

UI-NU Consortium for African Studies

Funding is requested to support travel to Birmingham in Y2 for UI-NU faculty (\$4,000, Line 78), and travel from Africa to NU for Cadbury fellows Y3 to conduct joint curriculum development workshops (\$6,900, Lines 67, 129) for a new UI-NU-BU undergraduate concentration in “Islam and Education in Africa” to be implemented Y4. The Islam and Education in Africa concentration will introduce students to the diverse educational landscape in Muslim sub-Saharan Africa using education as a window to understand the multiple strands of Islamic identity and practice that animate religious dynamics on the continent. UI-NU seed funding supports development of 4 courses on “Qur'anic Schooling in Sub-Saharan Africa” (Religion), “Islam and Education in Africa” (Ed; Religion), “The History of Higher Education in Africa (Hist),” and “Changing Paradigms of Islamic Education in a Global Africa (Anth).” Funding is requested to support a Cadbury visiting scholar to teach the first course (\$10,300, Line 130) at NU (NU-UI-BU course share) in Y4 initiating a visiting scholar program in alternate years.

CAS-PAS will work closely with NU’s Center for Global Health for the UI Global Health Initiative to host 3 major conferences (“Women’s Health and Social Justice” [Y2, \$3,000, Line 147]), “Global Health” (Y4, \$2,000, Line 153), and “Displacement and Health” (Y4, \$3,000, Line 146)] timed to generate scholarship and inter-institutional links as a precursor to develop project-oriented courses (the foundation of a new UG UI minor) that address public health challenges confronting Africans. UI-NU support will be supplemented by joint UI NRC collaboration with 35 faculty and 11 colleges and Institutes across two campuses. Travel support through NU’s Area of Scholarly Concentration Curriculum Stipend (ASOC) program (\$26,000, Line 81) will aid faculty trips to Africa to develop practicum sites that merge the social and health sciences. A priority outcome of the ASOC initiative is to develop and enhance

UI-NU Consortium for African Studies

partnerships with African institutions to increase opportunities for student fieldwork in the professions. Curriculum development coming out of GH conferences includes courses in “Global Health Technology Design” (Y1, UI bioengineering, \$5,000, Line 149), “Maternal and Child Health in sub-Saharan Africa” (Y3, UI sociology, \$3,000, Line 148), “Health Informatics in Africa” (Y1-Y4, UI National Center for Supercomputing and GSLIS, \$8,000, Line 97), and “Boundaries of Water and Health” (Y1, UI civil and environmental engineering, \$5,000, Line 150).

In synergy with new initiatives in the sciences and professional schools, UI-NU will leverage support to enhance current programs in security studies and law that explore the relationships among human rights, conflict in Africa, and global health initiatives. CAS-PAS requests funding to develop a new interdisciplinary Graduate Certificate in “African Security Studies” Y3 with implementation Y4 (\$5,000, Line 138). This will build on NU’s Buffet and International Human Rights Centers, as well as intellectual energy generated by a Global Security in Africa symposium Y3 (\$5,000, Line 131) and two linked conferences “Violence, Trauma, and Memory” (\$2,000, Line 133, Y2) and “Trafficking Networks and Conflict in the Horn of Africa” (Y3 \$5,000, Line 134). The Graduate Certificate comprising 5 courses at the 300- and 400-levels will address questions of security in Africa integrating academic and policy-relevant elements for career paths in security and defense fields. Funds support enhancement of current courses and development of a new 400-level AS methodologies course, "Research Practicum in African Security Studies." PAS will also lend funds (\$10,000, Line 82) to enhance “Health and Human Rights” course curriculum (integrating law, business, medicine, and global health) in Mali and develop future African sites for this professional school field practicum.

To advance curriculum development, CAS will support the formation of a network of African librarians, employing a Graduate Assistant (Y1 through Y4) to catalog and make accessible WORLDCAT works in African languages at UI (\$33,216, Line 11) for the production of a new “Reference Guide to Africa” for use in UI’s African bibliography course. Taking advantage of complementary consortium strengths, we will utilize UI GSLIS’ LEEP technology to offer the course to UI and NU graduate students, while drawing upon NU librarian expertise to cooperatively teach the course. UI-NU requests funds (\$72,000, Lines 93-95) to acquire materials from Africa currently inaccessible to researchers and practitioners in the US.

8.B.5. Collaborating with Community Colleges and Minority-Serving Institutions:

(Competitive Preference Priority 1 [CPP1]) The “Changing Africa in A Changing World” symposia series will spark sustained collaborations with MSI CCs that produce concrete curriculum and course outcomes. CAS-PAS will partner with MSI Malcolm X College and Parkland College to develop a colloquium course titled, “A Changing Africa in a Changing World.” Faculty speakers from 4 campuses in the UI-NU consortium will lead colloquium sessions with new themes each year to meet CC needs. CAS-PAS will leverage resources and personnel (outreach coordinators) with CC personnel to recruit speakers, support honoraria, and develop the syllabus (\$8,500, Line 119). Costs will be taken on by CCs beyond Y4. The colloquium series will catalyze 3 “Convocation” events (\$9,334, Line 126) in Y2 (coinciding with the Islam in Africa Symposium). Uniting UI-NU Africanists with faculty from Malcolm X and Parkland, the Convocations will explore ways to draw on existing CC courses (Hum 104 & 105 and Anthropology 204) to develop new curriculum and obtain accreditation for courses on the “African Diaspora” and “Islam in Africa.” **(AP)** Courses will be piloted at CC campuses Y3 (with continued work, evaluation, and modification), and expanded to the Chicago CC system

UI-NU Consortium for African Studies

Y4. Balancing classroom learning on Islam in Africa at Parkland with experiential learning, CAS will support an 8-week short course and linked 2-week study tour titled “Senegal: Crossroads of Tradition and Modernity in Islam” (GLBL 298). This cross-listed course co-taught by UI-Parkland instructors for students of both institutions will offer a case study of a diverse society that embraces both modernity and tradition while still deeply rooted in Islam. “Senegal: Crossroads...” (GLBL 298, \$7,000, Lines 8 and 9) supports UI-Parkland teaching salaries and travel expenses so UI institutional funds can assume 50% of Parkland student travel fees. This will ensure greater accessibility to study in Africa for CC students, increased Africa course enrollments at Parkland, and defrayed travel costs for sustainability by Parkland after Year 4.

In synergy with our objective to increase field experiences for CC (CPPI), CAS-PAS-UI NRCs will work with the nationally renowned UI Division of Disability Resources and Educational Services Y3-Y4 to organize an annual one week intensive training program for MSI Study Abroad administrators in “Mobility Training for Differently-abled Study Abroad.” Training includes best practices for student mobility through a combination of seminars, hands-on workshops, field work, site visits, panel discussions, and roundtable conversations with university faculty, administrators, disability resource specialists, and differently-abled students. Outcomes include recognition of multinational perspectives on disability, understanding the challenges facing disabled students studying abroad in a variety of African cultures, practical approaches to accommodate difference for successful study abroad experiences, and an increased institutional capacity to support overseas short- and long-term study experiences for differently abled students (\$4,000, Lines 73, 178). Finally, to enhance resources needed to develop and sustain new CC courses, CAS-PAS will expand on past GSLIS summer labs to develop a

Midwest regional workshop for CC and public secondary school librarians in Years 1-4, focusing on making information about Africa accessible (\$8,000, Line 141).

8.B.6 Outreach Activities--Reaching Diverse and Underserved Populations: CAS-PAS

outreach activities across T6 priorities and Thematic Foci are detailed in §7, Table 7.3. New initiatives of excellence (**AP and Competitive Preference Priority 2 [CPP2]**) include the *Global Reach Middle School*, which targets a student pool of struggling, on-level, and accelerated learners using recruitment and retention procedures that ensure access and equity to the diverse socioeconomic Champaign County population. CAS-PAS support for curriculum enables the school to independently offer a linked portfolio of self-funded outreach programs: a multi-level Afterschool Language Academy in Arabic, Swahili, Mandarin, and Portuguese for non-GRMS students; a professional development summer institute for state-wide educators in area studies pedagogy; and conversion of newly developed Africa curriculum (by the CoE e-Learning Program) into online learning modules for national access via Illinois-Extension's "Schools Online" platform. By partnering with the CoE Global Institute for Secondary Educators (a Department of State program at Illinois) and leveraging Institute resources, CAS will co-organize and support technology expenses (\$4,000, Line 175) for Virtual Teach-in Forums on "A Changing Africa in a Changing World" and "Islam in Africa." Outcomes include internationalizing curricula to foster continuing professional relations between IL and African HS teachers from 8 nations; foster relationships leading to pen pal, sister school, and exchange programs; and provide professional development to teach about Africa (participants will receive Illinois Continuing Professional Development Units required to maintain licensure).

Enhancement of existing activities includes addition of day-long content-based seminars on Africa at the Newberry Library's Chicago Teachers as Scholars program targeting K-12 teachers

(Y1-Y4, \$10,000, Line 182), and additional support for its existing MSI partnership with NEIU's annual "African Summer Institute for Teachers" (Y1-Y4, \$10,000, Line 181). This credit bearing intensive 3-week program [ELAD-EDFN 411B: Comparative Education] provides K-12 educators with content, pedagogical techniques, and resources to teach about Africa. CAS-PAS will also target outreach to younger audiences in the education pipeline by organizing an annual SAWBO summer camp for HS students nationwide called "Information Technology, Agriculture & Activism in Africa." Students in residence for one week on the UI campus will work with SAWBO animators and Ag Ed faculty to create animations that engage real public health and resource development problems in Africa (\$12,000, Line 43; Y1-Y4).

Partnering with Women and Gender in Global Perspectives (WGGP), the International Center for Transitional Justice in NY, the Kroc Institute for Peace at Notre Dame, and Operation Ceasefire, CAS-PAS will support the development of training modules (**AP**) by UI restorative justice practitioners on "Peacebuilding in Africa-Peacebuilding in Chicago." This innovative program links former war zones of Africa to the embattled streets of Chicago, setting a new precedent in bringing African experiences of peacebuilding to Americans while increasing understanding about a changing Africa. Funding stipends will support the development of conflict resolution modules by experienced UI practitioners in Y3 (\$5,000, Line 135) and are inception points for face-to-face train-the-trainer workshops (\$4,100, Line 137) in Chicago community and crisis centers Y4. The program is sustainable via conversion of training modules into online format for dissemination (\$2000, Line 136) in cooperation with the CoE e-Learning Program and the African Virtual University.

8.C. Costs and Objectives: Through support for LCTLs and partnerships with 35 UI-NU units, NRCs, and CCs, CAS-PAS will draw upon over \$15 million in combined resources to support its

T6 objectives (see Table 1.1, Institutional Support). This support, which compliments that projected from the T6 application, evidences strong campus commitment and engagement in advancing new perspectives on AS across UI-NU. Institutional and T6 support are both necessary and sufficient to realize program objectives. Special attention is devoted throughout the budget development process to ensure a positive cost-benefit ratio in administering projects, commitment to developing self-sufficiency for new initiatives, and evaluation of effectiveness and efficiency.

8.D.1. Long Term Impacts and Sustainability of Training Programs: New Degrees, Certificates, and Assessment Tools: As Table 8.1 notes, the activities under our three Thematic Foci will drive the development of 63 new courses at the UG and Graduate levels and will support the development of concentrations in Africa-Brazil Studies and Islam and Education in Africa as well as a certificate in African Security Studies and SILMW and a Global Health UG minor. Consortium activities will enrich course offerings in 9 colleges across two campuses: ACES, CoE, Engineering, LAS, WCAS, Law, Medicine, GSLIS, Applied Health. Additional course development in African law and security, human rights, and informatics will strengthen and institutionalize new understandings of a changing global Africa at UI-NU. Support for new assessment tools and professional development for LCTL instruction, as well as strong collaborations with UI-NU teacher certification programs and CC, will further anchor UI-NU as a leader in emerging global pedagogies, AS research, teaching, and outreach. As noted in §9 and Appx 4, these impacts will be measured and evaluated to ensure program growth and maximum impact.

§9. IMPACT AND EVALUATION

9.A. University, Regional, and National Impact: As §7 indicates, CAS-PAS programs have

significantly impacted regional and national production and dissemination of AS to K-12/16, higher education, and community constituencies. Since their inception in 1986 and 1948, CAS and PAS have awarded 438 FLAS fellowships in 6 LCTLs (including 106 to professional school students) and supported the development of 40 new AS courses in a variety of degree programs (see Table 9.1). Combined with PAS' 28 PhDs, CAS-PAS programs have impacted the production and dissemination of knowledge about Africa in the US in more than 10 disciplines since 2010 alone.

9.B. Provisions for Equal Access to Members of Underrepresented Groups: CAS-PAS

programs extend to traditionally underrepresented groups, including ethnic minority groups, the differently abled (see Mobility Training program for Differently-Abled overseas study, §8.B.5.), seniors, and inhabitants of rural communities. UI earned the 2013 Higher Education Excellence in Diversity Award from *Insight Into Diversity* magazine for its large number of programs and initiatives that provide substantial opportunities for students, faculty, and staff from underrepresented groups. In addition, UI is ranked among the top ten universities in the nation for accessibility and all outreach events are held in accessible facilities. Most CAS-PAS lectures are recorded and permanently archived, with closed captioning whenever possible. The CAS-PAS websites comply with accessibility standards,

Table 9.1: Degree Programs Developed with CAS/PAS Support 2000-2013		
Degree Program	Est.	Enrollment 2000-13
UI/CAS		
M.A. in African Studies	1989	65
Joint M.A. in African Studies & M.S. in Library and Information Science	2009	6
Graduate Minor in African Studies	2009	6
Undergraduate Minor in African	1987	24
Individual Plan of Study Major in African Studies	2004	6
NU/PAS		
Adjunct Major in African Studies	2010	13
Minor in African Studies	2010	30
Graduate Certificate in African Studies	1967	39

including making all new streaming videos added to the websites accessible for users with screen readers.

9.C. Outcomes Based Evaluation Plan: Since 2004, the UI NRCs have participated in a joint independent evaluation under the direction of L. DeStefano, Fox Family Professor of Educational Psychology, Director of the Illinois STEM Education Initiative (I-STEM), and a nationally-renowned specialist on educational evaluation. No administrative, supervisory, academic, or budgetary relationship exists between the UI NRCs and I-STEM; the external evaluation activities are conducted by a unit and individuals independent of and not responsible for the programs evaluated. In addition I-STEM operates on a cost-recovery basis with no financial support from UI. I-STEM and UI NRCs (and their consortium partners) have developed and implemented a joint evaluation plan, created common instruments and data collection procedures to collect Government Performance and Results Act (GPRA) and program specific indicators, and established a central database and standard reporting procedures. Joint evaluation is more cost effective than discrete efforts by each NRC. The synergy arising from collaboration significantly increased the set of respondents, as well as the over-all evaluation capacity and efficiency of UI NRCs. Joint evaluation data has proven useful in garnering institutional support for UI NRCs. Cooperation continues in 2014-18.

UI's common evaluation approach is comprehensive and goal-oriented providing both ongoing *formative information* to guide program improvement efforts, and *summative information* to gauge annual progress toward short- and long-term goals. Maintaining common measures and tracking students and faculty longitudinally facilitates measurement of long-term impacts on UG/G and professional training programs. The evaluation employs both *quantitative* measures (surveys, language and content testing, enrollment, graduation, and employment data)

Table 9.2. CAS-PAS NRC Evaluation Plan 2014-2018: Questions and Indicators	
Evaluation Questions	Indicators
(A) Do the Center’s activities and training programs significantly impact the university, community, region, and nation (including both short- and long-term impacts on U/G and professional programs)?	<ol style="list-style-type: none"> 1. Increased enrollments in LCTLs, CAS-PAS courses, certificates, degrees, & programs (GPRA) 2. Increased graduate and FLAS placement in areas of national need (GPRA) 3. Strategic recruitment of new faculty in LCTLs and CAS-PAS areas 4. High levels of event participation rates and diverse participants 5. Increased internship/study abroad institutional support and participation 6. Increased collaboration with other T6s on <i>Illinois</i> campus and interdisciplinary units at UI and NU 7. Improved evaluation practice among NRCs 8. Increased collaboration with overseas institutions and measurable outcomes 9. Increased collaboration with professional schools and measurable outcomes 10. Increased and comprehensive collaboration with Schools of Education and other Teacher Certifying units on the UI-NU campuses (e.g. ACES Agriculture Education program) 11. Increased and sustained collaboration with IHEs, CCs, and MSIs resulting in measurable curricular and programmatic outcomes 12. Increase in # of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies (GPRA) 13. Increase in # of intermediate or advanced level language courses in the priority and/or LCTLs (GPRA)
(B) Does the Center provide equal access and treatment to eligible project participants that are members of underrepresented groups?	<ol style="list-style-type: none"> 1. Sensitivity to diversity in faculty and staff hiring process and outcomes 2. Student recruitment, enrollment, retention, graduation, & placement 3. Increased diversity in participant demographics at all levels 4. Increased accommodations and diversity in dissemination/recruitment practices 5. Increased internship/study abroad placement for underrepresented groups 6. Diversity in FLAS awards 7. Diversity in I4I (Study Abroad Scholarships) 8. Increased accessibility and use of web information 9. Increased programming supporting expansion of international opportunities for the Differently-abled and students from MSIs
(C) Do the Center’s language programs address national needs; are they of high quality; and are they producing the next generation of specialists?	<ol style="list-style-type: none"> 1. Student “Instructor and Course Evaluation System” (ICES) ratings 2. % of FLAS who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation (GPRA) 3. % of FLAS graduates who studied priority languages (GPRA) 4. % of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level (GPRA) 5. Expert review of new syllabi, majors, minors, concentrations, certificate programs 6. Increased number of TAs with enhanced graduate teaching certificate 7. Increased enrollments in advanced language classes, esp. LCTLs (GPRA) 8. Increased placement of majors, minors, and FLAS in areas of high need (GPRA) 9. Increased internship placements, awards, and study- abroad rates 10. Increased CAS-PAS faculty receiving teaching awards 11. Accreditation results for CAS-PAS involved departments and programs 12. Increased capacity for language assessment in all departments

<p>(D) Does the Center show significant and measurable regional and national impact on 1) K-12 teachers; 2) post-secondary instructors, business, media, and the general public?</p>	<ol style="list-style-type: none"> 1. Improved enrollment/demographics of participants 2. High levels of faculty and staff involvement in outreach activities 3. High levels of Participation satisfaction and ratings of utility 4. Increased Media coverage at local, state, and national levels 5. Extent to which K-12 schools & CCs adopt curricula & online courses, and participate in NRC professional development activities 6. Increased leveraging of funding from other sources 7. High levels of involvement of Center faculty and professional schools in outreach 8. Increased number of professional courses & programs with CAS-PAS content 9. Increased engagement of business and general public in CAS-PAS activities
<p>CAS-PAS & Joint NRC Evaluation Instruments</p>	
<p>Developed:</p> <ol style="list-style-type: none"> a) Summer FLAS Fellow On-line Survey b) Academic Year FLAS On-line Survey c) FLAS Alumni Online Annual Survey d) Shared T6 FLAS database e) Foreign Language Student Annual Survey f) CIBER Certificate Student Exit Survey g) NRC Impact On-line Annual Survey h) NRC Impact Annual Focus Group Protocol i) Outreach Event/ Workshop Pre/Post Survey j) Systematic analysis of campus data base for enrollment, retention, and other data 	<p>Planned:</p> <ol style="list-style-type: none"> 1. Web analytics dashboard to demonstrate impact of improved accessibility web resources 2. Semester Analysis of OPI and locally developed language assessment student performance and changes over time 3. Expert syllabi review, mid-semester and final evaluation surveys for new courses, including introductory course 4. Instruments to measure classroom usage, implementation, and impact of CC and K-14 outreach efforts 5. Instruments to further document and measure outcomes related to collaboration with IHEs (CIC Centers, overseas institutions, professional schools, CCs, and MSIs) 6. Survey of language teachers to assess increased capacity in language assessment, retention, and career development issues 7. Development of NRC and FLAS cost efficiency measures (GPRA) Instruments to measure effectiveness of College of Education collaboration; internationalization of methodology curriculum and pedagogy of student-teachers

and *qualitative* inputs (interviews, observation, and document review) to assess trends over time, measure changes from baseline, and obtain a rich picture of the role that each NRC (and the collective) plays on NRC campuses, the state, and the nation.

UI’s evaluation system capitalizes on the complementary strengths of *internal* and *external* evaluation. As a means of increasing efficiency, building evaluation capacity, and promoting the use of evaluation information, NRCs assist in data collection. Dr. DeStefano, however, as external evaluator, oversees and audits the quality of evaluation, conducts independent data collection and analyses, and develops findings and recommendations. Relevant parties, such as

the NRC Directors, Advisory and Executive Committees, Second Language Coordinators, and the Office of Minority Student Affairs, are involved in data collection activities, reporting, and responses. This multi-pronged strategy yields many benefits including deeper understanding among program staff and increased local evaluation capacity. Dr. DeStefano convenes monthly meetings of NRC staff to review and act upon evaluation findings and foster collaboration and mutual learning across NRCs.

In addition to the joint evaluation, the evaluator will also assess selected CAS-PAS specific activities. For 2014-18 these will include but are not limited to the following: collaboration with the Global Health Initiative and development of a new undergraduate minor, creation of a new concentration in African Brazilian Studies, development of the Islam and Education in Africa-Cadbury Fellows project (including a visiting scholar taught course), and new courses development with Parkland and Chicago CCs. The external evaluator issues a formal CAS-PAS-specific report and a cross-NRC report annually and at the end of project funding. The external evaluator also issues interim reports on specific programs or issues (e.g., new course development; career outcomes) to guide program improvement. The evaluation plan is described in Table 9.2 and lists the indicators and instruments to be used in response to 4 evaluation questions aligned with NRC priorities, GPRA indicators, and CAS-PAS objectives. Currently shared instruments and procedures to be used in 2014-18 will be supplemented by additional measures tailored to evaluate CAS-PAS-specific objectives and programs such as the development of new CAS-PAS courses, certificates, and degrees.

9.C.1. Use of Evaluation in Program Planning and Improvement: CAS-PAS are dedicated to conducting comprehensive evaluations of all activities to aid the progressive improvement and

UI-NU Consortium for African Studies

effectiveness of programming and planning. Evaluations have provided important recommendations for CAS-PAS improvement. PAS submits annual reports to NU’s Office for

Research and is evaluated on how the program is meeting its strategic goals in research program development and implementation, the study of Africa at Northwestern, outreach, and

administration/operations. The evaluation includes recommendations for improvements which determine future budgetary allocations for specific program changes. For example, the 2010 evaluation revealed a need for increased support for faculty research. As a result, the Office for Research committed \$30,000 to faculty research which helped to broaden PAS’ faculty base to the professional schools (Medicine, Law, Business). CAS has also modified programming in response to evaluation. Although CAS has not had FLAS fellows in the last 4 years, CAS has continued to monitor FLAS recipients and use I-STEM data on CGS African language fellows to restructure, enhance, and expand African LCTL and content course programming to better prepare graduates for professional careers. Focus groups and surveys of AS students, alumni, and faculty have resulted in changes to CAS programming leading to development of more interdisciplinary courses with professional schools and the subsequent Global Health initiative. Finally 2010-13 data on graduate career placement in the field of K-12 education led to the proposed Global Reach Initiative with the CoE, and represents the most comprehensive attempt

Table 9.3: Placement of Graduates with African Studies Focus AY 10-13 (Numbers = %) n/a= not applicable

<i>Data for all grads was not available</i>	UG	MA	PhD
University of Illinois			
Elementary/Secondary Education	0	0	0
Government	18	7	5
Graduate Study	28	17	n/a
Higher Education	0	5	21
International Organization	13	7	9
Private Sector	41	6	5
Northwestern University			
Elementary/Secondary Education	9	n/a	0
Government	5	n/a	0
Graduate Study	27	n/a	n/a
Higher Education	0	n/a	18
International Organization	14	n/a	18
Private Sector	45	n/a	14

by CAS-PAS to date to integrate AS and languages into the teacher preparation process.

9.C.2. Performance Measures: See Appx 4.

9.D. Improved Supply of Specialists through Activities and Training

Programs: §9.A.

details CAS-PAS programmatic impact in terms of course and curricular outcomes.

CAS also tracks alumni placements, using

an annual longitudinal online survey administered each spring.

Table 9.3 shows placement data from a 2010-13 survey of AS alumni who enter the workforce in public and private sector careers, matriculate to graduate and professional programs, or contribute to research and teaching in universities, colleges, and junior colleges. Over the past few years, national and international hiring institutions for PhD graduates include Michigan State University, Riara University (Kenya), University of Wisconsin, Duke University, Washington University, Notre Dame University, and Université de Ouagadougou (Burkina Faso), to name a few.

9.E. Addressing National Needs and Dissemination of Information: CAS-PAS provide research, teaching, and outreach activities across their campuses to meet national needs for increased LCTL expertise and new pedagogies for new perspectives on Africa.

Resource Type	Access	
	UI	NU
Seminars, Lectures, and Presentations	120	440
Library Resources on CAS/PAS Website	828	1258
Papers and Pre-Prints	0	1168
African Studies Graduate and Undergraduate Course Information and Syllabi	1128	2371
African Studies Topics Videos	75	0
Newsletters, Center Reports, & News	2069	389
Conferences & Symposia	98	294
Total Access to Resources	4318	5920

New CAS-PAS programs and course development engage faculty across campus, creating multiple opportunities to disseminate AS knowledge to the public and stakeholders. See Table 7.3 for relationship of 2014-18 projects to T6 Priorities. Annually, CAS-PAS outreach programs engage thousands of K-12 and CC teachers, faculty, and students, as well as business people, media, NGOs, public officials, and the general public. All outreach programs offered in 2012-13 had a regional impact; more than 90%, had a national impact through development of online resources, archived multimedia, and web-links. CAS-PAS websites receive over 6,000 downloads per month for, *inter alia*, seminars and lectures, papers and pre-prints, curriculum materials, library resources, topical videos, and digitally archived publications (Table 9.4).

9.E.1. Placement of Students in Areas of National Need and Future Goals: As described above, UI-NU graduates with course concentrations in LCTLs and AS constitute a significant stream of specialists in areas of national need. In addition to UI-NU career services and advising offices, CAS collaborates with UI NRCs on a series of workshops on careers in public service in support of areas of national need; each workshop averages 75 UG and G participants. CAS helps to promote and organize career workshops with representatives from the Peace Corps, US Department of State, and Central Intelligence Agency as well as NGOs. Recent AS graduates are employed by the United Nations, the US Department of State, NGOs, and private foundations as study abroad coordinators, librarians, international development officers, and curators. The CAS-PAS evaluation plan emphasizes graduate placement in areas of national need, involving our growing alumni network in career mentoring.

9.F. Degree to which Fellowships are Awarded to Students Addressing National Needs: CAS-PAS will assign priority to FLAS applicants who wish to study LCTLs at an advanced level in response to USED priorities. During CAS' last FLAS period in 2006-10, 100% of

fellows studied a priority language while pursuing advanced professional degrees in areas of national need including education, law, political science, and urban planning. 2006-10 FLAS alums reported using LCTLs when working with refugee newcomers and with the Department of State in Africa, and using Swahili to create library-related applications.

9.F.1. Placement of FLAS Fellows in Areas of National Need: Through the joint evaluation program, which includes surveys of FLAS alumni dating back to the 1960s, CAS-PAS is attuned to the impact of FLAS alumni, and adjusts funding requests and LCTL programming in response to better support areas of national need. For example, funding and institutional support for UI's intensive LCTL SILMW program has steadily increased to expand this program to include K-12 teachers and high school students. 78% of FLAS alumni use their FLAS language professionally; 30% have acquired an additional priority language; 13% are employed in STEM fields. Nearly 11% of FLAS alumni work in government, 9% in international agencies, and 61% in higher education. In a survey of FLAS awardees, 90% responded positively that their language training aided their professional work and career development.

§10. FLAS AWARDEE SELECTION PROCEDURES

CAS and PAS are committed to following consistent and clearly defined FLAS selection procedures that strictly adhere to USDE regulations and priorities. Based on student demand for African LCTLs, CAS-PAS is requesting 11 FLAS awards (UI 8, NU 3) per year for 2014-18.

10.A.1 FLAS Award Advertisement: Since 2006, all UI NRCs adopted an efficient, central FLAS application site and continue to collaborate to promote and advertise the FLAS program. In response to previous feedback that some eligible students and academic units were unaware of the FLAS program, the UI NRCs now hold annual information sessions in the fall for department reps and interested students followed by joint Area FLAS Information Workshops in Dec. and

Jan. to give students a chance to ask questions about the FLAS application process. PAS will hold information sessions during the same months. Both centers will publicize the FLAS competition on student listservs, websites, newsletters, and Facebook pages, and electronically to faculty, undergrad and grad advisors, as well as on their respective Grad College/School websites and newsletters. In addition, FLAS flyers will be included in application packets sent to students, distributed at student fairs and events, and be available in the CAS and PAS offices.

To increase minority and professional school applicants, CAS and PAS will advertise via the offices of Minority Student Affairs and Diversity and Inclusion on their respective campuses, along with organizations such as the Black Graduate Student Association (UI), Graduate and Professional Students of Color (UI), and the Kellogg African Business Club (NU).

10.A.2 Steps in the Streamlined Application and Selection Process: CAS and other UI NRCs will continue their efforts to make UI a best practice site with respect to joint coordination of the FLAS program. In response to evaluation feedback from students, UI will streamline FLAS administration by creating a centralized FLAS Coordinator whose job will be to manage the application process for all applicants. The Coordinator will also assist faculty selection committees charged with applying center-specific criteria by working directly with the financial aid office to provide student financial aid data (**FLAS CPP1**). This central position will build institutional capacity and memory for more effective administration of the FLAS program while accommodating a larger number of applicants. At PAS, the Associate Director will manage the FLAS application process and work directly with the financial aid office to provide student financial aid data (**FLAS CPP1**). CAS and PAS will each select its own FLAS awardees, using similar procedures; however, as the lead institution and a long-time FLAS granting center, CAS will play an instrumental role in the consortium FLAS administration.

UI-NU Consortium for African Studies

UI NRCs share a timeline from the promotion of the FLAS program to notification of FLAS awards, and PAS will adopt the same timeline. In the fall, all FLAS coordinators and relevant CAS staff will meet regularly to update application materials and plan FLAS workshops. CAS and PAS will share materials and best practices for advertising and recruiting. The FLAS application deadline at both UI and NU will be the first Friday in February, a month after most admissions deadlines, to allow incoming graduate students to apply. The CAS selection committee and the PAS Executive Committee will meet the first week of March, and the CAS Advisory Committee a few days later. CAS will coordinate selections with other UI Centers that offer the same languages to ensure that students are selected by the appropriate Center and that all fellowships are awarded. CAS and PAS will notify applicants of their award status via email and hard copy letter by mid-March. Award letters will contain detailed information on FLAS post-award reporting and evaluation requirements. All awardees are required to accept or decline the fellowship by April 15 by submitting a signed Acceptance Form to CAS and PAS. The FLAS centers will hold orientation sessions for all new Fellows in early May for summer, late August for AY where FLAS coordinators can answer remaining questions and introduce students to key campus resources.

10.A.3 Announced Priorities: CAS-PA will address the FLAS CPP and IP by (1) working directly with their financial aid offices to obtain student financial aid data so that preference can be given students who demonstrate financial need (FLAS CPP1); and (2) awarding 100% of their academic year FLAS fellowships in priority LCTLS (sub-Saharan languages Arabic, Swahili, Wolof, and Zulu) (FLAS CPP2 and IP). See also §11.

10.B.1 Application Procedures: CAS and PAS websites will detail selection and eligibility criteria and language priorities. UGs will apply directly to CAS and PAS submitting an online

application, transcript, 3 letters of recommendation, and a statement explaining how the language and area studies coursework relates to their current academic program and long-term professional and public service goals. Graduate FLAS applicants will apply through their departments, which will submit the following to CAS or PAS: (1) a copy of the student's university application if the student is newly admitted, (2) transcripts, (3) statement of purpose indicating language and area study plans, (4) student ranking by the department's Director of Graduate Studies, and (5) 3 letters of recommendation.

10.C.1 Selection Committees: The CAS Selection Committee of 5 elected faculty members, the CAS Director, and a former FLAS recipient will evaluate applications. If the 5 elected faculty do not include a language expert, representatives from a professional school, or members of underrepresented groups, the Director will appoint individuals. The 2014 CAS committee, for example, included faculty of Linguistics and ACES, as well as 3 women and 3 people of color. Each year the committee members will rotate to ensure a mix and balance of language and area studies experts, as well as disciplinary and professional school faculty. CAS FLAS Coordinator Barro will ensure that FLAS guidelines and criteria are applied throughout the selection process. The Selection Committee will review and rank applications before making recommendations to the CAS Advisory Committee that will make the final decision on awards.

The PAS Executive Committee plus an Arabic or Swahili language faculty member will serve as the Selection Committee to evaluate and rank all applications to PAS and to make the final decision on approval of awards. The Executive Committee is composed of the PAS Director, the Director of Undergraduate Studies, the ISITA Director, and 5 or 6 other AS faculty members selected by the PAS Director, to ensure departmental as well as racial and gender

diversity. Committee members serve 2-3 year terms. For 2013-14, the Executive Committee included 4 women and 2 persons of color.

10.C.2 Selection Criteria: CAS and PAS seek candidates who show promise of becoming leaders in their academic and professional fields. Selection criteria include evidence of the applicant's academic record, extra-disciplinary and professional activities, potential and demonstrated Africanist interest, and financial need as well as other supporting materials. The applicant's statement of purpose should clearly indicate how the FLAS fellowship will advance their professional career and their contribution to public service.

The committee will rank applicants based on the following criteria: (1) applicant's academic performance; (2) evidence that language training is needed to further the applicant's study of African issues; (3) applicant's commitment to AS (4) strength of the applicant's recommendation letters. UGs must have a 3.0 GPA and be enrolled in at least the first year of language study.

The committee will award additional points if the applicant is (1) in a professional school and/or plans to enter government service, (2) seeking support for language training at the advanced level, or (3) from an underrepresented group. When considering two students with equal academic merit, reviewers will apply FLAS guidelines, giving preference to the one with demonstrated financial need as defined by the Higher Education Act of 1965. CAS and PAS will fund students for one year at a time and award FLAS fellowships to students for the second year and beyond only after they reapply and are selected in subsequent competitions.

§11. COMPETITIVE PREFERENCE PRIORITIES

Adherence to FLAS Competitive Preference Priorities 1 & 2 and FLAS Invitational Priority 1 are detailed in §10.

**University of Illinois (U) Center for African Studies (CAS)/Northwestern University (NU) Program in African Studies (PAS) Consortium
2014-18 Title VI NRC/FLAS Budget**

Budget Line	CAS Programs & Personnel=Black Programs & Personnel=Red Joint CAS/PAS Programs= Green (= project participants and/or faculty lead(s))	AP - Absolute Priority CPP1 - Competitive Preference Priority 1 CPP2 - Competitive Preference Priority 2 IP - Invitational Priority	YR 1 2014-15 CAS	YR 1 2014-15 PAS	YR 2 2015-16 CAS	YR 2 2015-16 PAS	YR 3 2016-17 CAS	YR 3 2016-17 PAS	YR 4 2017-18 CAS	YR 4 2017-18 PAS	Total	Priorities	Proposal Page Reference
I. PERSONNEL													
A. Center Administration													
1	CAS Outreach Program Coordinator (45% of 100% FTE) [Coordination of events, center activities, outreach & networking, dissemination] (2.5% annual increase)		\$20,250		\$20,756		\$21,275		\$21,807		\$84,088		24
2	PAS Outreach Program Coordinator (25% of 100% FTE) (2.5% annual increase) [Coordination of events, center activities, outreach & networking, dissemination]		\$9,376		\$9,610		\$9,851		\$10,097		\$38,934		24
3	CAS Graduate Assistant (33% for 9 months) (2.5% annual increase) [Web maintenance, office assistance, data entry and analysis, help with outreach & events setup](Kang)		\$10,556		\$10,822		\$11,092		\$11,370		\$43,842		24
4	PAS Academic Hourly Assistant (25% for 12 months) (2.5% annual increase) [Web maintenance, office assistance, data entry and analysis; help with outreach & events setup]		\$14,400		\$14,760		\$15,129		\$15,507		\$59,796		24
B. A Changing Africa in a Changing World													
5	GLBL 298: "Senegal: Crossroads of Tradition and Modernity in Islam" 8-week short course and 2 week study tour in Senegal (development & UI co-instructor salary) (Ndoye) Co-sponsoring unit: Parkland Community College						\$1,750		\$1,750		\$3,500	CPP1	41
6	GLBL 298: "Senegal: Crossroads of Tradition and Modernity in Islam" course development & Parkland co-instructor salary (Gueye) Co-sponsoring unit: Parkland Community College						\$1,750		\$1,750		\$3,500	CPP1	41
Enhancing Library Resources for New African Perspectives													
7	Africanist Library Graduate Assistant 25%, 9 months (Assist bibliographers and catalogers + course development) (Batoumal/Houssain) Co-sponsoring units: GSLS, UI Library		\$7,999		\$8,199		\$8,404		\$8,614		\$33,216		40
C. New Pedagogies for a Global Africa													
Enhancing LCTL Instruction													
8	4th & 5th Year Arabic instructor salary (17% for 9 months) (Saadah) Co-sponsoring units: CSAMES, CGS, REEEC, EUC		\$5,466		\$5,630		\$5,789		\$5,973		\$22,858		34
9	4th year Swahili instructor salary (17% for 9 months) (Riedel) Co-sponsoring unit: CGS		\$5,466		\$5,630		\$5,798		\$5,973		\$11,264		34
10	3rd year Yoruba instructor salary (17% for 9 months) (Gueye) 3rd year Zulu instructor salary (17% for 9 months) (Madeira)				\$800		\$800		\$800		\$3,200		36
11	LCTL Proficiency Assessment RAs - 2 RAs at 25% (Assist new faculty hire with development of test instruments; cost divided among UI NRCs) (Yoon) flat contribution Co-sponsoring units: UI NRCs; Linguistics		\$800		\$2,500		\$2,500		\$2,500		\$10,000		34
12	SILMW GA 25% for 9 months (Summer Institute for the Languages of the Muslim World (SILMW) expansion. Native speaker to help with administration, promotion, work with students during program; divided between UI NRCs) (Beidu) flat contribution Co-sponsoring units: LCTL Program; Linguistics												
Pioneering LCTL programs for the Professions													
13	Business Arabic instructor salary (17%, 9 months) (Saadah) flat contribution Co-sponsoring units: CSAMES, CGS, REEEC, EUC		\$1,667		\$1,667		\$1,667		\$1,667		\$3,334		35
14	Media Arabic instructor (Divided among 3 NRCs) (Saadah) flat contribution Co-sponsoring units: CSAMES, CGS, REEEC, EUC, School of Journalism				\$1,667		\$1,667		\$1,667		\$3,334		35
15	Field Research in Public Health: Instructor salary for 2-week intensive pre-departure short course (Swahili study abroad program in Tanzania and at "Global Engagement Studies Institute" in Kenya) (Leptine)		\$3,414		\$3,516		\$3,621		\$3,730		\$14,281		36

Budget Line	CAS Programs & Personnel/Black PAS CAS/PAS Programs/Red Joint CAS/PAS Programs/Green IP - Invitational Priority	AP - Absolute Priority CPP1 - Competitive Preference Priority 1 CPP2 - Competitive Preference Priority 2 IP - Invitational Priority	YR 1 2014-15 CAS	YR 1 2014-15 PAS	YR 2 2015-16 CAS	YR 2 2015-16 PAS	YR 3 2016-17 CAS	YR 3 2016-17 PAS	YR 4 2017-18 CAS	YR 4 2017-18 PAS	Total	Priorities	Proposal Page Reference
25	taught in Swahili EFS 296: "Girls Education in International Educational Development. A Case study of Kenya" (Lutoma) (Course development & instructor salary for 8 week short course) flat contribution Co-sponsoring units: EPOL-CoE, Global Studies Program		\$3,000			\$3,000					\$6,000	AP CPP2	35
26	taught in Swahili CI 298: "Policy and Practical Divides in National Languages Education Policy: A Case Study of Swahili in Kenya" w/CoE (Kiramba) (Course development & instructor salary for 8 week short course followed by 2 week study tour in Kenya study tour funded by Program in Global Studies) flat contribution Co-sponsoring units: C&I-CoE, Global Studies Program			\$3,000			\$3,500		\$3,000		\$6,000	AP CPP2	35
27	Education Pipeline: Teacher Training, Certification, Collaborations with CoE, Area Studies & LCTL; K-12 Curriculum Development & Course Enhancement; K-12 Outreach												
28	Global TA Program: African Studies TA 25% for 9 months (African Studies TAs to globalize CoE social studies methods courses; divided among NRCs (McCarney) flat contribution Co-sponsoring units: CoE, UINRCs		\$1,772		\$1,772						\$3,544	AP CPP2	33
29	"Teaching Sustainable Practices: Agriculture and Education in Africa" Ghana Study Tour (Pre-departure 6-week short course faculty salary) (Bello-Bravo) (see INTERNATIONAL TRAVEL BELOW for Study Tour - see OTHER for Course share expense) flat contribution Co-sponsoring units: NU CoE, ACES-Ag Ed, SAMBO				\$3,500			\$3,500			\$7,000	AP CPP2	34
30	Total Personnel		\$59,478	\$27,130	\$60,776	\$27,886	\$73,124	\$28,601	\$68,704	\$29,334	\$375,093		
31	II. Fringe Benefits												
32	(For Illinois CAS: 42.94% fringe package = 11.91% Retirement, 28.38% HUD, 14% Work Comp, 1.06% Term, 1.45% Medicare, 5.36% fringe package = 6.22% Health/Life/Dental, 14% Work Comp, 7.79% fringe package = 14% Work Comp, 1.45% Medicare, 6.20% OASDI)												
33	(For NU PAS: 27.46% fringe package = 8.53% Retirement, 8.78% HID, 6.42% FICA, 2.03% Tuition Assistance, 76% Other Insurance, 42% Admin, .3% Paid Time, 6.5% fringe package = 6.11% FICA, .39% Other Insurance, 2% fringe package = 0.6% FICA, .08% Other Insurance, 1.86% Other Benefits)												
34	A. Center Administration												
35	CAS Fringe Outreach/Program Coordinator @42.94%		\$8,695		\$9,133		\$9,136		\$9,364		\$36,108		24
36	CAS Graduate Assistant fringe @ 6.36%		\$671		\$688		\$705		\$723		\$2,788		24
37	PAS Outreach Program Coordinator fringe @ 27.46%		\$2,575		\$2,639		\$2,705		\$2,773		\$10,691		24
38	PAS Academic Hourly fringe @ 6.5%		\$936		\$959		\$983		\$1,008		\$3,887		24
39	B. A Changing Africa in a Changing World												
40	see intl travel below for linked expenses GLBLI 298: "Senegal: Crossroads of Tradition and Modernity in Islam" course development & UI instructor salary fringe 42.94%				\$751				\$751		\$1,503	CPP1	41
41	see intl travel below for linked expenses GLBLI 298: "Senegal: Crossroads of Tradition and Modernity in Islam" course development & Parkland instructor salary fringe 42.94%				\$751				\$751		\$1,503	CPP1	41
42	Enhancing Library Resources for New African Perspectives												
43	Africanist Library GA fringe @ 6.36%		\$509		\$521		\$534		\$548		\$2,113		40
44													
45	C. New Pedagogies for a Global Africa												
46	Enhancing LCTL Instruction												
47	Arabic instructor 4th year fringe @ 42.94%		\$2,347		\$2,418		\$2,486		\$2,565		\$9,815		34
48	Swahili instructor 4th year fringe @ 42.94%		\$2,347		\$2,418		\$2,490		\$2,565		\$9,815		34
49	Wolof instructor 3rd year fringe @ 42.94%				\$2,418		\$2,490		\$2,565		\$9,815		34
50	Zulu instructor 4th year fringe @ 42.94%				\$2,418		\$2,490		\$2,565		\$9,815		34
51	LCTL Proficiency Assessment Tools Dev RAs fringe (divided among UI NRCs) @6.36%		\$51		\$51		\$51		\$51		\$204		36
52	SILMW expansion GA fringe @6.36%		\$159		\$159		\$159		\$159		\$636		34
53	Pioneering LCTL programs for the Professions												
54	Field Research in Public Health: Swahili 6-week pre-departure short-course fringe @ 20%		\$937		\$716		\$983		\$1,031		\$1,080		36
55	Media Arabic instructor fringe @42.94%				\$716		\$716		\$716		\$1,432		35
56	EPS 296: "Girls Education in International Development: A Case Study of Kenya" instructor fringe 42.94% Co-sponsoring units: Global Studies Program, EPOL-CoE		\$1,288								\$1,288	AP CPP2	35
57	CI 298: "Policy and Practical Divides in National Languages Policy Swahili in Kenya" w/CoE instructor fringe 42.94% Co-sponsoring units: Global Studies Program, C&I-CoE				\$1,288						\$1,288	AP CPP2	35
58	Business Arabic instructor fringe @42.94%		\$716		\$716		\$716		\$716		\$1,432		35

Budget Line	CAS Programs & Personnel= Black PAS Programs & Personnel= Red Joint CAS/PAS Programs= Green () = project participants and/or faculty lead(s)	AP - Absolute Priority CPP1 - Competitive Preference Priority 1 CPP2 - Competitive Preference Priority 2 IP - Invitational Priority	YR 1 2014-15 CAS	YR 1 2014-15 PAS	YR 2 2015-16 CAS	YR 2 2015-16 PAS	YR 3 2016-17 CAS	YR 3 2016-17 PAS	YR 4 2017-18 CAS	YR 4 2017-18 PAS	Total	Priorities	Proposal Page Reference
59			\$113		\$113						\$225		33
60		Global TA fringe @ 6.36%									\$3,006		34
61		Ghana "Teaching Sustainable Practices, Agriculture and Education in Africa" Study Tour pre-departure short course faculty fringe @ 42.98%			\$1,503				\$1,503		\$3,006		
62			\$16,896	\$4,448	\$17,284	\$4,581	\$21,772	\$4,719	\$19,696	\$4,861	\$94,258		
63		Total Fringe											
64		III. TRAVEL											
65		A. Domestic Travel											
66		CAS-PAS travel & accommodations to attend conferences and events (includes Title VI/NRC Director Meeting in DC)	\$1,500	\$1,500	\$500	\$500					\$4,000		27
67		1. A Changing Africa in a Changing World Concentration Curriculum Development Workshop #2: Islam and Education in Africa (at NU w/Birmingham University Cadbury Fellows & Birmingham faculty) Travel and accommodations for UI faculty workshop leaders 2 @ \$100 round trip ground transportation; \$200/room for 3 nights for 2 people (Hoffman; Barro) Workshop is a joint UI-NU project, see below "OTHER"-A-A Changing Africa-"Islam in Africa" (Mustafa/Launay) Co-sponsoring units: Birmingham University, UK					\$1,400				\$1,400	IP	38
68		2. New Pedagogies for a Global Africa											
69		LCTL Enhancement ACTFL (American Council on the Teaching of Foreign Languages) Workshops (2) on Standards & Measures (Held at UI) Round trip ground transportation to UI for 3 LCTL lecturers and/or instructors; 1 day @ \$100/perf (Mikhaeel, Khan, Whitcomb) Workshop is jointly funded by UI-NU, see below "OTHER"-D-New Pedagogies				\$300				\$300	\$600		35
70		West African Arabic Manuscripts Intensive Summer Workshop (held at NU; Institute for Study of Islamic Thought in Africa) (Ground transportation to NU (\$100/per) + 5 days accommodations (\$175/per) for 2 UI Faculty Workshop Trainers) (Barro/Hoffman) Workshop is a joint UI-NU project, see below "OTHER"-D-New Pedagogies-"Emanating LCTL Instruction"				\$1,950				\$1,950	\$1,950		35
71													
72		Education Pipeline: teacher training, certification, collaborations with College of Ed. Area studies & LCTL K-12 curriculum development & course enhancement; K-12 Outreach (Airfare to UI campus for 4 MSI administrators nationally @ \$500/per, additional participants travel expenses picked up by other UI NRCs) (Sears, DRES) Co-sponsoring units: Division of Disability Resources & Educational Services, Study Abroad Office, UI NRCs				\$2,000	\$2,000		\$2,000		\$4,000	CPP1	41
73													
74		Subtotal Domestic Travel	\$1,500	\$1,500	\$500	\$900	\$5,350		\$2,000	\$300	\$11,950		
75		B. International Travel											
76		1. A Changing Africa in a Changing World "Islam in Africa, Senegal" study tour faculty travel expenses (Gueye, Nadoye) 2 @ \$200/per airfare and \$1300/per hotel and ground travel) Curriculum Development Workshop #1: Islam and Education in Africa (w/African Cadbury Fellows at Birmingham University, UK) Airfare for 2 (1 UI and 1 NU faculty) @ \$1300; Accommodations @ 700/perf (Mustafa, Launay) Co-sponsoring units: Birmingham University, UK					\$6,600		\$6,600		\$13,200		41
77													
78					\$2,000	\$2,000					\$4,000	IP	38
79		2. Global Health											
80		"Field Research in Public Health" Airfare to Tanzania for 1 (develop new opportunities for field work & student research projects, course enhancement for study abroad program) (Sullivan) Global Health Area of Scholarly Concentration (AOSC) Project: (5 faculty travel stipends @ \$2000/each to Africa travel to develop new institutional partnerships for residencies and practicum field sites in Ethiopia, Mali, Nigeria, Tanzania, and Uganda) (Galvin) Co-sponsoring units: College of Medicine-Center for Global Health	\$2,500	\$8,000		\$6,000				\$6,000	\$26,000		38
81													

Budget Line	CAS Programs & Personnel= Black PAS Programs & Personnel= Red CPP1 - Competitive Preference Priority 2 CPP2 - Competitive Preference Priority 1 IP - Invitational Priority () = project participants and/or faculty leads)	YR 1 2014-15 CAS	YR 1 2014-15 PAS	YR 2 2015-16 CAS	YR 2 2015-16 PAS	YR 3 2016-17 CAS	YR 3 2016-17 PAS	YR 4 2017-18 CAS	YR 4 2017-18 PAS	Total	Priorities	Proposal Page Reference
82	Access to Health Project* Airfare for 1 @ \$2,500 to Mali (Y1) and Sudan (Y2-Y4) *Y1 enhancement of Mali community field site & in-country learning objectives for practicums *Y2-Y4 development of new field sites in Khartoum, Sudan (Soreisen) Co-sponsoring units: College of Medicine, Law School, Business School		\$2,500		\$2,500		\$2,500		\$2,500	\$10,000	IP	39
3. New Pedagogies for a Global Africa												
Education Pipeline: Teacher Training, Certification, Collaborations with CoE, Area Studies & LCTL; K-12 Curriculum Development & Course Enhancement; K-12 Outreach												
83	Teaching Sustainable Practices: Agriculture and Education in Africa: Ghana Study Tour (Airfare @ \$2,000/per + accommodations at \$1,300/person for 3 for 14 day trip for 1 UJ Ag Ed faculty, 1 NU CoE Science-Ed faculty, and 1 CAS Program Coordinator) (Belo-Bravo UI)				\$6,600		\$3,300		\$3,300	\$19,800	AP CPP2	34
84	Co-sponsoring units: ACES-Ag EU, NU CoE, SAWBO											
85	Enhancing LCTL Instruction											
86	Faculty and GA travel to conduct audio/video recordings for new Swahili instructional materials for use in Swahili classes 1-3. Dar es Salaam and Zanzibar, Tanzania *Y1 Airfare @ \$2,000/per for 2 to Tanzania + \$500/per ground transportation + \$1500/per accommodations for 10 days *Y4 Airfare for 1 @ \$2500/per to Tanzania/Kenya + \$500 ground & air East Africa travel + \$1000/per accommodations for 10 days (Riedel) Co-sponsoring units: LCTL program, SLCL	\$0	\$13,000	\$10,000	\$10,500	\$13,200	\$11,800	\$17,200	\$11,800	\$87,500		36
87	Subtotal International Travel	\$1,500	\$14,500	\$10,500	\$11,300	\$18,550	\$11,800	\$19,200	\$12,100	\$99,450		
88	Total Travel											
IV. Materials & Supplies												
A. A Changing Africa in a Changing World												
Enhancing Library Resources for New African Perspectives												
92	Library acquisitions (targeted materials published in Africa, esp. Arabic/Islamic Materials)	\$10,000	\$10,000	\$10,000	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000	\$55,000		40
93	Co-sponsoring units: UJ Library, Merkwort's Library NU											
94	Film Acquisitions	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$9,000		40
95	Cooperative Acquisitions (shared books, databases, outreach materials) (projects with other Africa NRC libraries)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$8,000		40
African Studies as a Field of Study Curriculum Development												
96	African content resources for development of 2 UG Global Informatics courses on Social Media and Global Change (EPS 325/AFST 325 (Herrera) Co-sponsoring units: EPOL, Illinois Informatics Initiative, UI NRCs	\$2,000		\$2,000				\$2,000		\$8,000		39
97												
98												
B. New Pedagogies for a Global Africa												
99	Enhancing LCTL Instruction											
100	Audio, Video, and written Swahili language materials for multi-level course revisions/updating [Y1 Beginner, Y2 Intermediate, and Y3-4 Advanced Swahili] (Riedel) Co-sponsoring units: SLCL, LCTL program	\$650		\$650		\$650		\$650		\$2,600		36
101	Development of Elementary Swahili start-up videos (Riedel) Co-sponsoring units: LCTL program	\$400								\$400		36
102	Supplies for SILMW HS immersion program (Balci) Co-sponsoring units: LCTL program, SILMW, CGS, CS-AMES, EUC, REEEC	\$500								\$500		34
103	Education Pipeline: Teacher Training, Certification, Collaborations with CoE, Area Studies & LCTL; K-12 Curriculum Development & Course Enhancement; K-12 Outreach											
104	International Service-Learning at UI (Development of promotional materials targeting underrepresented/minority students) (Lough/Stuyd Abroad Office) Co-sponsoring units: UI NRCs, study abroad, International Programs and Studies	\$750		\$750						\$1,500		8
105	Outreach Materials (Books, music, media artifacts, educational materials, supplies for community presentations & educational activities)	\$2,000	\$2,000	\$500	\$500	\$500	\$500	\$500	\$500	\$7,000		27
106	Total Materials & Supplies	\$19,300	\$14,000	\$15,900	\$12,500	\$10,150	\$2,500	\$10,150	\$7,500	\$92,000		
V. OTHER												
A. Changing Africa in a Changing World												
Core Thematic Symposia Series												
108												
109												

Budget Line	CAS Programs & Personnel/ Black PAS Programs & Personnel/ Red Joint CAS/PAS Programs/ Green () = project participants and/or faculty lead(s)	AP - Absolute Priority CPP1 - Competitive Preference Priority 1 CPP2 - Competitive Preference Priority 2 IP - Invitational Priority	YR 1 2014-15 CAS	YR 1 2014-15 PAS	YR 2 2015-16 CAS	YR 2 2015-16 PAS	YR 3 2016-17 CAS	YR 3 2016-17 PAS	YR 4 2017-18 CAS	YR 4 2017-18 PAS	Total	Priorities	Proposal Page Reference
110	A CHANGING AFRICA IN A CHANGING WORLD SYMPOSIUM (held at UI)		\$5,000	\$4,000							\$9,000		37
Linked Lecture Series, Workshops, and Conferences													
111	China in Africa Lecture Series (Viswanathan/Bowen) Co-sponsoring units: CEAPS, African Student Business Association, College of Business New Perspectives in Africa-Brazil Studies Conference (Bowen) (split with co-sponsors for airfare & honoraria) Co-sponsoring units: CLACS, Lemann Institute, History Department Prestigious Campus Lecture Series: "Africa, African Diaspora, and Brazil" (Bailey) Co-sponsoring units: Dubois Lecture Series Department of African American Studies, CLACS, Lemann Institute Website for Krannert Exhibition: "World on the Horizons: Swahili Arts Across the Indian Ocean" [Development of media rich, interactive website to extend life of the exhibition] (Purpura) Co-sponsoring units: Krannert Museum, School of Fine & Applied Arts		\$1,000	\$500	\$500	\$1,000			\$500		\$2,000		37
112											\$1,000		37
113			\$500	\$250	\$250	\$250			\$250		\$1,250		37
114											\$2,000		26
115													
Linked Curriculum & Course Development; Africa as a Field of Study													
116	China-Africa Trade & Investment: 400-level course development [outcome of Changing Africa Symposium & China in Africa Lecture Series] (Viswanathan)		\$5,000								\$5,000		37
117	Africa-Brazil Connection UG concentration development [4 courses developed; 1 yr. outcome of Changing Africa Symposium & Africa, African Diaspora, and Brazil Lecture Series] (Bowen, Devila) Co-sponsoring units: CLACS, Lemann Institute for Brazilian Studies		\$2,500		\$2,500				\$2,500		\$10,000		37
118	Changing Africa in a Changing World Community College Colloquium Course Development [Y1 development of syllabus; identification of speakers; development of course readings Y2: speaker recruitment; Spring implementation; WS200 (includes ground travel expenses) honoraria for colloquia speakers split w/ Malcolm X and Parkland Y3 evaluation and course modification; honoraria for speakers; help w/facilitation Y4 honoraria (Barro, Davis, Ndiye) Co-sponsoring units: Malcolm X and Parkland Community Colleges		\$2,500	\$2,500	\$1,000	\$1,000	\$500	\$500	\$250	\$250	\$8,500	CPP1	40
119	ISLAM IN AFRICA SYMPOSIUM (held at NU) [5000 airfare domestic & international speakers; \$1000 hotel/2 nights; \$500 venue; \$400 honoraria @ \$100/per \$200 audio/vid] Co-sponsoring units: Institute for Study of Islamic Thought in Africa (ISITA)				\$2,500	\$2,500					\$5,000		37
Linked Lecture Series, Workshops, and Conferences													
120	Muslim World Lecture Series (Barro) Co-sponsoring units: shared with UI NRCS		\$1,200		\$800				\$500		\$3,000		37
121	Lecture series on North Africa: Trans-Saharan connections-linking North & Sub-Saharan Africa [3 speakers per year @ \$1450 each (2 nights hotel @ \$250; \$450 travel; \$300 honorarium)] (Sherreiks, Edwards) Co-sponsoring units: MENA, ISTA			\$4,350							\$8,700		37
122	Arabic Manuscripts of the Muslim World Workshop Series: Cultural Interpretations (Hoffman) Co-sponsoring units: REEEC, CSAMES		\$500		\$500						\$1,000		35
Linked Curriculum & Course Development; Africa as a Field of Study													
123	Islamic in Africa: Convocation & Course Development (held at UI) Y2: Three UI-NU-Malcom X-Parkland workshops @ \$2083/each; \$2500 in faculty stipends for 2 faculty each from NU and UI, and 1 each Malcolm X and Parkland \$1500 venue cost, \$1350 accommodations 1 night/workshop; \$100/per *3; *3 workshops ground transportation Y3- 1 workshop for curriculum revisions; same costs above Y4 UI ground travel to Chicago to promote dissemination in Chicago CC network & Accreditation (Davis/Ndiye) Co-sponsoring units: Parkland and Malcolm X Community Colleges				\$3,125	\$3,125	\$1,042	\$1,042	\$500	\$500	\$9,334	CPP1	40
124													
125													
126	see intl travel and personnel above for program costs												41
127	"Senegal: Crossroads of Tradition and Modernity in Islam" 8 week short course and 2 week study tour in Senegal (Gueye, Ndiye) Co-sponsoring units: Parkland Community College											CPP1	41

Budget Line	CAS Programs & Personnel= Black PAS Programs & Personnel= Red Joint CAS/PAS Programs= Green () = project participants and/or faculty lead(s)	AP - Absolute Priority CPP1 - Competitive Preference Priority 1 CPP2 - Competitive Preference Priority 2 IP - Invitational Priority	YR 1 2014-15 CAS	YR 1 2014-15 PAS	YR 2 2015-16 CAS	YR 2 2015-16 PAS	YR 3 2016-17 CAS	YR 3 2016-17 PAS	YR 4 2017-18 CAS	YR 4 2017-18 PAS	Total	Priorities	Proposal Page Reference
128	Concentration Development with African Cadbury Fellows Curriculum Development Workshop #1: Islam and Education in Africa Concentration (Y2) (w/African Cadbury Fellows at Birmingham University, UK) Co-sponsoring units: Birmingham University, UK SEE INTERNATIONAL TRAVEL ABOVE											IP	38
129	Concentration Development with African Cadbury Fellows Curriculum Development Workshop #2: Islam and Education in Africa Concentration* (w/African Cadbury Fellows and Birmingham University faculty at NU) *airfare for 1 from Africa @ \$2000/per/airfare for 1 from UK @ \$1000/per * \$1500/for accommodations, and ground transportation for 2 for 3 nights * Faculty Workshop Honoraria @ \$100/per for 5 people (3 NU, 2 UI) * Venue costs @ \$1500/days for 2 days, AV @ \$200 Joint UHNU Project, see DOMESTIC TRAVEL above (Launay, Shereluis) Co-sponsoring units: University of Birmingham, UK, Institute for Study of Islamic Thought in Africa								\$500	\$9,800	\$10,300	IP	38
130	Concentration Development with African Cadbury Fellows Cadbury Fellow Visiting Scholar/Short Course "Islam and Education in Africa" (UHNU course-share, part of concentration) (\$500/course-share facilitation & equipment) (airfare @ \$2000 from Africa / visiting scholar housing \$1300/ 2 months / Teaching stipend @ \$300/course / living stipend @ \$300)												38
131	GLOBAL SECURITY IN AFRICA SYMPOSIUM (held at NU) (Reno) (\$3000 airfare domestic & international, speakers, \$1000 hotel / 2 nights, \$300 venue, \$400 honoraria @ \$100/per)						\$2,500	\$2,500			\$5,000		39
132	Linked Lecture Series, Workshops, and Conferences												
133	Joint Area Centers Symposium (JACS #1) "Violence, Trauma, and Memory" (funds for speaker travel, honoraria, accommodations, venue [divided among NRCs])				\$2,000						\$2,000		39
134	Conference, "Trafficking Networks & Conflict in the Horn of Africa" (funds for speaker travel (\$3,000), honoraria & venue (\$1000), accommodations(\$1000)) (Klein/Ruffer) Co-sponsoring units: International Studies Center for Forced Migration							\$5,000		\$5,000	\$5,000		39
135	Development of "Peace-Building in Africa" conflict resolution modules Faculty stipends (Wedig, Murphy, Basset, Riedel, Reno) Co-sponsoring units: WGGP-Project Ceasaire; Program in Global Studies						\$2,500	\$2,500			\$5,000		43
136	"Peace-Building in Africa" conversion of modules to online format (Faculty and Graduate Student Stipends) (Wen Hao Huang) Co-sponsoring units: WGGP-Project Ceasaire; Program in Global Studies								\$1,000	\$1,000	\$2,000		43
137	Peace-Building in Africa, Train-the-Trainer Workshops (Wedig, Murphy, Reno) (Ground transportation to Chicago @ \$100/per for 2, venue @ \$150, faculty stipends @ \$300/per for 3, 2 nights @ \$200/per for 2) Co-sponsoring units: WGGP-Project Ceasaire; Program in Global Studies								\$2,050	\$2,050	\$4,100		43
138	Graduate Certificate in African Security Studies (Reno) (faculty stipend)							\$5,000			\$5,000		39
139	Enhancing Library Resources for New African Perspectives												
140	Update & revision of Africa bibliography course (Baloma, Easterbrook/Kale) (Faculty Stipends) Co-sponsoring units: GSLLIS		\$1,250	\$1,250							\$2,500		40
141	Regional Library Workshop for regional & Community College librarians at NU (venue, honoraria, lecturer stipends) (Easterbrook)		\$500	\$1,500	\$500	\$1,500	\$500	\$1,500	\$500	\$1,500	\$8,000		42
142	Africana Librarian Council Conference (professional development at UI) (venue, honoraria, travel, venue) (Baloma/Houssen)		\$3,000	\$3,000							\$3,000		40
143	Subtotal 'A Changing Africa in a Changing World'		\$22,950	\$13,600	\$14,175	\$12,475	\$10,792	\$23,542	\$10,550	\$15,100	\$123,184		
144	B. Global Health												
145	UI Global Health UG Minor: develop series of core courses out of complimentary linked conferences for the minor w/African focus:												
146	Displacement & Health Conference at Center for Forced Migration (\$1000 speaker airfare & ground transportation; \$1000 hotel 1 night; \$400 honoraria @ \$100/per; \$300 venue; \$200 audio/video) Companion to UI Conference below "Women's Health & Social Justice" (Klein, Ruffer) Co-sponsoring units: Center for Forced Migration		\$3,000	\$3,000							\$3,000		38

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147	Women's Health & Social Justice in Sub-Saharan Africa Conference (S1000 speaker airfare & ground transportation; \$1000 hotel 1 night; \$400 honoraria @ \$100/per; \$300 venue; \$200 audio/video) Companion to Displacement Conference and forerunner development to linked course below, "Maternal & Child Health in Africa" (Murphy, Stiguer) Co-sponsoring units: Illinois Inequality Initiative, WGGP, Kinesiology, Geography, Center for Advanced Study		\$3,000								\$3,000		38
148	Global Health Interdisciplinary Course- "Maternal and Child Health in Sub-Saharan Africa" (Stipend for course development) (Stiguer) Co-sponsoring units: WGGP				\$5,000						\$5,000		39
149	Global Health Technology Design course (Brooks) (Stipend for course development) Co-sponsoring units: Health Sciences Group-National Center for Supercomputing Applications		\$5,000								\$5,000		39
150	Boundaries of Water & Health course development (Shisler) (Stipend for course development) Co-sponsoring units: Civil and Environmental Engineering		\$5,000								\$5,000		39
151	Intramural Global Health Case Simulation (Klein) (Venue and Student coordinator costs)			\$1,500		\$1,500		\$1,500		\$1,500	\$6,000		14
152	Global Health Outreach & Dissemination												
153	Global Health Conference (w/Africa Component)(IACS #2) (split between other UI NRC projects; international and domestic airfare, venue costs, honoraria) Co-sponsoring units: UI NRCs						\$2,000		\$2,000		\$2,000		38
154	SAWBO Summer High School camp (SAWBO instructor stipends, Resident Advisor, publicity, Camp facilitator, Y2-4 expenses assumed on cost-recovery basis for sustainability) (Pittendigh) Co-sponsoring units: ACES-A&J Ed		\$3,000	\$3,000	\$1,500	\$1,500	\$1,000	\$1,000	\$500	\$500	\$12,000		43
155	Subtotal Global Health		\$13,000	\$7,500	\$4,500	\$3,000	\$2,500	\$2,500	\$2,500	\$2,000	\$41,000		
156	C. New Pedagogies for a Global Africa												
157	Enhancing LCTL Instruction												
158	Africa dialectical Variations of Arabic- course development (Edwards, Mikhael) (faculty stipends)				\$5,000						\$5,000		15
159	Advanced Swahili CIC online UI-NUJ course share for 3rd and 4th year Swahili, taught on UI campus (funds to support NU human & technology facilitation) (Lepine)			\$500	\$500		\$500			\$500	\$2,000		34
160	Wolof and Zulu CIC online UI-NUJ course share 1st-3rd year instruction; taught on UI campus (funds to support NU human & technology facilitation) (Lepine)			\$500	\$500		\$500			\$500	\$2,000		34
161	Swahili courses curricular revisions (faculty stipend) (Riedel)				\$5,000						\$5,000		36
162	West African Arabic Manuscripts Intensive 5-day Summer workshop (NU-UI) (\$5000 domestic and international airfare, \$3,000 hotel 6 nights, \$500 honoraria; \$400 venue, \$100 tech support) See above TRAVEL UI faculty trainers go to NU/ (Shereikis) Co-sponsoring units: Institute for the Study of Islam in Africa				\$9,000						\$9,000		35
163	Arabic Professional Development/Training Workshops for Arabic Instructors (Airfare for 2 faculty trainers for 2 workshops per year @ \$500 per flight, Lodging Per Diem rate - \$83 per night x 2 nights x 2 faculty) (Saadiah) Co-sponsoring units: CSAMES, REEEC, ELUC		\$663	\$5,000	\$563		\$563		\$563		\$2,332		35
164	Arabic Socio-linguistics; course development (Horesh) Survey course on sociolinguistics in Arab World from Morocco and Mauritania to the Persian Gulf (stipend for course development)			\$5,000							\$5,000		32
165	LCTL Train-the Trainer Workshop Series (split between 7 NRCs) (Balci)		\$430		\$430		\$430		\$430		\$1,720		35
166	ACTFL (American Council on the Teaching of Foreign Languages) Workshops Held at UI (costs for 2 workshops to train instructors in ACTFL standards & measurements) See Domestic Travel Above for NU instructor travel to attend. (Balci)				\$375		\$375		\$375		\$1,500		34
167	Co-sponsorships with other units on African Studies program(s)		\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$2,000		37

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168	Pioneering LCTL programs for the Professions												
169	Media Arabic (stipends for course development) (Edwards) Co-sponsoring units: School of Communications, Medill School of Journalism				\$5,000						\$5,000		35
170	Advanced Swahili for Research & Professions (UJNU shared) (Stipends for course development) (Leprine, Riedel)					\$2,500					\$5,000		35
171	Advanced Swahili for Research and the Professions CIC course share. Course taught on UJ campus with funds to support NU human & technology facilitation (Leprine, Riedel)								\$500		\$500		35
172	Emerging Markets Business & LCTL Language Symposium (Balci) (Airene and Hiler for speakers divided between 4 NRCs)		\$1,500								\$3,000		35
173	Co-sponsoring units: UI NRCs, College of Business												
	Education Pipeline: Teacher Training, Certification, Collaborations with CoE, Area Studies & LCTL; K-12 Curriculum Development & Course Enhancement; K-12 Outreach												
	Curriculum Development w/CoE for Global Reach Initiative (African Studies units, middle grades immersion Arabic 1-3, and Swahili 1-3 curriculum) Faculty stipends and grad student curriculum writing Assistantships divided between 5 UI NRCs and NU (McCarthy, Parsons, Friedman, Barn)		\$6,000		\$6,000						\$24,000	AP CPP2	34
174	Co-sponsoring units: CoE, ACES, SLCL, UI NRCs, NU CoE, College of Applied Health Sciences, School of Fine and Applied Arts, Writing Center, Ag-Ed Teacher Cert Program, e-Learning Program, MSTE		\$500		\$500						\$4,000	AP CPP2	42
175	Virtual Africa "Teach-in" Forum with Illinois and African Secondary Educators: support to record and stream live webcasts for virtual sessions (Anderson/Friedman) Co-sponsoring units: CGS, CoE, UI Academic Programs and Services-Continuing Education, Global Institute for Secondary Educators					\$500			\$500		\$1,000	AP CPP2	34
176	Ghana "Teaching Sustainable Practices: Agriculture and Education in Africa" Study Tour Pre-Departure Course-CIC course share. Support for human and technological course share facilitation (see INTERNATIONAL TRAVEL ABOVE for Study Tour) (Clark, Belo-Brown) Co-sponsoring units: ACES-Ag/Ed Teacher Cert Program, SAWBO, NU CoE, UI CoE		\$1,000		\$1,000						\$4,000	AP	35
177	LCTL Professional Development Certificate Program for teachers K-12 (faculty stipends for program development and ongoing expansion) (Balci) Co-sponsoring units: UI NRCs, LCTL Program, SLCL												
178	Mobility Training for Differently-Abled Study Abroad for MSI Administrators (held at UI) (Speaker stipends, workshop materials, GA stipend for coordination, on-campus housing 7 nights, local transportation for site visits) (Sears, Division of Disability Resources and Education Services, (DRES)) Co-sponsoring units: CGS, EUC, Division of Disability Resources and Educational Services		\$750		\$750						\$1,500		8
179	Developing a Collaborative Platform for International Service-Learning at the University of Illinois - (promotional materials targeting underrepresented/minority students) (Lough/Study Abroad Office) Co-sponsoring units: UI NRCs		\$400		\$400						\$1,600		24
180	International Outreach Council (IOC) collaborations (joint projects including Globalfest, Illinois Social Studies Council, International Week) Co-sponsoring units: UI NRCs, Study Abroad, UI International Programs and Studies												
181	African Summer Institute for Teachers (Sherelkis) (Speaker and workshop fees, materials, local travel, faculty and graduate student stipends) Co-sponsoring units: Eastern Illinois University, Herskovits Library		\$2,500		\$2,500						\$10,000	AP	43
182	Chicago Teachers as Scholars (Newberry Library) (Sherelkis) (all day seminar, speaker fees, teacher stipends, workshop materials, GA stipends) Co-sponsoring units: Newberry Library, Chicago Public Schools, Herskovits Library		\$2,500		\$2,500						\$10,000	AP	42
183	Subtotal New Pedagogies for a Global Africa		\$11,413	\$17,750	\$15,288	\$32,125	\$8,163	\$10,750	\$4,538	\$9,125	\$109,152		
184	D. EVALUATION												
185	External Evaluation: I-STEM EVALUATION (DeStefano)		\$5,000	\$2,000	\$5,000	\$2,000	\$5,000	\$2,000	\$5,000	\$2,000	\$28,000		46
186	Subtotal EVALUATION		\$5,000	\$2,000	\$5,000	\$2,000	\$5,000	\$2,000	\$5,000	\$2,000	\$28,000		
187	E. WEB SUPPORT												

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			CAS	PAS	CAS	PAS	CAS	PAS	CAS	PAS			
188			\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$1,000		45
189			\$500	\$500	\$500	\$500	\$250	\$250	\$200	\$200	\$2,900		45
190			\$625	\$625	\$625	\$625	\$375	\$375	\$325	\$325	\$3,900		
191			\$52,988	\$41,475	\$39,588	\$50,225	\$30,330	\$39,167	\$22,913	\$28,550	\$305,236		
192			\$150,162	\$101,613	\$144,048	\$106,493	\$153,926	\$86,787	\$140,663	\$82,345	\$966,037		
193			\$12,013	\$8,129	\$11,524	\$8,519	\$12,314	\$6,943	\$11,253	\$6,588	\$77,283		
194			\$162,175	\$109,742	\$155,572	\$115,012	\$166,240	\$93,730	\$151,916	\$88,932	\$1,043,319		
196			YEAR 1 combined		YEAR 2 combined		YEAR 3 combined		YEAR 4 combined				
197			\$271,917		\$270,584		\$259,970		\$240,848				
198													

Foreign Language and Area Studies Fellowship Budget
 Consortium for African Studies - University of Illinois and Northwestern University

University of Illinois		Year 1				Year 2				Year 3				Year 4						
Academic Year	Awards	Payment	Allowance	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	TOTAL
Undergraduate	1	10,000	5,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	60,000
Graduate	7	18,000	15,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	231,000	924,000
Total Academic Year	8			246,000	984,000															
Summer																				
Undergraduate	2	5,000	2,500	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	60,000
Graduate	6	5,000	2,500	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	180,000
Total Summer	8			60,000	240,000															
Total University of Illinois				306,000	1,224,000															
Northwestern University																				
Academic Year	No of Awards	Institutional Payment	Subsistence Allowance	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	TOTAL
Undergraduate	0	10,000	5,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduate	3	18,000	15,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	99,000	396,000
Total Academic Year	3			99,000	396,000															
Summer																				
Undergraduate	2	5,000	2,500	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	60,000
Graduate	1	5,000	2,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	30,000
Total Summer	3			22,500	90,000															
Total Northwestern University				121,500	486,000															
Total Consortium FLAS Budget				427,500	1,710,000															

**UNIVERSITY OF ILLINOIS CENTER FOR AFRICAN STUDIES
CORE AND AFFILIATE FACULTY/STAFF**

Page	Name	Rank	Department	AS%
A2-17	Bowen, Merle ❖✦🌐	Associate Professor Director	Political Science Center for African Studies (CAS)	100
A2-18	Adesida, Ilesanmi❖	Provost & Vice Chancellor	Chancellor's Office	25
	Aguilera-Vaques, Ruth❖	Associate Professor	Business Administration	25
A2-19	Akresh, Richard❖	Associate Professor	Economics	100
	Allan, Brian❖	Assistant Professor	Entomology	50
A2-20	Allen- Smith, Joyce❖	Associate Professor	College of Agricultural, Consumer, and Environmental Sciences (ACES)	25
	Ambrose, Stanley❖	Professor	Anthropology	100
A2-21	Anderson, James♦	Professor, Head	Education Policy, Organization and Leadership (EPOL)	< 25
	Bailey, Ronald❖🌐	Professor, Chair	Department of African- American Studies (DAAS)	25
A2-22	Balci, Ercan❖✦	Senior Lecturer, Director of the Less Commonly Taught Languages (LCTL) Program, Director of the Summer Institute for the Languages of the Muslim World (SILMW)	Linguistics	50
	Barnes, Teresa❖🌐	Associate Professor	History	100
A2-23	Barro, Maimouna✦🌐	Associate Director	CAS	100
	Bassett, Thomas❖	Director of Global Studies Program, Professor	Geography and Geographic Information Science	100

A2-1

❖ CAS Faculty Affiliate; ✦ Center for African Studies Staff; 🌐 Center for African Studies Executive Advisory Committee; ● External Evaluator; ♦ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS%
A2-24	Basu, Manisha❖	Assistant Professor	English	50
	Batoma, Atoma❖🌐	Associate Professor	Library	100
A2-25	Bayat, Asef❖	Professor	Sociology	75
	Bello-Bravo, Julia✦	Assistant Director	CAS/Illinois Strategic International Partnerships (ISIP)	50
A2-26	Benmamoun, Abbas❖	Associate Provost for Faculty Development, Professor	Linguistics	100
	Bokamba, Eyamba❖	Professor	Linguistics	100
A2-27	Boyle, Francis❖	Professor	Law	25
	Bradlow, Steven❖	Professor	Mathematics	50
A2-28	Brennan, James❖	Associate Professor	History	100
	Brooks, Ian❖	Researcher	National Center for Supercomputing Applications (NCSA)	25
A2-29	Brooks, Jan❖	Teaching Associate	Human and Community Development	50
	Brown, Ruth❖	Assistant Professor	Gender and Women's Studies (GWS)/EPOL	25
A2-30	Burton, Antoinette❖	Professor	History	25
	Canache, Damarys❖	Associate Professor	Political Science	25
A2-31	Chhatre, Ashwini❖	Associate Professor	Geography	25
	Clark, Richard Warner♦	Associate Director	Agricultural Education Program	< 25

A2-2

❖ CAS Faculty Affiliate; ✦ Center for African Studies Staff; 🌐 Center for African Studies Executive Advisory Committee; 🌟 External Evaluator; ♦ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS%
A2-32	Collins, Janice❖	Assistant Professor	Journalism	50
	Cuno, Kenneth❖	Associate Professor	History	100
A2-33	Damhorst, Gregory♦	Predoctoral Fellow	Bioengineering	25
	Dash, Leon❖	Professor	Journalism	25
A2-34	Dávila, Jerry	Professor	History	< 25
	DeStefano, Lizanne✱	Director of I-STEM, Professor	Educational Psychology	< 25
A2-35	Dill, Brian❖	Assistant Professor	Sociology	100
	Dressman, Mark❖	Professor	Curriculum and Instruction (C & I)	25
A2-36	Esfahani, Hadi❖	Professor	Economics	25
	Etienne, Margareth❖	Professor	Law	25
A2-37	Fennell, Christopher❖	Associate Professor	Anthropology	25
	Ferguson, Rolin Oliver❖	International Program Coordinator	ACES	100
A2-38	Flynn, Karen❖	Associate Professor	GWS/DAAS	25
	Ford, Barbara❖	Director, Professor	Mortenson Center for International Library Programs (MCILP)	50
A2-39	Fresco, Alain❖	Assistant Professor	French	75
	Friedman, Jeffrey♦	Visiting Int'l Training Coordinator	International Programs and Studies (IPS)	< 25
A2-40	Gardoni, Paolo❖	Associate Professor	Civil & Env't'l Eng.	50
	Ghamari-Tabrizi, Behrooz❖	Associate Professor	History	25

A2-3

❖ CAS Faculty Affiliate; † Center for African Studies Staff; ⚙ Center for African Studies Executive Advisory Committee; ✱ External Evaluator; ♦ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS%
A2-41	Ginsburg, Rebecca ❖🌐	Associate Professor	EPOL	50
	Gitler, Terri †	Office Support Associate	CAS	50
A2-42	Goldsmith, Peter ❖	Associate Professor	ACES	25
	Gottlieb, Alma ❖	Professor	Anthropology	100
A2-43	Graham, Philip ❖	Professor	English	50
	Grigsby-Toussaint, Diana ❖	Assistant Professor	Kinesiology	25
A2-44	Gueye, Mor	Language Instructor	Linguistics	50
	Gundersen, Craig ❖	Professor	ACES	25
A2-45	Hansen, Alan ❖	Professor	Agr& Bio Engineering	50
	Hassan, Wail ❖	Professor	Comparative and World Literature	100
A2-46	Herrera, Linda ❖	Associate Professor	EPOL	100
	Hoening, Margarethe ❖	Professor	Veterinary Medicine	25
A2-47	Hoffman, Valerie ❖	Director of CSAMES, Professor of Religious Studies	Center for South Asian and Middle Eastern Studies (CSAMES)	100
	Holtzclaw-Stone, Heather ❖	Director of Undergraduate Studies	Sociology	25
A2-48	Huang, Wen-Hao ❖	Associate Professor	EPOL	< 25
	Hurt, Christine ❖	Professor	Law	25
A2-49	Iwelunmor, Juliet ❖	Assistant Professor	Kinesiology	100
	Kalipeni, Ezekiel ❖	Professor	Geography	100

A2-4

❖ CAS Faculty Affiliate; † Center for African Studies Staff; 🌐 Center for African Studies Executive Advisory Committee; 🌟 External Evaluator; ◆ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS%
A2-50	Kang, Tarnjeet †	Graduate Hourly	African Studies	100
	Keenan, Patrick ❖ 🌐	Professor	Law	100
A2-51	Kiramba, Lydiah Kananu	Doctoral Student	C & I	50
	Kolodziej, Edward ❖	Director of Center for Global Studies (CGS), Professor Emeritus	International Programs and Studies; Political Science	25
A2-52	Lutomia, Anne Namatsi	Doctoral Student	EPOL	50
	Lough, Benjamin ❖	Assistant Professor	Social Work	25
A2-53	Madela, Mbhekiseni	Language Instructor	Linguistics	100
	Marinas, Benito ❖	Professor	Civil & Env't'l Eng	50
A2-54	McCarthy, Sarah ❖	Professor, Associate Head of Graduate Programs	C & I	> 25
	McDuffie, Erik ❖	Associate Professor	DAAS/History	50
A2-55	McNamara, Paul ❖	Associate Professor	ACES	50
	Meghelli, Samir ❖	Assistant Professor	DAAS/French	50
A2-56	Meier, Sandy Prita ❖	Assistant Professor	Art & Design	100
	Michelson, Hope ❖	Assistant Professor	ACES	25
A2-57	Miraftab, Faranak ❖	Professor	Department of Urban and Regional Planning (DURP)	75
	Mlay, Joshua 🌐	Graduate Student	African Studies	100
A2-58	Moustafa, Laila Hussein ❖ 🌐	Assistant Professor	Library	100
	Murphy, Colleen ❖	Associate Professor	Philosophy	25

A2-5

❖ CAS Faculty Affiliate; † Center for African Studies Staff; 🌐 Center for African Studies Executive Advisory Committee; 🌐 External Evaluator; ♦ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS%
A2-59	Neville, Helen ❖	Professor	Educational Psychology, DAAS	50
	Noble, Safiya ❖	Assistant Professor	Media & Cinema Studies	25
A2-60	O'Brien, David ❖	Associate Professor	Art & Design	25
	Oliver, Cynthia ❖	Professor	Dance	25
A2-61	Parsons, Marilyn ❖	Professor	C & I	< 25
	Pittendrigh, Barry ❖	Professor	Entomology	50
A2-62	Pratt-Clarke, Menah ❖	Associate Chancellor, Associate Professor	Chancellor's Office/ EPOL	25
	Purpura, Allyson ❖	Curator	Krannert Art Museum	100
A2-63	Ribot, Jesse ❖	Director of Social Dimensions of Environmental Policy, Professor	Geography & Geographic Information Science	100
	Riedel, Kristina ❖ ✦ 🌐	Senior Lecturer, Director & Coordinator of Sub-Saharan Languages, Advisor for the Minor in Sub-Saharan Languages	Linguistics	100
A2-64	Ruggles, D. Fairchild ❖	Professor	Landscape & Architecture	25
	Saadah, Eman ❖ ✦ 🌐	Lecturer, Director & Language Coordinator of Arabic, Advisor for the Minor in African Studies	Linguistics	100
A2-65	Salo, Ken ❖ 🌐	Lecturer	Department of Urban and Regional Planning (DURP)	100
	Saul, Mahir ❖	Professor	Anthropology	100

A2-6

❖ CAS Faculty Affiliate; ✦ Center for African Studies Staff; 🌐 Center for African Studies Executive Advisory Committee; ● External Evaluator; ◆ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS%
A2-66	Schnuer, Susan ❖	Associate Director	MCILP	100
	Sears, Susan ◆	Disability Specialist	Division of Disability Resources and Educational Services	< 25
A2-67	Shisler, Joanna ❖	Associate Professor	Medical Microbiology	25
	Shosted, Ryan ❖🌐	Associate Professor	Linguistics	100
A2-68	Silvers, Michael ❖	Assistant Professor	Music	25
	Smith, Samuel ❖	Engagement Director	Krannert Center for the Performing Arts	100
A2-69	Solis, Gabriel ❖	Associate Professor	Music	25
	Spindel, Carol ❖	Lecturer	English	25
A2-70	Stumpf, Rebecca ❖	Associate Professor	Anthropology	25
	Sugrue, Noreen ❖	Research Associate	Women and Gender in Global Perspectives	50
A2-71	Sullivan, Zohreh ❖	Professor Emeritus	English	25
	Viswanathan, Madhubalan ❖	Professor	Business Administration	25
A2-72	Wedig, Timothy ❖	Lecturer	Global Studies	25
	Weissinger, Thomas ❖	Professor	African-American Library	25
A2-73	Winter-Nelson, Alex ❖	Director of the Office of International Programs, Professor	ACES	100
	Winters, Matthew ❖	Assistant Professor	Political Science	25
A2-74	Wright, David ❖	Associate Professor	English	50
	Yoon, James Hye Suk ❖	Professor, Head	Linguistics	

A2-7

❖ CAS Faculty Affiliate; ◆ Center for African Studies Staff; 🌐 Center for African Studies Executive Advisory Committee; 🌟 External Evaluator; ◆ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS%
A2-75	Zerai, Assata❖🌐	Associate Professor	Sociology	100

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NORTHWESTERN UNIVERSITY PROGRAM FOR AFRICAN STUDIES

FACULTY/STAFF

Page	Name	Rank	Department	AS %
A2-76	Reno, William ✦🌐◆	Professor	Political Science African Studies	100
A2-77	Abani, Chris	Professor	English	100
	Achenbach, Chad J	Assistant Professor	Medicine-Infectious Diseases, FSM	50
A2-78	Alter, Karen J	Professor	Political Science & Law	25
	Andersen, Torben G	Professor	Finance, KSM	25
A2-79	Antabali, Fadia	Lecturer	Middle East and North African Studies (Arabic)	100
	Arntson, Paul	Professor	Center for Global Engagement	25
A2-80	Babcock, Sandra L.	Professor Clinical Director	Law & Center for International Human rights	25
	Beaman, Lori A.	Assistant Professor	Economics	50
A2-81	Berzock, Kathleen	Associate Director of Curatorial Affairs	Mary and Leigh Block Museum of Art	50
	Bledsoe, Caroline H.	Professor	Anthropology	50
A2-82	Braga-Pinto, Cesar A.	Associate Professor	Spanish and Portuguese	33
	Bryant, Sherwin K.	Associate Professor	African American Studies and History	50

Page	Name	Rank	Department	AS %
A2-83	Buck, Michelle L.	Clinical Professor	Management and Organization, KSM	50
	Chadha, S. Paul	Adjunct Professor	Law	50
A2-84	Chouchair, Bechara N.	Adjunct Associate Professor	Global Health Program	25
	Christensen, Paul	Clinical Associate Professor; Executive Director	Finance, KSM Global Programs, KSM	25
A2-85	Coffey, Kelly †	Program Assistant	Program of African Studies	100
	D'Amato, Anthony	Professor	Law	25
A2-86	Darin, Kristin M	Research Assistant Professor	Medicine-Infectious Diseases, FSM	25
	Delancey, Virginia	Consultant	Program of African Studies	100
A2-87	Denzer, LaRay †	Newsletter & Events Assistant	Program of African Studies	100
	Diermeier, Daniel	Professor Director	Regulation and Competitive Practices, KSM Ford Motor Company Center for Global Citizenship	25
A2-88	Dintruff, Robert	Lecturer	Management and Decision Sciences, KSM	50
	Easterbrook, David L. ♦	Curator	M. J. Herskovits Library of African Studies	100
A2-89	Edwards, Brian T. ♦	Associate Professor Director	English and Program in Contemporary Literary Studies Program in Middle East and North African Studies	50
	Enteen, Jillana	Senior Lecturer	Gender and Sexuality Studies	25

A2-10

† Program of African Studies Staff; Ⓢ Program of African Studies Executive Advisory Committee;
♦ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS %
A2-90	Foster, Douglas M	Associate Professor	Medill School of Journalism	50
	Galvin, Shannon R. ♦	Assistant Professor Director	Medicine-Infectious Diseases, FSM Clinical Programs and Training, Center for Global Health	25
A2-91	Garraway, Doris L.	Associate Professor	French and Italian	50
	Geraghty, Thomas	Professor	Law	25
A2-92	Ghiglione, Loren	Professor	Global Journalism, Medill School of Journalism	50
	Glassman, Jonathan	Professor	History	100
A2-93	Glucksberg, Matthew R.	Professor Director	Biomedical Engineering Center for Innovation in Global Health Technologies	33
	Griswold, Wendy	Professor	Sociology	50
A2-94	Grynspan, Devora	Director	Office of International Program Development, Global Health Studies	50
	Hanson, Brian T.	Interim Director Lecturer	Buffett Center for International and Comparative Studies Political Science	33
A2-95	Hauser, Mark	Assistant Professor	Anthropology	33
	Hawkins, Claudia	Assistant Professor	Infectious Diseases, Global Health, FSM	25
A2-96	Hill, Stephen	Senior Associate Director Adjunct Professor	Office of Fellowships African Studies	100
	Hoffman, Katherine E.	Associate Professor	Anthropology	50

A2-11

✦ Program of African Studies Staff; 🌐 Program of African Studies Executive Advisory Committee;
♦ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS %
A2-97	Horesh, Uri ♦	Language Coordinator	Middle East and North African Studies (Arabic)	100
	Ingram, Brannon	Assistant Professor	Religious Studies	25
A2-98	Johnson, Sylvester	Associate Professor	African American Studies and Religion	25
	Joseph, Richard A.	Professor	Political Science	100
A2-99	Kale, Esmeralda	Curator for Africana	M.J. Herskovits Library of African Studies	100
	Kelso, David M.	Professor Director	Biomedical Engineering, McCormick School of Engineering Center for Innovation in Global Healthcare Technologies	25
A2-100	Khan, Fatima Z. ♦	Lecturer in Arabic	Middle East and North African Studies (Arabic)	100
	Kinnan, Cynthia	Assistant Professor	Economics	25
A2-101	Klein, Kate †🌐 ♦	Associate Director	Program of African Studies	100
	Launay, Robert G. ♦	Professor	Anthropology	100
A2-102	Lauzière, Henri	Assistant Professor	History	50
	Leonard, William R.	Professor	Anthropology	25
A2-103	Lepine, Richard ♦	Senior Lecturer	African Studies (Swahili)	100
	Logan, Amanda	Assistant Professor	Anthropology	50
A2-104	Madison, D. Soyini	Professor	Performance Studies, School of Communications	50
	Mahoney, James L.	Professor	Political Science and Sociology	25

A2-12

† Program of African Studies Staff; 🌐 Program of African Studies Executive Advisory Committee;
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Page	Name	Rank	Department	AS %
A2-105	Marchand, Gregory	Guest Lecturer	Global Initiatives in Management, KSM	100
	McDade, Thomas	Professor Director	Anthropology Laboratory for Human Biology Research	24
A2-106	Mikhaeel, Ragy Halim Ibrahim ♦	Lecturer	Middle East and North African Studies (Arabic)	100
	Mukherjee, Debjani	Associate Professor	Medical Humanities and Bioethics, FSM	25
A2-107	Murphy, Robert L.	Director	Global Health Institute for Public Health and Medicine, FSM	50
	Murphy, William P.	Lecturer	Anthropology	50
A2-108	Mwangi, Evan 🌐	Associate Professor	English	100
	Orloff, Ann Shola	Professor	Sociology	24
A2-109	Palamountain, Kara	Research Assistant Professor; Executive Director	Global Health Initiative, KSM	50
	Penningroth, Dylan C.	Professor	History	33
A2-110	Petry, Carl F.	Professor	History	75
	Pietrus, Matthew	YALI Program Coordinator	Program of African Studies	100
A2-111	Qader, Nasrin	Associate Professor	French and Italian	50
	Rice, Jeff 🌐	Senior Lecturer	African Studies	100

A2-13

✦ Program of African Studies Staff; 🌐 Program of African Studies Executive Advisory Committee; ♦ Participating in the 2014-2018 NRC Project

Page	Name	Rank	Department	AS %
A2-112	Riedl, Rachel B. 🌐 ♦	Assistant Professor	Political Science	75
	Reilly, John	Adjunct Professor	Political Science	25
A2-113	Rodriguez, Sarah B.	Lecturer	Medical Humanities and Bioethics, FSM	24
	Ruffer, Galya B. ♦	Senior Lecturer; Director	International Studies International Studies Program	50
A2-114	Scheffer, David J.	Professor	Law	25
	Schoenbrun, David L.	Professor	History	100
A2-115	Sherekis, Rebecca ✦ 🌐 ♦	Interim Director	Institute for the Study of Islamic Thought in Africa	100
	Sherman, Joan K.	Lecturer	Gender and Sexuality Studies	25
A2-116	Sorenson, Juliet S. ♦	Clinical Assistant Professor	Law	75
	Spruyt, Hendrik	Professor	Political Science	25
A2-117	Sullivan, Noelle 🌐 ♦	Lecturer	Anthropology	50
	Taiwo, Babafemi	Associate Professor	Medicine-Infectious Diseases, FSM	75
A2-118	Thistle, Susan L.	Senior Lecturer	Sociology	25
	Thomè Williams, Ana Clotilde	Lecturer	Spanish and Portuguese	33

Page	Name	Rank	Department	AS %
A2-119	Thompson, Krista A.	Associate Professor	Art History	50
	Tilley, Helen 	Associate Professor	History	50
A2-120	Ukaegbu, Chikwenu C.	Lecturer	Sociology	33
	Walker, Richard	Lecturer	Economics	25
A2-121	Waxenbaum Dennison, Erin H	Assistant Professor	Anthropology	25
	Weheliye, Alexander G.	Vice-Chair, Associate Professor	African American Studies African American Studies and English	50
A2-122	Whitcomb, Lynn	Senior Lecturer	Middle East and North African Studies (Arabic)	100
	Wilson, Ivy 	Director, Associate Professor	Program in American Studies English	25
A2-123	Winegar, Jessica	Associate Professor	Anthropology	75
	Winston, Jane B.	Associate Professor	French and Italian	75
A2-124	Wright, Michelle Maria	Associate Professor	English	25

UI-NU– MIS COMMUNITY COLLEGE PROJECT COLLABORATORS

Page	Name	Rank	Department	AS%
A2-125	Davis, Edward C.	Professor	African American Studies & Anthropology, Malcolm X College, City Colleges of Chicago,	100
	Ndoye, Ibrahima	Associate Professor	Humanities, Parkland Community College	100
A2-126	Ntihirageza, Jeanine	Associate Professor, Chair	TESL Program Department Anthropology, English Language Program, Philosophy and Teaching English as a Second Language, Northeastern Illinois University	25
	Thomson, Marshall W.	Associate Professor, Coordinator	Political Science African and African American Studies, Northeastern Illinois University	25

UNIVERSITY OF ILLINOIS CENTER FOR AFRICAN STUDIES
FACULTY PROFILES

Language Proficiency: 5 fluent 4 excellent 3 good 2 fair 1 poor

ORANGE: Core Faculty (50-100% Research & Teaching)

BLACK: Affiliated Faculty (49% and below)

Merle Bowen

Department/Tenure Status: Associate Professor, Department of Political Science; Director, Center for African Studies; Tenured

Education: B.A., University of Toronto, 1978; M.A., University of California, Los Angeles, 1979; Ph.D., University of Toronto 1986

Academic and Related Experience: Assistant Professor, Department of Political Science, 1988-96, Fellow, Rockefeller Foundation Humanities Program, Northwestern University, 2005

Overseas Experience: Brazil, Ethiopia, Malawi, Mozambique, , South Africa, Tanzania, Zimbabwe

Foreign Language Competence: Chingana (1), French (2), Portuguese (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Development of African Studies; Government and Politics in Africa; Global Africa Seminar; Pan Africanism in the Americas, Europe, and Africa; African Diaspora Seminar; Thesis Research; Individual Study

Research/Teaching Specializations: Comparative Politics-Developing Countries; Politics in Africa and the African Diaspora; Race, Ethnicity and Gender; Race and the Environment; Agrarian and Rural Issues; Social Movements and Globalization in the Postcolonial World

Dissertation and Theses Supervised in the Past Five Years: 5

Distinctions: Illinois Strategic International Partnership (ISIP), "Lassa Fever Education in Sierra Leone," 2014-15, \$6,200; IPS and LAS International Conference Grant, "Power Africa: Promises, Potentials, Pitfalls and Possible Alternatives," 2014, \$25,000; LAS Conference Grant, "Information Technology and Africa: Practices, Potentials and Challenges," 2013, \$27,000; United States institute of Peace (USIP) Public Engagement for Peacebuilding Initiative Grant, "Peacebuilding in West Africa: Looking for Answers," 2012, \$2,000; ISIP Grant, "Delivering Scientific Animations without Borders to Mozambique," 2012, \$6,000; UI Public Engagement Grant, "Extending the Sister Cities Initiative: Understanding Malawi in Urbana," 2011, \$15,000; Lemann Faculty Research Grant, Lemann Institute for Brazilian Studies, 2010-11, \$20,000; List of Teachers Ranked as Excellent by their Students: Government and Politics in Africa (2010) and Development of African Studies (2011, 2013)

Editorial Advisory Board: *Agrarian South: Journal of Political Economy* (Sage Publications)

Recent Publications:

Bowen, Merle. *The State against the Peasantry: Rural Struggles in Colonial and Postcolonial Mozambique*. Charlottesville: University Press of Virginia, 2000

Bowen, Merle. "The Struggle for Black Land Rights in Brazil: An Insider's View on Quilombos and the Quilombo Land Movement," *African and Black Diaspora: An International Journal* 3.2 (2010): 147-168

Bowen, Merle and A. Tillman, "Developing Culturally Responsive Surveys: Lessons in Development, Implementation, and Analysis from Brazil's African Descent Communities," *American Journal of Evaluation* 35, 3 (2014)

Bowen, Merle. "The Agrarian Question in Brazil: Race, Labor, and African Descent Communities," *Agrarian South: Journal of Political Economy* 3.3 (2014)

Bowen, Merle, "Poverty in Paradise? Cultivating Ethnic Tourism in Brazil's Quilombos," Special Issue on Brazil, *African and Black Diaspora: An International Journal* (June, 2015)

Ilesanmi Adesida

Department/Tenure Status: Provost and Vice Chancellor for Academic Affairs; Professor of Engineering; Tenured

Education: B.S., UC, Berkeley, 1979; M.S., UC Berkeley, 1975; Ph.D., UC Berkeley, 1979

Academic and Related Experience: Provost and Vice Chancellor for Academic Affairs 2012-present; Donald Biggar Willet Professor of Engineering 2003-present; Dean, College of Engineering, 2006-2012

Overseas Experience: Nigeria, Cote d'Ivoire, Kenya, Cape Verde

Foreign Language Competence: Yoruba (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: nanofabrication processes; ultra-high-speed optoelectronics; Microelectronics and Optoelectronics; wide bandgap materials; ultra-high-speed photodetectors and photoreceivers

Dissertation and Theses Supervised in the Past Five Years: 24

Distinctions: Defense Advanced Research Projects Agency grant, 2009- 11; IEEE Electron Device Society

Distinguished Service Award (2011)

Recent Publications:

M. Yan, J. Lee, B. Ofuonye, S. Choi, J. H. Jang, and I. Adesida, "Effect of salty-developer temperature on electron-beam-exposed hydrogen silsequioxane resist for ultra-dense pattern transfer," *Journal of Vacuum Science and Technology* B28, C6S23-C6S27, 2010

J. Lee, M. Yan, B. Ofuonye, J. Jang, X. Gao, S. Guo, and I. Adesida, "Low resistance Mo/Al/Mo/Au ohmic contact scheme to InAlN/AlN/GaN heterostructure," *Physica Status Solidi A* 208, 1538-1540, 2011

B. Ofuonye, J. Lee, M. Yan, Q. Fareed, I. Ahmad, A. Khan, and I. Adesida, "Elevated-Temperature Annealing Effects on AlGaN/GaN Heterostructures," *Journal of Electronic Materials* 40, 2344-2347, 2011

Ruth Aguilera Vaques

Department/Tenure Status: Associate Professor, Department of Business Administration; Tenured

Education: M.A., University of Barcelona, 1992; M.A., 1996; Ph.D., Harvard University, 1999

Academic and Related Experience: Associate Professor, College of Law 2006-present; Associate Professor, Sociology, 2000-present; Visiting Scholar, Sogang University, Seoul, 2009; Visiting Professor, Instituto de Empresa, Madrid, 2003-09

Overseas Experience: Brazil, France, Ghana

Foreign Language Competence: French (3), Spanish (5), Italian (3), Catalan (5), German (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Comparative Corporate Governance; International Business/Multinational Firm; Global Strategy; Business Ethics; Comparative Employment Systems

Research/Teaching Specializations: Comparative corporate governance and firm internationalization processes

Dissertation and Theses Supervised in the Past Five Years: 12

Distinctions: Hewlett International Conference Grant, 2011; Best paper Award, Academy of International Business, 2013; Beckman Research Award, 2013; Illinois Strategic Africa Initiative Research Grant, 2013

Recent Publications:

Aguilera, R. V. (2011) "Governance in a Transnational Era. Stephen J. Kobrin and the Post-Westphalian Reality," *Advances in International Management*, 24:33-42

Aguilera, R. V. and Crespí-Cladera, R. (2012) "Firm Family Firms: Current Debates in Corporate Governance in Family Firms," *Journal of Family Business Strategy*, 3: 66-69

Desender, K., Aguilera, R.V., Crespí-Cladera, R., and García-Cestona, M. A. (2013) "When Does Ownership Matter? Board Characteristics and Behavior," *Strategic Management Journal*, 34(7): 823-842

García Castro, R, Aguilera, R. V., and Ariño, M.A. (2013) "Bundles of Firm Corporate Governance Practices: A Fuzzy Set Analysis," *Corporate Governance: An International Review*, 21(4): 390-407

Flores, R., Aguilera, R. V., Mahdian, A. and Vaaler, P. (2013) "How Well Do Supra-National Regional Grouping Schemes Fit International Business Research Models," *Journal of International Business Studies*, 44 (5): 451-474

Richard Akresh

Department/Tenure Status: Associate Professor, Department of Economics; Tenured

Education: Ph.D., Yale University, 2004

Academic and Related Experience: Assistant Professor, University of Illinois, 2005-2013; Faculty Research Fellow, National Bureau of Economic Research, 2013

Overseas Experience: Burkina Faso, Togo, Cote d'Ivoire, Rwanda, Burundi

Foreign Language Competence: French (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Development Economics; Topics in Development Econ

Research/Teaching Specializations: Development economics; health Economics; labor economics; children's health; impact of civil war on health

Dissertation and Theses Supervised in the Past Five Years: 4

Distinctions: National Bureau of Economic Research, 2008-2011, Africa; World Bank, 2008-2013, Africa; University of Illinois, Arnold O. Beckman Award, Campus Research Board, Research Assistant Grant and Travel Funds, 2008-2009, Global; University of Illinois, International Programs and Studies, William and Flora Hewlett International Research Travel Grant, 2008, Africa

Recent Publications:

"Wars and Child Health: Evidence from the Eritrean-Ethiopian Conflict." *Journal of Development Economics* (2012)

"Child Ability and Household Human Capital Investment Decisions in Burkina Faso." *Economic Development and Cultural Change* (2012)

"War and Stature: Growing Up During the Nigerian Civil War." *American Economic Review* (2012)

"Productive Efficiency and the Scope for Cooperation in Polygynous Households." *American Journal of Agricultural Economics* (2012)

Akresh, Richard. *Alternative Cash Transfer Delivery Mechanisms: Impacts on Routine Preventative Health Clinic Visits in Burkina Faso*. NBER Africa Project, 2013

Brian Allan

Department/Tenure Status: Assistant Professor, Department of Entomology; Tenure Track

Education: B.S., University of Michigan, 2000; Ph.D., Washington University, 2009

Academic and Related Experience: Postdoctoral Research Fellow, Washington University in Saint Louis 2009-10

Overseas Experience: Kenya, Panama

Foreign Language Competence: Swahili (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Interdisciplinary training in hydrology and infectious diseases; Ecology and human health; Biology of disease vectors; History of medical entomology

Research/Teaching Specializations: ecology of infectious diseases; diseases transmitted to humans from wildlife via the bite of an infected arthropod; effects of human-mediated global change on the risk of exposure to parasites and pathogens carried by wildlife; effects of landscape change on the emergence and transmission

Distinctions: North Central Integrated Pest Management Center Grant, 2011; William and Flora Hewlett International Conference Grant, 2011; U.S. Environmental Protection Agency (EPA) Grant 2009-2011

Recent Publications:

Allan, B.F., T.S. Varns and J.M. Chase. Fear of parasites: Lone star ticks increase giving-up densities in white-tailed deer. *Israel Journal of Ecology and Evolution* (2010)

Allan, B.F., H.P. Dutra, L.S. Goessling, K. Barnett, J.M. Chase, R.J. Marquis, G.C. Pang, G.A. Storch, R.E. Thach and J.L. Orrock. Invasive honeysuckle eradication reduces tick-borne disease risk by altering host dynamics. *Proceedings of the National Academy of Sciences* 107(43): 18523-18527 (2010)

Allan, B.F., L.S. Goessling, G.A. Storch and R.E. Thach. Blood meal analysis to identify reservoir hosts for *Amblyomma americanum* ticks. *Emerging Infectious Diseases* 16(3): 433-440 (2010)

Kensinger, B.J., and B.F. Allan. 2011. Efficacy of dry-ice baited traps for sampling *Amblyomma americanum* (Acari: Ixodidae) varies with life-stage but not habitat. *Journal of Medical Entomology*

Joyce Allen-Smith

Department/Tenure Status: Associate Professor, Department of Agricultural and Consumer Economics; Tenured

Education: M.S., North Carolina State University, 1976 ; Ph.D., University of Illinois, 1980

Academic and Related Experience: Assistant Professor, ACES, 1983-1990

Overseas Experience: Kenya

Foreign Language Competence: Swahili (1)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Agricultural and Food Policies; Economics of Rural Poverty and Development; Economic Systems in Africa; Economic Development in Tropical Africa

Research/Teaching Specializations: Economics of food; agricultural policy; trade, and development; nutrition policy; and rural poverty

Dissertation and Theses Supervised in the Past Five Years: 1

Stanley Ambrose

Department/Tenure Status: Professor, Department of Anthropology; Tenured

Education: B.A., University of Massachusetts, 1977; M.A. & Ph.D., University of California, Berkeley, 1981&1984

Academic and Related Experience: Associate Professor, University of Illinois, 1991-2003

Overseas Experience: Kenya, Ethiopia, Tanzania, South Africa, India, Australia, China, Cameroon, Croatia, Mexico

Foreign Language Competence: French (3), Kiswahili (4), Swahili (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Human Origins and Culture; Introduction to Archaeology; History of Human Evolution; Special Topics; The Prehistory of Africa; Stone Tool Technology Analysis; Topics in Anthropology: Archaeometry; Readings in Anthropology; Dissertation Readings

Research/Teaching Specializations: African archaeology; stable isotope ecology; human evolution; dietary reconstruction; climate change

Dissertation and Theses Supervised in the Past Five Years: 6

Distinctions: Distinguished Lecture in African Archaeology, Center for African Studies, University of Florida, Gainesville, 2013; National Science Foundation (Archaeometry): Tracing the Evolution of Late Quaternary Human Interaction and Mobility Patterns in Kenya, 2008; NSF Archaeology program. "Collaborative proposal: "Tracing the Evolution of Late Quaternary Human Interaction and Mobility Patterns in Kenya," 2010

Recent Publications:

The influence of environmental factors on enamel hypoplasia in domestic sheep and goats in southern Kenya Masailand. *Tracking Down the Past; Ethnohistory meets archaeozoology.* 2009

"Seasonal variation in kangaroo tooth enamel oxygen and carbon isotope ratios in southern Australia."

Quaternary Research (2012)

"Early MIS 3 occupation of Mochena Borago rockshelter, southwest Ethiopian highlands: Implications for Late Pleistocene archaeology, paleoenvironments and modern human dispersals." *Quaternary International* (2012)

"Reply to the Comment on 'Environmental impact of the 73 ka Toba super-eruption in South Asia.'" *Palaeogeography, Palaeoclimatology, Palaeoecology* (2010)

"The 74 ka Toba super-eruption and southern Indian hominins: archaeology, lithic technology and environments at Jwalapuram Locality 3." *Journal of Archaeological Science* (2010)

Obsidian hydration dating and source exploitation studies in Africa. *The Dating and Provenance of Obsidian and Ancient Manufactured Glasses.* Albuquerque: University of New Mexico Press, 2012. 56-72

"Kangaroo tooth enamel oxygen and carbon isotope variation on a latitudinal transect in southern Australia: implications for palaeoenvironmental reconstruction." *Oecologia* 171 (2013)

James Anderson

Department/Tenure Status: Head/Gutgsell Prof, Education Policy, Organization, & Leadership, Tenured

Education: Ph.D., University of Illinois at Urbana-Champaign 1973

Overseas Experience: China

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: history of African American education in the South from 1860-1935, the history of higher education desegregation in southern states, the history of public school desegregation, institutional racism, and the representation of Blacks in secondary school history textbooks

Distinctions: AERA Fellow for Outstanding Education Research presented by the American Educational Research Association, 2012; AACTE Lifetime Achievement Award presented by the American Association of Colleges for Teacher Education, 2012

Dissertations/Thesis Committees past 5 years: 19

Grants: Co-academic Director, Global Institute for Secondary Educators 2013

Ronald W. Bailey

Department/Tenure Status: Chair and Professor, Department of African American Studies; Tenured

Education: B.A., Michigan State, 1969; M.A. & Ph.D., Stanford University, 1971 & 1981

Academic and Related Experience: Professor and Head, Department of African American Studies, University of Illinois, 2011-Present; Distinguished Senior Lecturer, Africana Studies and History, Department of Social and Behavioral Sciences, Savannah State University, 2010 – 2012

Foreign Language Competence: Russian (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Introduction to African American Studies

Research/Teaching Specializations: Survey of the African American Experience; Introduction to African American Studies, Introduction to Black Politics; Blacks in the Media; Black Community and Social Change, and Survey of U.S. History

Dissertation and Theses Supervised in the Past Five Years: 6

Distinctions: Humanitarian Award, Willow Hill Heritage and Renaissance Center, August 2010; Chairman's Award ("For Unselfish Dedication to the Museum"), Ralph Mark Gilbert Civil Rights Museum, 2010

Recent Publications:

Bailey, R "Slavery, The Slave Ship, and the Making of the Modern World." *Journal of African-American History*, 93(4), 547-563 (2008)

Alkalimat, A., Bailey, R. "From Black to eBlack: The Digital Transformation of Black Studies Pedagogy." *Fire!!! The Multimedia Journal in Black Studies*, 1(1) (2011)

Ercan Balci

Department/Tenure Status: Senior Lecturer, Department of Linguistics; Coordinator of SILMW; Non-tenure Track

Education: B.A., Bogazici University, 1998; M.A. & Ph.D, Bogazici University, Istanbul 2000 & 2006

Overseas Experience: Turkey

Foreign Language Competence: Turkish (5), Spanish (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Lang&Culture of Arab World; Elementary Standard Arabic I; Elementary Standard Arabic II; Colloquial Arabic I; Intermediate Stand Arabic I; Intermediate Stand Arabic II; Advanced Standard Arabic I; Advanced Standard Arabic II; Topics Stand Arabic Lang&Lit I; Topics Stand Arabic LangLit II; Adv Top Stand Arabic LangLit I; AdvTop Stand Arabic LangLit II; Tutorials in Non-Western Lang; Tutorials in Non-Western Lang; Modern Greek 453; Special Topics in Linguistics; Elementary Swahili I; Elementary Swahili II; Intermediate Swahili I; Intermediate Swahili II; Advanced Swahili I; Advanced Swahili II; Topics Swahili Lang & Lit I; Adv Topics Swahili Lang&Lit I; Elementary Wolof I; Elementary Wolof II; Intermediate Wolof I; Intermediate Zulu II

Research/Teaching Specializations: Turkish linguistics, Turkish language, Turkish culture, moro-phonology, heritage vs. non-heritage learners. curriculum for language instruction, Turkish as a second/foreign language

Dissertation and Theses Supervised in the Past Five Years:

Distinctions: Faculty Conference Travel Grant, Center for South Asian and Middle Eastern Studies, University of Illinois, Urbana-Champaign, 2009, Middle East, \$400.00; Faculty Conference Travel Grant, European Union Center, University of Illinois, Urbana-Champaign. September, 2011, 2011, European Union, \$900.00

Recent Publications:

Balci, Ercan. *Turkish Consonants: A Government Phonology Analysis*. VDM Publishing, 2008

Balci, Ercan. Advanced Turkish Curriculum for foreigners at university level. *International Turkish Instruction Symposium Proceedings*. Fagamusta, Cyprus: 2010

Balci, Ercan. "Turkey and the Arab Spring." *Global-E Journal* (2012)

Teresa A. Barnes

Department/Tenure Status: Associate Professor, History Department and Gender/Women's Studies; Tenured

Education: B.A., Brown University, 1979; M.A. & Ph.D., University of Zimbabwe, 1987 & 1994

Academic and Related Experience: Associate Professor, History and Gender/Women's Studies Department, 2008-Present; Associate Professor, University of the Western Cape, Cape Town, South Africa, 2005-08

Overseas Experience: Zimbabwe, South Africa

Foreign Language Competence: French (2).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Thesis Research; Black Women Hist & Cultures; History of Southern Africa; 20thC Africa Intellectual Hist; Seminar in African History; Reading Course

Research/Teaching Specializations: History of East and Southern Africa; History of Southern Africa; 20th Century World History since WWII, 20th Century African Intellectual History; Feminisms on the African Continent; Black Women, Histories and Cultures

Distinctions: Illinois Program for Research in the Humanities Faculty Fellowship, 2014; Co-chair, Association of Concerned Africa Scholars, 2013-15; Scholar's Travel Fund Grant, University of Illinois, 2012

Recent Publications:

T. Barnes. *The Restructuring of South African Higher Education: Rocky roads from policy formulation to institutional mergers*, 2001—2005. Pretoria: University of South Africa Press, 2009

The History of South African Health Care. Rev. of Diversity and Division in Medicine: Health Care in South Africa from the , *Journal of African History* 50.3 (2010): 449-451

"Not until Zimbabwe Is Free Can We Stop to Think about It" The Zimbabwe African National Union and Radical Women's Health Activists in the United States, 1979. *Radical History Review* 119 (Spring 2014)

Zimbabwean Urban History. Rev. of Bulawayo Burning: The Social History of an African City, *Journal of African History* 52.2 (2011): 266-268

Maimouna Barro

Department/Tenure Status: Associate Director, Center for African Studies

Education: B.A., University of Saint-Louis, Senegal, 1993; M.A. & Ph.D., University of Illinois at Urbana-Champaign, 1997 & 2005

Academic and Related Experience: Wolof Language Instructor, University of Illinois, 1995-2005

Overseas Experience: Senegal; Mauritania

Foreign Language Competence: Pulaar (5); Wolof (5); French (4); English (4); Spanish (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Introduction to Modern Africa; Practicum in African Studies; Special Topics; Higher Education in Africa

Research/Teaching Specializations: Education, language and literacy; Language, identity and transnationalism; women, education and development; Women and international development; Participatory development

Dissertation and Theses Supervised in the Past Five Years: 3

Distinctions: Chancellor's Academic Professional Excellence (2010) Teachers Ranked as excellent (2008 & 2010)

Recent Publications:

Barro, Maimouna A. "Trans-nationalizing the African Public Sphere: What Role for Trans-border Languages?" *Africa Development XXXV.1 & 2* (2010): 16. May 2010

Barro, Maimouna A. "'Maimouna Barro, Interim Director, Center for African Studies discusses the recent presidential election in Senegal, *Illinois International/Global Viewpoint*, April 2012

Barro, Maimouna. "Development Aid and Higher Education in Africa: The Need for More Effective Partnerships between African Universities and Major American Foundations" *CODESRIA Bulletin 1 & 2* (2012): 30, June 2012

Thomas Bassett

Department/Tenure Status: Professor, Department of Geography and GIS; Tenured

Education: B.A., Tufts University, 1976; M.A. & PhD, University of California, Berkeley 1979 & 1984.

Academic and Related Experience: Professor, Ecole des Hautes Etudes en Sciences Sociales, France 1995-96; Director, Global Studies Program, 2014-present

Overseas Experience: Cote D'Ivoire, Guinea, Sudan, Ethiopia, Burkina Faso, Mali

Foreign Language Competence: Bamana/Jula (2), French (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Development&Environment; Geog of Developing Countries; Individual Study; Geography of Dev and Underdev; Political Ecology; Advanced Studies in Geography; Thesis Research

Research/Teaching Specializations: The political ecology of environmental change; the social and agricultural history of cotton; history of cartography of Africa; Fulbe pastoralism; land rights

Dissertation and Theses Supervised in the Past Five Years: 7

Distinctions: James M. Blaut Innovative Publication Award for The Atlas of World Hunger, Cultural and Political Ecology Specialty Group, Association of American Geographers, April 2011; National Science Foundation, Regular Grant Competition, "Patrimony, Property, and Development Territories in Northern Côte d'Ivoire", 2001-2005; National Geographic Society, A Tough Nut to Crack: Cashews and rural household incomes in Côte d'Ivoire, 2012-2013, Africa, \$19949.00; ISIP Africa Initiative, A Tough Nut to Crack: Cashews and rural household incomes in Côte d'Ivoire, 2012-2013, Africa, \$5000.00; Shet Distinguished Faculty Award for International Achievement, UI, 2014

Recent Publications:

Bassett, Thomas J. "Slim pickings: Fairtrade cotton in West Africa." *Geoforum* 41.1 (2010): 44-55

Bassett, Thomas J. "Winning Coalition, Sore Loser: The 2010 Presidential Elections in Côte d'Ivoire." *African Affairs* 110.440 (2011): 469-479

Bassett, Thomas J. and Scott Straus. "Defending Democracy in Côte d'Ivoire: Africa Takes a Stand." *Foreign Affairs* 90.4 (2011): 130-140

Beymer-Farris, B. and T. Bassett. "The REDD Menace: Resurgent Protectionism in Tanzania's Mangrove Forests." *Global Environmental Change* 22 (2012): 331-341

Mausha Basu

Department/Tenure Status: Assistant Professor, Department of English; Tenure Track
Education: B.A., Presidency College, India, 1995; M.A., Jadavpur University, Calcutta, India, 1997; Ph.D., University of Pittsburgh 2008
Academic and Related Experience: Visiting Assistant Professor, Department of English, 2008-10
Overseas Experience: India, Kenya
Foreign Language Competence: French (3), Bengali (5), Hindi (5)
Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below
Areas Studies Courses: Introduction to Modern African Literature; Modern African Fiction; Postcolonial Literature in English
Research/Teaching Specializations: Critical approaches to literature; Postcolonial theory and literatures; Nationalism; Secularism Literary theory and cultural studies; Literature in postcolonial states
Distinctions:
Recent Publications:
"Postcoloniality and the Language of Metro-polar Globalization." *Journal of Postcolonial Cultures and Societies* 2 (2010)
Rev. of *Becoming Imperial Citizens: Indians in the Late Victorian Empire*. *Modern Fiction Studies* Vol. 57.4 (2011)
"The Play of Living Creation: Time and Finitude in Tagore's Humanism." *Comparative Literature*. Durham, Duke University Press (2013)
"The Stuff that Realisms are Made on: R.K. Narayan's Painter of Signs." *South Asian Review* 32.1 (2012)

Atoma Batoma

Department/Tenure Status: Associate Professor, Metadata Services, University Library; Tenured
Education: B.A. & M.A., University of Dakar, 1978 & 1980; Ph.D., University of Liege, Belgium, 1991
Academic and Related Experience: Assistant Professor, Main Library, University of Illinois, 2004-11
Overseas Experience: Gambia, Senegal, Togo, Tanzania
Foreign Language Competence: Ewe (1), Kaybe (5), French (5), German (4), Latin (2), Swahili (4), Spanish (3)
Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below
Areas Studies Courses:
Research/Teaching Specializations: Onomastic science; philosophy of language
Distinctions: Research and Publication Committee award (Library), 2009, 2013. Goethe Institute award, 2010
Recent Publications:
"Cataloging Africana: the Case for the Integration of Onomastics into Training Programs." *African Research and Documentation* 111 (2009)
"Onomastics and Allusive Communication among the Kabre of Northern Togo." *Nordic Journal of African Studies* 18.3 (2009)
"Hypocoristic and Polemical Aspects of Kabrè Initiation Names: The Second Initiation Rite." *Onoma* 44 (2010)
"Talking Through One's Dog: Zoonymy and Polemical Communication in Traditional Africa." *Onoma* 44 (2010)
"When Empty Shelves Speak Volumes: Reflections on my visit to the National Library of Togo." *Africana Libraries Newsletter* 128 (2011)
Reference Guide to Africa: A Bibliography of Sources. Third Edition. Lanham: The Scarecrow Press, 2014

Asaf Bayat

Department/Tenure Status: Professor, Department of Sociology; Tenured

Education: B.A., University of Tehran, 1977; PhD, University of Kent, 1984

Academic and Related Experience: Visiting Scholar, UC Berkeley, 1993; Professor, Leiden University, 2009-10

Overseas Experience: Egypt, Iran

Foreign Language Competence: Arabic (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Religion and Politics; Megacities of the Global South; Collective Action and Revolution; Middle Eastern Societies and Cultures

Research/Teaching Specializations: Social movements and change; Urban space and development; Religion, society and politics; International development; Contemporary Muslim Middle East; Islam and modernity

Distinctions: 2012 -- The Catherine C. and Bruce A. Bastian Chair of Global and Transnational Studies; 2012-13 - Open Society Fellow; 2014-17 -- Elected to the Board of the United Nations Research Institute for Social Development; 2014 Guggenheim Fellow

Recent Publications:

"Experiences of an Indigenous Intellectual" *Marginality: Curse or Cure?. Marginality and Exclusion in Egypt*. Ed. Ray Bush and Habib Ayeub. London: Zed Books, 2012.

Life as Politics: How Ordinary People Change the Middle East. Stanford University Press, 2013

Post-Islamism: The Changing Faces of Political Islam. Oxford University Press, 2013

"Areas and Ideas." *Comparative Studies of South Asia, Africa and the Middle East* 33.3 (2013)

"Arab Spring and Its Surprises." *Development and Change* 44.2 (2013)

"Egypt and the Limits of Reformation." *Global Dialogue* 4.5 (2013)

Maria Julia Bello-Bravo

Department/Tenure Status: Assistant Director, Center for African Studies

Education: J.D., University Complutense of Madrid, Spain, 1993; M.A. & Ph.D., Purdue University, 2004 & 2008

Academic and Related Experience: Assistant Director, ISIP, 2012-2013; Extension Specialist, University of Illinois, 2008-11; Government Liaison, Spain, 2000-01

Overseas Experience: Niger, Nigeria, Burkina Faso, Benin, Mali, Ethiopia, Uganda, Mozambique, Malawi

Foreign Language Competence: Spanish (5); Portuguese (2); French (2); Italian (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: International Business ICT in Africa

Research/Teaching Specializations: Gender, Spanish literature, agriculture, commodities in Africa

Distinctions: "Education, Training and Information Transfer – Scientific Animations Without Borders (SAWBO)." ADM Institute for Prevention of Post-Harvest Loss, 2012, Africa, \$160,000.00; Chancellor's Office Fund to support SAWBO, 2013, Africa, \$50,000.00; "Biological Foundations for Management of Field Insect Pests of Cowpea in West Africa" Dry Grain Pulses CRSP/USAID, 2008-2012, Africa, \$1,075,000.00; Illinois State Water Survey - Institute of Natural Resource Sustainability, 2010-2012, Africa, \$30000.00; "IPM-omics: Field Insect Pests of Cowpea in West Africa" Legumes Innovation Lab/USAID, 2012, Africa, \$2,000,000.00; "Farmer decision-making strategies for improved soil fertility management in maize-bean production systems" Legumes Innovation Lab/USAID, 2012, Africa, \$78000.00;

Recent Publications:

"Gender and farmer field schools in food and agricultural production systems in select crops and regions of West Africa." *The International Journal of Science in Society* 2.4 (2011)

"Scientific Animations Without Borders and communities of practice: promotion and pilot deployment of educational materials for low-literate learners around Adama (Ethiopia), *The Electronic Journal of Information Systems in Developing Countries* 56.4 (2013)

"The prospect of animated videos in agriculture and health: A case study in Benin." *International Journal of Education and Development using ICT* 9.3 (2013)

Abbas Benmamoun

Department/Tenure Status: Professor, Department of Linguistics; Associate Provost for Faculty Development; Tenured

Education: M.A., University College London, 1985; PhD, University of Southern California 1992

Academic and Related Experience: Lecturer, University of London, 1995-97; Chair, Department of Linguistics, 2004-10

Overseas Experience: Egypt, England, France, Morocco, Jordan, Kuwait, Qatar, UAE

Foreign Language Competence: Arabic (5), French (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Lang&Culture of Arab World; Thesis Research; Structure of Semitic Languages; Syntax I

Research/Teaching Specializations: Syntax of natural language with focus on Arabic; morphological of natural language; comparative studies of Arabic dialects; language and identity issues in the Arab world; Arabic and Arabs in the US. Arabic language and Linguistics

Dissertation and Theses Supervised in the Past Five Years: 19

Distinctions: List of Teachers Ranked as Excellent by their Students (2005). Fulbright Scholar Award (Kuwait), 2007NSF, 2004-2005; List of Teachers ranked as excellent by their students, 2012; National Science Foundation Grant., 2009-2014; Qatar National Research Fund grant, 2010-2014

Recent Publications:

Albirini, Abdulkafi , Brahim Chakrani, and Elabbas Benmamoun. "Gender and Number Agreement in the Oral Production of Arabic ." *Language and Cognition* 16.1 (2013): 1-18

Benmamoun, Elabbas , Silvina Montrul, and Maria Polinsky. "Defining an "Ideal" Heritage Speaker: Theoretical and Methodological Challenges." *Theoretical Linguistics* 39 39 (2013): 259-294

Benmamoun, Elabbas and Lina Choueiri. The Syntax of Arabic from a Generative Perspective. *Handbook of Arabic Linguistics*. Ed. Jonathan Owens. Oxford: Oxford University Press, 2013. 115-164

"Arabic Plurals and Rootand Pattern Morphology in Egyptian and Palestinian Heritage Speakers." *Linguistic Approaches to Bilingualism* 4.1 (2014): 89-123

Eyamba G. Bokamba

Department/Tenure Status: Professor, Department of Linguistics, Liberal Arts & Sciences; Tenured

Education: B.A., Kansas University, 1968; M.A. & Ph.D. Indiana University, 1974 & 1976

Academic and Related Experience: Director, Sub-Saharan African Languages Program, 2007-12; Director of Summer Cooperative African Language Institute, 2007-08; Director of SILMW, 2010-11

Overseas Experience: Kenya, Tanzania, Democratic Republic of Congo

Foreign Language Competence: Dzamba (5), French (4), Kiswahili (4), Likila (2), Lingala (5),

Bambara/Mandingo (3), ChiShona (2), German (2), isiZulu (2), Kikongo (2), KiMeru (2), Kinyarwanda (2), Libinza (2), Likoka (2), Lomongo/LoNkundo (2), Makua (2), Spanish (2), Tshiluba (2), Wolof (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Introduction to Language Science; Introduction to African Linguistics, Structure of Bantu languages; Undergraduate Open Seminar; Special Topics; Thesis Research; Advanced Lingala I; Topics Lingala Lang & Lit I; Intro to Linguistic Structure; Tutorials in Non-Western Lang; Lang in African Culture & Soc; Sociolinguistics I; Seminar in Bilingualism; Special Topics in Linguistics

Research/Teaching Specializations: Syntax (general & Bantu languages; Sociolinguistics (esp., language planning & language policy, and multilingualism, language variation, code-switching & code-mixing), Research on the syntax of Bantu languages, multilingualism; Language policies; education in Africa; Language acquisition and teaching (with particular emphasis on African languages)

Dissertation and Theses Supervised in the Past Five Years: 10

Distinctions: Fulbright Scholar's Program 1999, 2009; Member, African Languages Field Board, Nat'l African Language Resource Center, University of Wisconsin; Graduate College Research Board Grant, 2004, 2005, 2007

Recent Publications:

Bokamba , Eyamba. *The politics of language planning in Africa: Critical choices for the 21st century*

Texts in contexts: African Englishes and the creative writers. In *Philippine Journal of Linguistics*, Vol. 41 (December 2010): 33-60

Francis Boyle

Department/Tenure Status: Professor, College of Law; Tenured

Education: B.A., University of Chicago, 1971; J.D., M.A. & Ph.D., Harvard, 1976, 1978 & 1983

Academic and Related Experience: Teaching Fellow, Harvard University, 1976-78; Assistant Professor, 1978-81; Associate Professor, 1981-84

Overseas Experience: Russia, Libya, Lithuania

Foreign Language Competence: French (5), Arabic (1)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Special Topics; Individual Study; International Law; International Human Rights Law; Current Legal Problems: Constitutional Law of US Foreign Affairs

Research/Teaching Specializations International law; International human rights; Nuclear arms; Foreign affairs; Peaceful settlement of disputes; Civil resistance under international law

Dissertation and Theses Supervised in the Past Five Years: 1

Distinctions: Bertrand Russell Peace Lecturer, McMaster University

Recent Publications:

Boyle, Francis. *Biowarfare and Terrorism*. Clarity Press, 2005

Boyle, Francis. *Protesting Power: War, Resistance, and Law*. Rowman & Littlefield Publishers, Inc., 2007

Boyle, Francis. *Breaking All the Rules: Palestine, Iraq, Iran, and the Case for Impeachment*. Clarity Press, 2008

Boyle, Francis. *Tackling America's Toughest Questions*. Clarity Press, 2009

Steven Bradlow

Department/Tenure Status: Professor, Department of Mathematics; Tenured

Education: B.A., University of Witwatersrand, 1979; M.S., University of Chicago, 1982; Ph.D., University of Chicago, 1988

Academic and Related Experience: Assistant Professor, University of Illinois, 1992-96; Associate Professor, 1996-2004; Director of Graduate Studies, Department of Mathematics, University of Illinois, 2004-08

Overseas Experience: South Africa

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Introductory Matric Theory; Complex Differential Geometry, Vector Bundles and Introduction to Gauge Theory; Spinors in geometry and physics

Research/Teaching Specializations: Developing mathematical skills and institutions in South Africa; Differential geometry; Gauge theory; Holomorphic vector bundles; Moduli spaces

Distinctions: Clay Mathematics Institute Award, 2005; American Institute of Math Award, 2006; National Science Foundation Research Grant, 2000, 2001, 2008, 2009, 2011 & 2012; Campus Research Board Grant, 2000, 2004, 2008, 2009, 2010 & 2013

Recent Publications:

Deformations of maximal representations in $Sp(4, \mathbb{R})$, *Quarterly Journal of Mathematics*, 63(4), 2012, pg.795-843

Special Issue, Journal of Fixed Point Theory, Higgs Fields, and Yang-Mills Functionals, 11(2012)1-1.

Approximate Hermitian-Einstein Connections on Principal Bundles over a Compact Riemann Surface, *Annals of Global Analysis and Geometry*, (2013)

James Brennan

Department/Tenure Status: Associate Professor, Department of History; Tenured

Education: M.A., University of Alabama, 1994; Ph.D., Northwestern University 2002

Academic and Related Experience: Research Associate, University of London, 2003-2008; Assistant Professor, 2003-2008; Assistant Professor, University of Illinois, 2008-2011

Overseas Experience: Tanzania; Kenya, Somalia

Foreign Language Competence: Swahili (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: History of Africa; Intro Hist Interpretation; Decolonization in Africa; Research and Writing Seminar; Problems in African History: African History and the World; Reading Course.

Research/Teaching Specializations: Urbanization; Nationalism; Political thought; Media

Dissertation and Theses Supervised in the Past Five Years: 2

Distinctions: Arnold O. Beckman Research Board Grant, University of Illinois, 2011-2012; Humanities Released Time Grant, College of Liberal Arts & Sciences, University of Illinois, 2011-2011; Bethwell A. Ogot Book Award, African Studies Association, Best Book in East African Studies, 2013 Helen Corley Petit Scholar, College of Liberal Arts & Sciences, University of Illinois, 2013-2014

Recent Publications:

Taifa: Making Nation and Race in Urban Tanzania. Athens, OH: Ohio University Press, 2012

"Rents and entitlements: reassessing Africa's urban pasts and futures." *Afrika Focus* 26.1 (2013): 37-49

Rev. of The Karimjee Jivanjee family: merchant princes of East Africa 1800-2000, by. Gijsbert Oonk
Business History 55.5 (2013): 1-3

"Communications and Media in African History." *The Oxford Handbook of Modern African History.* Ed. John Parker and Richard Reid. Oxford: Oxford University Press, 2013. 492-509

Rev. of Aspects of Colonial Tanzania History, by. Lawrence Mbogoni. *Tanzanian Affairs* 106, 2013

"Constructing arguments and institutions of Islamic belonging: M. O. Abbasi, colonial Tanzania, and the western Indian Ocean world, 1925-61." *Journal of African History* 55.2 (2014)

Ian Brooks

Department/Tenure Status: Research Scientist, Graduate School of Library and Information Science; Academic Professional

Education: B.S., University of York, 1987; M.S., Cornell University, 1990; PhD Biochemistry, Bryn Mawr College, 1996

Academic and Related Experience: Founding Director, Health Science Group at the National Center for Supercomputing Applications, 2005-present; Adjunct Professor, University of Saskatchewan, 2011 – present

Overseas Experience: China, Brazil, Peru, Costa Rica, Canada, St. Lucia, United Kingdom, Tanzania, South Africa, Sao Tome and Principe, Zambia

Foreign Language Competence: French (3), Spanish (2), Portuguese (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Global Health

Distinctions: 2013 – Present World Health Organization eHealth technical advisory group 2012 – Present Pan-American Health Organization Advisory Committee on eHealth 2009 – Present CDC – High Performance Computing External Advisory Committee 2008 – Present Intern. CDC: Malaria Map Hosting, 2013; CIDA: Mama Kwanza, 2013; CDC: Revision of Malaria Map, 2009-2010

Recent Publications:

"Integrated Malaria Management," in *Vector Biology, Ecology and Control*, P. W. Atkinson, Ed. Dordrecht: Springer Netherlands, 2010, pp. 221-258

P. L. Petrucka, S. Bassendowski, H. Roberts, I. Brooks, and G. Daniel, "From Improbable to Inevitable: Dispelling the Myths of mHealth," in *Proceedings of the 2nd International conference on M4D Mobile Communication Technology for Development M4D 2010*, Kampala, Uganda, 2010, pp.319-323.2

Jan Brooks

Department/Tenure Status: Teaching Associate, Human and Community Development; Academic Professional

Education: B.A., University of Illinois, 1981; M. Ed., University of Illinois, 1992

Academic and Related Experience: Teaching Associate, Human and Community Development, Child Development Laboratory, University of Illinois, 1992-present; Instructor, Part-time faculty, Department of Social Sciences, Parkland College, 1994-present; Director, Orchard Cooperative Nursery School, University of Illinois, 1981-1992

Overseas Experience: South Africa

Foreign Language Competence: Spanish (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Study Abroad – South Africa

Research/Teaching Specializations: Human Development; Child Development; Inclusion of children with special needs in educational settings; South Africa

Recent Publications:

Dickson, J. "Fostering New Parenting Practices in South Africa." *The Illinois International Review* 12 (2010)

Ruth Brown

Department/Tenure Status: Assistant Professor, Education Policy, Organization and Leadership, Gender and Women Studies; Tenure Track

Education: Ph.D., University of Michigan Ann Arbor, 2005; M.A., University of Michigan Ann Arbor, 2000; B.A., University of Illinois, Urbana – Champaign, 1998

Academic and Related Experience: Postdoctoral Fellow, University of Illinois, 2005 – 2007

Overseas Experience: Ethiopia

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Advanced Graduate Seminar: Black Feminism; Advanced Graduate Seminar: Critical Arts-Based Research; Advanced Graduate Seminar: Revolutionary Acts I; Black Women & Popular Culture

Research/Teaching Specializations: American politics with focus on race, ethnicity, gender, sexuality and inequality; cultural politics and theories of social construction; critical race and feminist theories and practices

Dissertation and Theses Supervised in the Past Five Years: 4

Distinctions: National Women's Studies Spelman Institute "Women of Color: Theory, Scholarship, and Activism" (2009); Center for Democracy in a Multiracial Society Fellow, UIUC (2008-2009).

Recent Publications:

Brown, Ruth N. "Political philosophy of theatre: The experience of avant-garde and Black theatre," *Linguistic and Philosophical Investigations* 9 (2010): 17-35

Brown, Ruth N. and C Kwakye. *Wish To Live: The Hip-Hop Feminist Pedagogy Reader*, 2012

Brown, Ruth N. *Hearing Our Truths: The Creative Potential of Black Girlhood (Dissident Feminisms)*. University of Illinois Press, 2013

Antoinette Burton

Department/Tenure Status: Professor, Department of History; Tenured
Education: B.A., Yale University, 1983; M.A. & PhD, University of Chicago, 1984 & 1990
Academic and Related Experience: Senior Lecturer, John Hopkins University, 1996-96; Chair, Department of History, University of Illinois, 2005-10

Overseas Experience: United Kingdom, India, Australia, New Zealand, South Africa

Foreign Language Competence: French (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: World History since 1300; Global Feminism in Historical Perspective; Gender and Colonialism; Approaches and Methods; Women, Autobiography and History

Research/Teaching Specializations: Modern Britain and empire; colonial India; women, gender and feminism; postcolonial studies; world history

Dissertation and Theses Supervised in the Past Five Years: 31

Distinctions: Provost's Initiative on Teaching Advancement, Grant, 2011; Office of the Vice Chancellor for Research 2011-12, for World Histories from Below Teacher Training initiative, 2011; Guggenheim Fellow, 2010

Recent Publications:

"Traveling Criticism? the Dynamic History of Indigenous Modernities." *Journal of Cultural and Social History* 9.4 (2012)

"Amitav Ghosh's World History from Below." *History of the Present: A Journal of Critical History* 2.1 (2012)

"Other Criteria: History Writing as a Public Calling." Writing History for a Variety of Publics. Spec. iss. of *Historical Reflections/Réflexions Historiques* 38.2 (2012)

"Victorian History: Some Experiments with Syllabi." *Victorian Studies* 54.2 (2012)

The Roots That Clutch': Bodies, Sex and Race from 1750. *The Routledge History of the Body and Sex in the West, 1500 to the Present*. Routledge, 2013

Damaris Canache

Department/Tenure Status: Associate Professor, Department of Political Science; Tenured

Education: B.A., Andres Bello Catholic University, 1988; M.A. & Ph.D., University of Pittsburgh, 1993 & 1999

Academic and Related Experience: Assistant Professor, Florida State, 1995-2005

Overseas Experience: Venezuela

Foreign Language Competence: Spanish (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Individual Study; Interdisc Seminar Latin Am St; Gov & Pol of Latin America; Democratization; Internship; Internship: Government Internship; Proseminar Comp Politics II; PS Topics in Comparative Politics: Latin American Seminar; Research in Selected Topics

Research/Teaching Specializations: Public opinion and mass behavior; Democratic practices; Citizenship and structural change

Distinctions: National Science Foundation Grant, 2010

Recent Publications:

"Citizens' Conceptualizations of Democracy: Structural Complexity, Substantive Content and Political Significance." *Comparative Political Studies* 45 (2012): 1132-1148

"The Meanings of Democracy in Venezuela: Citizen Perceptions and Structural Change." *Latin American Politics and Society* 54 (2012): 95-122

"Openness, Extraversion and the Intention to Emigrate." *Journal of Research in Personality* 47 (2013)

Ashwini Chhatre

Department/Tenure Status: Associate Professor, Department of Geography and GIS; Tenured

Education: B.A., University of Delhi, 1990; M.A., Duke University, 2004; PhD, Duke University 2007

Academic and Related Experience: Post-doctoral Fellow, Harvard University, 2007-2007; Assistant Professor, University of Illinois, 2007-2013

Overseas Experience: India, Tanzania

Foreign Language Competence: Hindi (4), Marathi (3), Gujrati (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Geography of Developing Countries; Geographies of Globalization; Environmental Policy; International Environmental Cooperation; Development: History, Ideology, Practice, and Prospects

Research/Teaching Specializations: Environmental policy, Democratic practices, Climate change vulnerability and adaptability, Carbon sequestration

Dissertation and Theses Supervised in the Past Five Years: 3

Distinctions: Fellow, Center for Advanced Study, UI , 2010-11; Hewitt International Research Grant , 2008-2009; Academy for Entrepreneurial Leadership Faculty Research Grant, 2008-200; Campus Research Board Grant, 2008-2009; Ford Foundation Grant, 2013; National Science Foundation Grant, 2010 & 2012; Bill and Melinda Gates Foundation, Agricultural Development Program, 2011-2013; Campus Research Board, 2010-2011; Course Development Grant, 2010-2011

Recent Publications:

"Against mono-consequentialism: Multiple outcomes and their drivers in social-ecological systems." *Global Environmental Change* 21.1 (2011)

Chhatre, Ashwini, Shikha Lakhanpal, Anne Larson, Fred Nelson, Hemant Ojha, and Jagdeesh Puppala.

"Social Safeguards and Co-benefits in REDD+: A Review of the Adjacent Possible." *Current Opinion in Environmental Sustainability* (2012)

"Climate Policy Processes, Local Institutions, and Adaptation Actions: Mechanisms of Translation and Influence." *WIREs Climate Change* 3.6 (2012)

"Environmental Citizenship, Gender, and the Emergence of a New Conservation Politics." *Geoforum* (2013)

Richard Warner Clark

Department/Tenure Status: Associate Director, Agricultural Education Program

Education: B.S. 1976 Virginia Polytechnic Institute and State University, Horticulture; M.S. 1981 Virginia Polytechnic Institute and State University, Adult and Continuing Education; Ph.D. 1985 The Ohio State University, Agricultural Education/Extension Education

Academic and Related Experience: Generations in the workplace, Team development, Experiential learning, Conflict resolution, Youth program management, Community collaboration

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Janice Collins

Department/Tenure Status: Assistant Professor, Department of Journalism, Tenure Track

Education: B.A., Wake Forest University, 1986, M.S. & Ph.D., Ohio University, 2005 & 2009

Academic and Related Experience: Assistant Professor, E.W. Scripps School of Journalism and Mass Communications, Hampton University, 2001-2004; Assistant Professor, Journalism Department, Eastern Illinois University 2009-2013

Overseas Experience: Sierra Leone

Foreign Language Competence: Spanish (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Multimedia Story Telling; Leadership Development; Communication and Media Theory

Research/Teaching Specializations: Media/Journalism, Image Portrayals, Issues of DeMarginalization, Leadership, Gender, Race and Issues of Power

Distinctions: William and Flora Hewlett International Travel Grant, 2013

Recent Publications:

Broadcast Documentary in Process: "Returning to My Mother's Land, A Journey to Sierra Leone"

Kenneth Cuno

Department/Tenure Status: Associate Professor, Department of History; Tenured

Education: B.A., Lewis and Clark College, 1972; M.A. & Ph.D., University of California at Los Angeles 1977 & 1985

Academic and Related Experience: Director, Program in South Asian and Middle Eastern Studies, University of Illinois, 2002-06; Assistant Professor, Department of History, 1990-96

Overseas Experience: Turkey, Syria, Lebanon, Israel, Palestinian Territories, Egypt

Foreign Language Competence: Arabic (4), French (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: History of Islamic Middle East; Intro Hist Interpretation; Middle East 1566-1914; HIST 337: Middle East in 20th Century; Egypt Since World War I; Research and Writing Seminar; Problems in Comparative History; Reading Course; Intro to the World of Islam

Research/Teaching Specializations: Middle East; social history; legal history; family, women, & gender history

Dissertation and Theses Supervised in the Past Five Years: 8

Distinctions: Institute of Turkish Studies. Matching Seed Grant, 2005; Institute of Turkish Studies. Matching Grant for Conference, 2005; Research Board Grants, 2010; Humanities Released Time awards, 2011

Recent Publications:

Walz, Terence and Kenneth M. Cuno. *Race and Slavery in the Middle East: Histories of Trans-Saharan Africans in 19th-Century Egypt, Sudan, and the Ottoman Mediterranean*. Cairo: American University in Cairo Press, 2010

Cuno, Kenneth M. "Egypt to c. 1919". *The New Cambridge History of Islam, vol. 5, The Islamic World in the Age of Western Dominance*. Ed. Francis Robinson. Cambridge: Cambridge University Press, 2010. 79-106

Cuno, Kenneth M. "'Family Ideals, Colonialism and Law,' a review essay." *Journal of Women's History* 22.4 (2010): 282-292

Cuno, Kenneth M. "'Middle East'." *World Book Encyclopedia*. Chicago: World Book, 2012

Cuno, Kenneth M. "Women with Missing Husbands: Marriage in Nineteenth Century Egypt". *Objectivity and Subjectivity in the Historiography of Egypt: In Honour of Nelly Hanna*. Ed. Nasser A. Ibrahim. Cairo: General Egyptian Book Organization, 2012. 156-170

"Marriage: Historical Practice." *Oxford Encyclopedia of Islam and Women*. 2013

Gregory Damhorst

Department/Tenure Status: Graduate Researcher, Medical Scholars/Bioengineering, Non-Tenure Eligible

Education: MS, University of Illinois at Urbana-Champaign 2013

Overseas Experience: Sierra Leone; Ghana

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Global health, infectious disease, biosensors, bio-MEMS, microfluidics, virology, HIV/AIDS

Distinctions: Roy J Carver Fellowship, College of Engineering, UIUC, 2010-2011; Illinois Distinguished Fellowship, Graduate College, UIUC, 2010-2013

Grants: NIH NIAID, 2014, Global; Focal Point Grant, 2011-2012, Global

Recent Publications:

"Microfluidic CD4+ and CD8+ T lymphocyte counters for point-of-care HIV diagnostics using whole blood." *Sci. Transl. Med* (2013)

"A liposome-based ion release impedance sensor for biological detection." *Biomedical Microdevices* (2013)

"Micro and nanotechnology for HIV/AIDS diagnostics in resource-limited settings." *IEEE Trans Biomed Eng* 60.3 (2013)

"Research Highlights: Highlights from the last year in nanomedicine." *Nanomedicine* 8.1 (2013)

Leon Dash

Department/Tenure Status: Professor, Department of Journalism; Director, Center for Advanced Study; Tenured

Education: B.A., Howard University 1968; Honorary Doctor of Humane Letters, Lincoln University, 1996

Academic and Related Experience: West Africa Bureau Chief, The Washington Post, 1979-1984; Investigative Reporter, The Washington Post, 1984-98; Professor, Journalism and African-American Studies, 1998-2000

Overseas Experience: Kenya, Nigeria, Zimbabwe, Liberia, Angola, Cote d'Ivoire, South Africa

Foreign Language Competence: Swahili (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Current Legal Problems; Immersion Journalism; Investigation Contemporary Phenomenon

Research/Teaching Specializations: Reporting on African in the U.S. media, immersion journalism; race and ethnicity in the media

Dissertation and Theses Supervised in the Past Five Years: 1

Distinctions: Founder, National Association of Black Journalists; Pulitzer Prize, 1995; Emmy Award, 1996;

Teacher of the Year Award, Department of Journalism, 2006; Director, Center for Advanced Study, 2009 – present

Jerry Dávila

Department/Tenure Status: Professor, LAS, Tenured

Education: Ph.D., Brown, 1998

Academic and Related Experience:

Overseas Experience: Brazil; Argentina; Chile

Foreign Language Competence: Portuguese (5); Spanish (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Race Relations in Latin America; Brazilian History; Public Policy; Social Movements

Dissertation and Theses Supervised in the Past Five Years:

Distinctions: American Library Association Choice Outstanding Academic Title for 2013, Dictatorship in South America; Latin American Studies Association Brazil Section Book Prize, for *Hotel Trópico*, 2012; International Education Award, UNC Charlotte, 2011

Selected Publications:

Dávila, Jerry. *Hotel Trópico: Brazil and the Challenge of African Decolonization, 1950-1980*. Duke, 2010

Dávila, Jerry. *Dictatorship in South America*. Wiley-Blackwell, 2013

Lizanne DeStefano

Department/Tenure Status: Professor and Director, Educational Psychology and I-STEM, Tenured (2000)

Education: PhD, University of Pittsburgh 1986

Overseas Experience: Russia

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: director of the I-STEM Educational Initiative; evaluation and sustainability of innovative programs, multi-site initiatives, and programs serving special populations such as students with disabilities or those at risk for academic failure

Distinctions: University of Pittsburgh Distinguished Alumni Award (2009)

Presentations: Predictive Validity of DIBELS, American Education Research Association, 04/01/2009, San Diego, CA

Recent Publications:

DeStefano, L. and J. Johnson. *Engineering climate study*. Champaign, IL: University of Illinois at Urbana-Champaign, 2009.

Brian Dill

Department/Tenure Status: Assistant Professor, Department of Sociology; Tenure Track

Education: B.A., University of Washington, 1990; M.A., San Francisco State University, 1994; PhD, University of Minnesota 2007

Academic and Related Experience: Visiting Assistant Professor, Department of Sociology, 2007-08

Overseas Experience: Tanzania

Foreign Language Competence: Swahili (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Africa in World Perspective; Impacts of Globalization; Individual Study; Development Theories; Readings in Sociology

Research/Teaching Specializations: Development, Transnational and global studies, Political sociology

Dissertation and Theses Supervised in the Past Five Years: 7

Distinctions: Excellence in Teaching Award (2008-2012). Center for African Studies Course Preparation Grant, 2008, Africa, Campus Research Board Scholars' Travel Award, 2009-2009; Interdisciplinary Innovation Initiative Program, 2012, Africa.; Humanities Release Time, 2012, Africa.; Course Development Grant, 2011, Africa

Recent Publications:

Dill, Brian J. "The Paradoxes of Community-Based Participation in Dar es Salaam, Tanzania." *Development and Change* (2009)

"Public-Public Partnerships in Urban Water Provision: The Case of Dar es Salaam." (2009)

Dill, Brian. "Governing Africa's Cities." *Political Sociology Newsletter*. 2009

Dill, Brian. "Community-Based Organizations (CBOs) and Norms of Participation in Tanzania: Working Against the Grain." *African Studies Review* 53(2):23-48 (2010)

"Who Benefits from Market-Based Carbon Mitigation?." *Perspectives on Global Development and Technology* (2011)

Dill, Brian. *Fixing the African State: Recognition, Politics, and Community-Based Development in Tanzania*. New York: Palgrave-Macmillan, 2013

Mark Dressman

Department/Tenure Status: Professor, Department of Curriculum and Instruction; Tenured

Education: B.A., Thomas Moore College, 1977; M.A. Columbia University, 1981; Ph.D., The University of Texas at Austin 1994

Academic and Related Experience: Assistant Professor, University of Houston, 1997-1999; Assistant Professor, 1999-2003; Associate Professor, University of Illinois, 2003-2011

Overseas Experience: Morocco, Turkey

Foreign Language Competence: Moroccan Arabic (3), Spanish (2), French (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Language & Culture of Arab World; Undergraduate Open Seminar; Intro to Teaching in a Diverse Society; Diverse Middle Grade Students; Fundamentals of Curriculum Development

Research/Teaching Specializations: Transcultural Education and Exchange; Ethnographic Writing; Curriculum Development; English Education

Dissertation and Theses Supervised in the Past Five Years: 9

Distinctions: College of Education Dean's Prize for Breakthrough Innovation in Teaching, 2011

Recent Publications:

Let's poem: The essential guide to teaching poetry in a high-stakes, multimodal world. New York: Teachers College Press, 2010

Toward technology-mediated transcultural education: Learning from a discussion of politics and culture between American and Moroccan students.. " *International Journal of Social Education* 24.2, 2011

"Using Video Conferences to Diversify Classrooms Electronically." *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas* 84.3, 2011

"Beyond disbelief: A confession of religion, technology, and academic conceit." *Ethnography* 14, 2013

Hadi Esfahani

Department/Tenure Status: Professor, Department of Economics; Tenured

Education: B.S., Tehran University, 1977; M.A. & PhD, University of California, Berkeley, 1982 & 1984

Academic and Related Experience: Economist, The World Bank, 1994-95; Director, Global Studies Initiative, 2005-08; Director, Center for South Asian and Middle Eastern Studies, 2009-2011

Foreign Language Competence: Persian (5), Arabic (3), Russian (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: International Economics; Developing Economics; Macroeconomic Principles; General Macroeconomic Theory; Computable Equilibrium Modeling

Research/Teaching Specializations: Role of institutions in economic development; Fiscal policy, trade, and economic growth; Entrepreneurship; Macroeconomics and oil exportation; Labor in Iran

Dissertation and Theses Supervised in the Past Five Years: 11

Distinctions: Faculty of the Year, Executive MBA Program, University of Illinois, 2004 and 2006; Energy Biosciences Institute Grant, 2007; Professor of the Year, Professional MBA Program, University of Illinois, 2009

Recent Publications:

"Gender, Education, Family Structure, and the Allocation of Labor in Iran." (2012)

"The Economic Ties and Political Interests of the United States in the Middle East and North Africa." *SNU American Studies Journal* 35.1 (2012)

"Gender and Entrepreneurship in Iran." *Middle East Critique*, (2013)

"Fading Attraction: Turkey's Shifting Relationship with the European Union." *The Quarterly Review of Economics and Finance* (2013)

"Oil Exports and Macroeconomic Performance in Iran." (2013)

"Oil Exports and the Iranian Economy." *The Quarterly Review of Economics and Finance* 55.3 (2013)

Margereth Etienne

Department/Tenure Status: Professor, College of Law; Tenured

Education: B.A., Yale University, 1991; J.D., Yale Law School 1995

Academic and Related Experience: Visiting Professor, University of Chicago, 2007-2008.

Overseas Experience: Senegal

Foreign Language Competence: French (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Undergraduate Open Seminar; Current Legal Problems: Aircraft Finance; Current Legal Problems: Intro to Gov't Contracts; Adv Topics in Criminal Law: Race and Sentencing Policy; Adv Topics in Criminal Law: Race, Gender & Sentencing; Adv Topics in Criminal Law: Race, Gender, & Sentencing

Research/Teaching Specializations: Criminal Law, Criminal Procedure, Advanced Criminal Procedure, Children and the Law, Sentencing Law and Policy, Juvenile Law, Federal Sentencing, Education Law

Dissertation and Theses Supervised in the Past Five Years: 1

Recent Publications:

Etienne, Margareth. "Taking Black Pain Seriously: A New Understanding of Racial Disparity in Sentencing." *St. Thomas Law Review* (2006)

Etienne, Margareth. *Restoring Justice through Individualized Processes. Criminal Law Conversations.* Oxford University Press, 2009

Etienne, Margareth. *In Need of a Theory of Mitigation. Criminal Law Conversations.* Oxford University Press, 2009

Christopher Fennell

Department/Tenure Status: Associate Professor, Anthropology; Tenured

Education: M.A., University of Pennsylvania, 1986; PhD, University of Virginia 2003

Academic and Related Experience: Visiting Professor, University of Chicago Law School, 2010 – present

Overseas Experience: United Kingdom, South Africa

Foreign Language Competence: Spanish (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Human Origins and Culture; Introduction to Archaeology; Special Topics; Seminar in Anthropology: Racism, Law & Social Science; Readings in Anthropology; Dissertation Readings; Current Legal Problems: Anthropology and the Law; Current Legal Problems: Racism, Law and Social Science

Research/Teaching Specializations: African diaspora studies African cultural histories archaeology historical anthropology

Dissertation and Theses Supervised in the Past Five Years: 4

Distinctions: Award for Distinguished Service 2012-2013, Department of Anthropology, University of Illinois, Urbana-Champaign. Gustave O. Arlt Award recipient, 2010; Humanities Council of South Carolina and the National Endowment for the Humanities, 2013 University of Illinois Research Board, 2013; Illinois Humanities Council, the National Endowment for the Humanities, and the Illinois General Assembly, 2011; Digital Antiquity initiative, 2011; University of Illinois Research Board., 2011; New Philadelphia Archaeology Project, 2011

Recent Publications:

Fennell, Christopher. "African Diaspora Archaeology." Encyclopedia of Global Archaeology. New York: Springer Press, 2012

Fennell, Christopher. "African Diaspora Archaeology Network." Encyclopedia of Global Archaeology. New York: Springer Press, 2012

Fennell, Christopher and Kathryn Fay. "Paradoxes in Designs for a National Historic Landmark's Presentation." Museums & Social Issues 7.2 (2012): 323-340

Fennell, Christopher C. Kongo and the Archaeology of Early African America. Kongo Across the Waters Ed. Susan Cooksey, Robin Poynor, and Hein Vanhee. Gainesville: University of Florida Press, 2013, 231-239

Oliver Ferguson

Department/Tenure Status: International Programs Coordinator, Department of Agricultural and Consumer Economics; Academic Professional

Education: BA, Political Science, University of the West Indies, 1999; Master of International Development, University of Pittsburgh, 2006

Academic and Related Experience: Director of KCDC and Business Development Coordinator, Galesburg Regional Economic Development Corporation

Overseas Experience: Ghana, Sierra Leone

Foreign Language Competence: English (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Learning in Community (Njala Semester Abroad); ACE 499-SL (ACES in Sierra Leone)

Research/Teaching Specializations: Modernizing Extension and Advisory Services (MEAS) Project

Distinctions: Team Award for Excellence, College of ACES, 2104

Karen Flynn

Department/Tenure Status: Associate Professor, Gender and Women's Studies; Department of African American Studies; Tenured

Education: Ph.D., York University, 2003; M.A., University of Windsor, 1995; B.A., University of Windsor, 1993

Academic and Related Experience: Assistant Professor, GWS/AAS, 2004 – present; Director, Women's Studies Program, St. Cloud State University, 2003-2004; Assistant Professor, Women's Studies Program, St. Cloud State University, 2001 – 2004

Overseas Experience: Morocco

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Black Women in the Diaspora, Women of Color in the United States

Research/Teaching Specializations: Migration and travel, Black Canada, health, popular culture, feminist, Diasporic and post-colonial studies, critical anti-racist theory, activism, women and work, race and racism

Distinctions: Lavinia L. Dock Book Award, 2013; Dean's Fellow, University of Illinois, 2013-14

Recent Publications:

Moving Beyond Borders: A History of Black Canadian and Caribbean Women in the Diaspora, Toronto: University of Toronto Press (November, 2011)

“Media Representations of Bullying Toward Queer Youth: Gender, Race, and Age Discrepancies,” *Journal of LGBT Youth*, 9: 4, fall, 2012, 340-356

Who would play with me?’ Childhood narratives of racial identity,” *Southern Journal of Canadian Studies*, Special Issue-Constructing Black Canada, Vol 5: 1-2 (December 2012), 1-3-121

Barbara Ford

Department/Tenure Status: Professor, University Library; Director, Mortenson Center for International Library Programs; Tenured

Education: B.A., Illinois Wesleyan University, 1967; M.S., University of Illinois, 1973

Academic and Related Experience: Assistant Commissioner for Central Library Services, Chicago Public Library, 1998-2002

Overseas Experience: Nicaragua, Panama

Foreign Language Competence: Spanish (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Studies Foundation Seminar: The Power of Information

Research/Teaching Specializations: Information literacy, government information, the future of libraries, the role of library associations, international cooperation among libraries

Distinctions: American Library Association Humphrey/OCLC/Forest Press Award in 2008 and Chinese American Librarians Association 2009 CALA President Recognition Award

Recent Publications:

Global Perspectives on Public Libraries. Introduction to Public Librarianship. New York: Neal-Schuman, 2004. 265-291

Ford, Barbara J. Librarians: Our Reach Is Global and Our touch Is Local. Perspectives, Insights & Priorities: 17 Leaders Speak Freely of Librarianship. Lanham: Scarecrow Press, 2005. 49-54

Developing an International Library Leadership Institute: Thinking Outside the Borders. Continuing Professional Development: Pathways to Leadership in the Library and Information World. Munchen: K.G. Saur, 2007. 40-56

Ford, Barbara J. LIS Professionals in a Global Society. The Portable MLIS: Insights from the Experts. Westport, Ct.: Libraries Unlimited, 2008. 195-203

Ford, Barbara J. A Global Leadership Context for Librarians. Thinking Outside the Borders: Library Leadership in a World Community. Urbana: Mortenson Center, 2008. 8-16

Global Perspectives on Public Libraries. Introduction to Public Librarianship. New York: Neal-Schuman, 2011

Alain Fresco

Department/Tenure Status: Assistant Professor, Department of French; Director of Undergraduate Studies, Department of French; Non-tenure track

Education: B.A., University of Delaware, 1969; M.A. & Ph.D., Indiana University 1981

Academic and Related Experience: Undergraduate Advisor, 1982-present; Assistant Professor, Parkland College, 1988-1994

Overseas Experience: Senegal.

Foreign Language Competence: French (3), Italian (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Undergraduate Open Seminar; Individual Topics; Francophone African Literature; French African Film; Origins of African Literature of French Expression

Research/Teaching Specializations: Negritude poets, Literature from French West Africa, Representation of tradition and modernity, Gender roles, Theories of racism in 18th-20th century colonial and post-colonial discourse.

Dissertation and Theses Supervised in the Past Five Years: 1 Ph.D

Jeffrey Friedman

Department/Tenure Status: International Training, International Programs & Studies; College of Education, Non-Tenure Eligible

Education: Ph.D., New York University 2013

Overseas Experience: Japan

Foreign Language Competency: Japanese (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses:

Research/Teaching Specializations: American studies for International audiences, English language education policy, internationalization of social studies curriculum

Distinctions: U.S. Department of State, Study of the U.S. Institute, 2013-2015, Global

Selected Publications:

“English Education in the Era of Meiji Japan”, World Englishes. Wiley Publishing, (forthcoming) | “A Disharming Internationalism: Language Education in Japan”, History of Education Quarterly (under review)

Paolo Gardoni

Department/Tenure Status: Associate Professor, Department of Civil and Environmental Engineering; Tenured.
Education: M.A. & PhD Civil Engineering, University of California, Berkeley, 2001 & 2002

Academic and Related Experience: Associate Professor, Texas A&M University, 2009-2011; Director, Mid-America Earthquake Center, 2013 -- present

Overseas Experience: Italy, Japan

Foreign Language Competence: Italian (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Courses taught

Research/Teaching Specializations: Earthquake engineering; Reliability, risk and life cycle analysis; Decision making under uncertainty; Performance assessment of deteriorating systems; Ethical, social, and legal dimensions of risk; Policies for natural hazard mitigation and disaster recovery; Engineering Ethics

Distinctions: TEES Select Young Faculty Award (2006-2007) Dwight Look College of Engineering, Texas A&M University, College Station (In recognition of outstanding research, this is the highest award given to untenured faculty by the Texas A&M Universitys Dwight Look

Recent Publications:

"Probabilistic seismic demand models and fragility estimates for wind turbine support structures. Seismic Risk Analysis and Management of Civil Infrastructure Systems. Cambridge: Woodhead Publishing, 2013

"Stochastic modeling of structural deterioration in infrastructure systems. Seismic Risk Analysis and Management of Civil Infrastructure Systems. Cambridge: Woodhead Publishing Ltd, 2013

"Deterioration and reliability of bridges. Seismic Risk Analysis and Management of Civil Infrastructure Systems. Cambridge: Woodhead Publishing Ltd, 2013

A capability approach for seismic risk analysis and management. Seismic Risk Analysis and Management of Civil Infrastructure Systems. Cambridge: Woodhead Publishing Ltd, 2013

"Progressive reliability method and its application to offshore mooring systems," Engineering Structures 56 (2013)

"The responsibilities of engineers," Science and Engineering Ethics (2013)

Behrooz Ghamari-Tabrizi

Department/Tenure Status: Associate Professor, Department of History; Tenured

Education: B.A., Polytechnic University, Tehran, 1981; M.A. & Ph.D., University of California, Santa Cruz, 1999

Academic and Related Experience: Middle East Consultant, Amnesty International, 1989-1991; Mellon Humanities Post-Doctoral Fellow, 1998-99; Assistant Professor, Georgia State University, 1999-2005.

Overseas Experience: Egypt, Iran

Foreign Language Competence: Arabic (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global History; Special Topics: Modern Iran; Prob in Comparative History; Reading Course; Advanced Special Topics; Recent Developments in Sociology; Readings in Sociology

Research/Teaching Specializations: Global history; Iranian revolution; Islamist social movements

Dissertation and Theses Supervised in the Past Five Years:

Distinctions: Arnold O. Beckman Fellow, 2008-09; Fellow, Center for Advanced Studies, University of Illinois, 2009; Distinguished Fellow; Fellow, Institute for Advances Studies, Berlin, 2010-11

Recent Publications:

"Political Spirituality and the Dream of Emancipation: What Foucault Learned in Iran.." Andisheh-ye Puyā 1.5 (2013)

The Political Hermeneutics of Abdolkarim Soroush. Oxford Handbook of Islam and Politics. Oxford, London: Oxford University Press, 2013

"Women's Right, Shari'a Law, and the Secularization of Islam in Iran." International Journal of Politics, Culture and Society 26.3 (2013)

Rebecca Ginsburg

Department/Tenure Status: Associate Professor, EPOL; Tenured

Education: B.A., Loyola Marymount, 1984; J.D., University of Michigan, 1987; PhD, University of California at Berkeley, 2001

Academic and Related Experience: Assistant Professor, Department of Landscape Architecture, 2004-2011

Overseas Experience: South Africa, Zimbabwe, Ethiopia, Nigeria, Mali, Senegal, Kenya, Tanzania, Jamaica, Nevis and St. Kitts, England, Uganda, Kenya, Sao Tome

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: EPS 590: Advanced Graduate Seminar: Education and Social Justice; LA 220: Exploring African Cities

Research/Teaching Specializations: Prison history, Current prison conditions and initiatives, Race; Social Justice; Apartheid

Distinctions: Abbott Lowell Cummings Prize, Vernacular Architecture Forum, 2012-2012 ; Campus Award for Excellence in Public Engagement, Office of the Chancellor, 2009-2009; John Lee Johnson Excellence in Community Engagement and Activism, African American Studies; Study Abroad Development Grant, 2009; Wadsworth Endowment Grant, 2008; Illinois Humanities Council Grant, 2008

Recent Publications:

Cabin, quarter, plantation: Architecture and landscapes of North American slavery. New Haven: Yale University Press, 2010

Escaping through a black landscape. Cabin, quarter, plantation: Architecture and landscapes of North American slavery. 2010

Ginsburg, Rebecca. Landscapes of North American Slavery. Ed. Clifton Ellis. Yale University Press, 2010.

Ginsburg, Rebecca. At Home With Apartheid. University of Virginia Press, 2010

At home with apartheid: The hidden landscapes of domestic service in Johannesburg. Charlottesville: University of Virginia Press, 2011

Terri L. Gitlar

Department/Title: Center for African Studies, Office Support Associate

Education: BA, University of Illinois at Urbana/Champaign; MA (English), University of Illinois at Urbana/Champaign

Percent Time to Center for African Studies : 75-100% 50-74% 25-49% 24% or below

Peter Goldsmith

Department/Tenure Status: Associate Professor, Department of Agriculture and Consumer Economics; Tenured.

Education: M.B.A., Xavier University, 1990; M.A. & Ph.D., Ohio State University, 1993 & 1995

Academic and Related Experience: Adjunct Professor, Catholic University, Argentina, 2003-2006; Assistant Professor, University of Illinois, 1999-2005

Overseas Experience: Ghana, Mozambique, Zambia, Malawi, Ethiopia, Argentina, Brazil

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Undergraduate Open Seminar: Multimedia Videography Project; Intl Business Immersion; Special Topics; Seminars and Workshops

Research/Teaching Specializations: Global agro-industrial marketing and strategy intellectual property management, agricultural development, biotechnology, Value chain management, Biofuel and biopolymer business economics within soybean-livestock-energy value chain

Distinctions: National Soybean Research Laboratory Fellow in Agricultural Strategy 2003, Fulbright Research Grant 2005, USAID Grant, 2014, USDA Grant 2012-2014

Recent Publications:

Masuda, T and P Goldsmith.. "China's Meat and Egg Production and Soybean Meal Demand for Use as Feed: An Elasticity Analysis and Long-Term Projections.." *International Food and Agribusiness Management Review* 15.3 (2012)

Xing, L and P Goldsmith. "Estimating the Non-Commercial – Commercial Feed Gap in China." *Chinese Agricultural Economics Review* 5.4 (2013)

Goldsmith, P, A Gaudencia, and A Moura. "The Economics of Post-Harvest Loss: Farmers' Willingness to Accept Loss." *Agricultural Economics*. (2013)

Martins, A, P Goldsmith, and A Moura. "Farmers' Perceptions of Factors Affecting Post-Harvest Loss: The Case of Brazil.." *Agricultural Systems* (2013)

Anna Gottlieb

Department/Tenure Status: Professor, Department of Anthropology; Tenured

Education: B.A., Sarah Lawrence College, 1975; M.A. & Ph.D., University of Virginia, 1978 & 1983

Academic and Related Experience: Visiting Professor, Princeton, 2013; Visiting Scholar, Brown University, 2014

Overseas Experience: Cote d'Ivoire, Portugal, Cape Verde, France, Belgium

Foreign Language Competence: French (4), Beng (2), Portuguese (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Women's Lives; Memoirs of Africa; Special Topics; Methods of Cultural Anthropology; Religions of Africa; Topics in Anthropology: Seminar; Feminism, Gender and Sexuality; Readings in Anthropology; Dissertation Readings

Research/Teaching Specializations: Gender and sexuality, feminist theory; anthropology of the body, cultures of health; family, infants and young children; religion, ritual, performance, indigenous religions, comparative Judaisms; migration, globalization, diaspora

Distinctions: 2014 Visiting Scholar, Department of Anthropology, Brown University; 2013 Visiting Professor of Anthropology, Princeton University; 2012-13 Ambassador, European Union, PromoDocs Program; National Endowment for the Humanities, Summer Faculty Award; European Union Center Grant; European Commission/US Dept of Education Grant 2012-2013; Research Board, Award, 2010-2011

Recent Publications:

Two Visions of Africa: Reflections on Fieldwork in an 'Animist Bush' and an Urban Diaspora. *The Restless Anthropologist: New Fieldsites, New Visions*. University of Chicago Press, 2012

{The Afterlife Is Where We Come from: The Culture of Infancy in West Africa. 2013

First Acts of Violence: Reflections on Breastfeeding and Enemas in West Africa. *Childhood, Youth and Violence in Global Contexts: Researchers and Practitioners in Dialogue*. Palgrave, 2014

Detaching from Attachment Theory: Perspectives from the West African Rain Forest. *The Different Faces of Attachment*. Cambridge University Press, 2014

Philip Graham

Department/Tenure Status: Professor, Department of English; Tenured

Education: B.A., Sarah Lawrence College, 1973; M.A., City University of New York 1976

Academic and Related Experience: Associate Professor, University of Illinois, 1991-98; Assistant Professor, University of Illinois, 1985-1991; Assistant Professor, Southern Illinois University at Carbondale, 1982-85.

Overseas Experience: Cote d'Ivoire

Foreign Language Competence: Beng (1), French (2), Portuguese (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Art, Creativity, Diversity; Advanced Narrative Writing; Creative Non-Fiction.

Research/Teaching Specializations: American and International contemporary fiction; Completing memoirs of his stay among the Beng of the Cote d'Ivoire

Distinctions: List of Teachers Ranked as Excellent, 1994-2012; Campus Research Board Award 2014

Recent Publications:

Graham, P. (2011). Do Lado de Cá do Mar, Portuguese translation of The Moon, Come to Earth Editorial Presença, Lisbon, Portugal. Translator, Alberto Gome.

Graham, P. (2014). The Art of the Knock: Stories (with a new introduction by Kyle Minor). Dzanc Books (Westland, MI) e-book reprint series

Graham, P. (2014). How to Read an Unwritten Language (with a new introduction by Alex Shakar). Dzanc Books (Westland, MI) e-book reprint series

Graham, P. (2014). Interior Design: Stories (with a new introduction by Roy Kesey). Dzanc Books (Westland, MI) e-book reprint series

Diana Grigsby-Toussaint

Department/Tenure Status: Assistant Professor, Kinesiology and Community Health; Tenure Track

Education: MPH, Boston University, 2001; Ph.D., University of Illinois at Chicago 2007

Overseas Experience: Uganda, South Africa

Foreign Language Competence: French (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Epidemiology; Public Health

Research/Teaching Specializations: Epidemiology, Obesity, Environmental influences on food consumption, Community nutrition and education

Dissertation and Theses Supervised in the Past Five Years:

Distinctions: 2013-2014 Scholar, National Heart Lung and Blood Institute Program to Increase Diversity among Individuals Engaged in Health Related Research, National Institutes of Health (NIH) 2011 Invited Participant, 9th Annual National Academies Keck

Recent Publications:

"Short-Term Temporal Stability in Observed Retail Food Characteristics." Journal of Nutrition, Education and Behavior 42 (2010)

"Availability of commonly consumed and culturally-specific fruits and vegetables in African-American and Latino neighborhoods." Journal of the American Dietetic Association 110 (2010)

"Toward a developmental conceptualization of contributors to weight imbalance in childhood: The Six-Cs model." Child Development Perspectives 5.1 (2011)

"Observations of food marketing targeted to youth in the retail food store environment." Obesity (2011)

"Where they live, how they play: Neighborhood greenness and outdoor physical activity among preschoolers." International Journal of Health Geographics 10.66 (2011)

"Family Mealtimes: A contextual approach to understanding childhood obesity." Economics and Human Biology (2012)

Mor Gueye

Department/Tenure Status: Ph.D. Student, C & I; LCTL Lecturer

Education: B.A., Université Gaston Berger, 2006; Certificate of Master, Université Gaston Berger; M.A., UI, 2012

Overseas Experience: Senegal

Foreign Language Competence: Wolof (Native), French (Fluent), Arabic (2), German (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Pedagogical Training: June 2014, "Teaching about Africa" Workshop, Indiana University Bloomington; May 2013, NALRC workshop in African Language Program Development, Indiana University Bloomington; May-June, 2012, NALRC Summer Workshop in Instructional Technology in the language classroom, University of Wisconsin at Madison; May-June 2011, NALRC Workshop on methodologies on language skills building, University of Wisconsin at Madison; August 2009, FLTA Summer Orientation Workshop, University of Wisconsin at Madison

Areas Studies Courses: Elementary Wolof I; Elementary Wolof II; Intermediate Wolof I; Intermediate Wolof II;

Research/Teaching Specializations: Teacher professional development

Awards and Distinctions: Fulbright FLTA Scholarship, Michigan State University, Fall 2009-Spring 2010; 2014 ALTA Conference Travel Award; Graduate College Conference Travel Award; Spring 2013, AESA Conference; Spring 2014, ALTA/NCOLTCL Conference; UI Graduate College Block Grant, Spring 2014; List of Excellent Teachers, Center for Teaching Excellence (UIUC):Elementary Wolof 201, Fall 2011 (with outstanding rating); Elementary Wolof 201, Fall 2012 (with outstanding rating); Intermediate Wolof 403, Fall 2013; Intermediate French 104, Fall 2012; Outstanding community service, African Students Organization (UIUC), Spring 2014

Related presentations and activities: *Using classroom action research to look at integrative skills instruction in the foreign language*, ALTA, April 2014

Participant and Presenter, Normal West High School Global Fest, Normal, IL, March 8-9, 2013; After-School Wolof group, Booker T. Washington Elementary School, Champaign, Illinois, 2012-2014; Cross-cultural communication in the language classroom, Graduate Academy Orientation, UIUC, August 17-19, 2011; Presenter at MSU World Language Day, Michigan State University, June 17, 2010;

Teaching Certificates: Graduate Teacher Certificate, Center for Teaching Excellence, UI, April 2012; Certificate, Instructional technology and language teaching, National African Language Resource Center, University of Wisconsin Madison, June 2012

Craig Gundersen

Department/Tenure Status: Professor, ACES; Executive Director, National Soybean Research Laboratory; Tenured

Education: B.A., University of Notre Dame, 1990; Ph.D., University of California, Riverside 1996

Academic and Related Experience: Associate Professor, Iowa State University, 2003-2008; Associate Professor, UI, 2008-2011

Overseas Experience: Zimbabwe

Foreign Language Competence: Spanish (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Applied Economic Theory; Applied Statistical Methods; Consumer Economics.

Research/Teaching Specializations: Food insecurity; food assistance programs; nutrition; obesity; environmental and social stressors

Dissertation and Theses Supervised in the Past Five Years: 3

Distinctions: 2013 ARER Advisor Award; 2012 Outstanding Applied Economic Perspectives and Policy Article Award; USDA Grant, 2010; Canadian Institutes of Health Research Grant, 2011

Recent Publications:

"The Supplemental Nutrition Assistance Program, Financial Stress, and Childhood Obesity." *Agricultural and Resource Economics Review* 41.1 (2012): 29-42

"The Relationship Between Childhood Obesity and Food Insecurity: A Nonparametric Analysis." *Applied Economics* 44.21 (2012): 2667-2777

Food Insecurity Is an Ongoing National Concern." *Advances in Nutrition* 4 (2013): 36-41

Alan Hansen

Department/Tenure Status: Professor, Department of Agricultural and Biological Engineering; Tenured.

Education: B.S., University of Natal, 1975; M.S. & Ph.D., University of Natal, South Africa 1978 & 1990

Academic and Related Experience: Professor, University of Natal, S. Africa, 1997-1999; Associate Professor, University of Illinois, 1999-2009

Overseas Experience: South Africa, Zimbabwe, China

Foreign Language Competence: English (5), Shona (2).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Off-Road Machine Design; Engine and Tractor Power; Engineering Off-Road Vehicles.

Research/Teaching Specializations: Diesel engine and tractor performance, Biofuels and diesel engine combustion, Engineering solutions for biomass feedstock production, Modeling and analysis of agricultural machinery systems, Practice of engineering in a global context

Dissertation and Theses Supervised in the Past Five Years: 9

Distinctions: Campus Award for Excellence in Undergraduate Teaching, 2014, UIUC; 2005-2008 Academy of Teaching Excellence, College of ACES, UIUC 2007 Teacher Fellow Award, North American Colleges and Teachers in Agriculture 2001-2008; Project-based study abroad program in South Africa, John Deere Foundation, 2008, Africa, \$35000.00; Development of a low-cost no-till jab planter for small-scale agriculture in southern Africa, Howard G. Buffett Foundation, 2008, Africa, \$23902.00

Recent Publications:

Miao, Z., T. E. Grift, A. C. Hansen, and K. C. Ting. "An overview of lignocellulosic biomass feedstock harvest, processing and supply for biofuel production." *Biofuels* 4.1 (2013): 5-8

Miao, Z., T. E. Grift, A. C. Hansen, and K. C. Ting. "Energy requirement for lignocellulosic feedstock densifications in relation to particle physical properties, pre-heating and binding agents." *Energy & Fuels* 27 (2013): 588-595

Miao, Z., Y. N. Shastri, T. E. Grift, A. C. Hansen, and K. C. Ting. "Lignocellulosic biomass feedstock transportation alternatives, logistics, equipment configuration and modeling." *Biofuels, Bioproducts and Biorefining* 6 (2013): 351-362

Lin, T., L. F. Rodriguez, Y. Shastri, A. C. Hansen, and K. C. Ting. "GIS-enabled biomass-ethanol supply chain optimization: Model development and Miscanthus application." *Biofuels, Bioproducts & Biorefining* (2013)

Wail Hassan

Department/Tenure Status: Professor, Department of English; Tenured

Education: B.A., King Saud University, Saudi Arabia, 1986; M.A., American University, Egypt, 1990; M.A. and Ph.D., University of Illinois, 1993 and 1998

Academic and Related Experience: Associate Professor, Department of English

Overseas Experience: Saudi Arabia, Egypt, Brazil

Foreign Language Competence: Arabic (5), French (5), Portuguese (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Consciousness and Literature; Anglophone Arabic Literature; Literatures of Asia and Africa in a Global Context

Research/Teaching Specializations: Modern Arabic literature; comparative literature; postcolonial and translation studies; Arabic and Arab Diaspora literatures; comparative literature; world literature

Distinctions: Lemann Institute for Brazilian Studies Research Grant, 2010; Center for Advanced Study Fellow, 2010; Arnold O. Beckman Research Award, 2011

Recent Publications:

Hassan, W. *Approaches to Teaching the Works of Naguib Mahfouz*. MLA Publications, 2012

Hassan, W. *Immigrant Narratives: Orientalism and Cultural Translation in Arab American and Arab British Literature*. Oxford University Press, 2011

Hasasn, W. "Oyono in Arabic." *PMLA, Theories and Methodologies: An African Classic in Twelve Languages* 128.1 (2013)

Linda Herrera

Department/Tenure Status: Associate Professor, EPOL; Tenured

Education: B.A., University of California, Berkeley, 1987; M.A., The American University in Cairo, 1991; M.A. & PhD, Columbia University 1996 & 2000

Academic and Related Experience: Editor-in-Chief, International Institute for the Study of Islam in the Modern World Review, 2004-05; Senior Lecturer in International Development Studies, International Institute of Social Studies of Erasmus University, Rotterdam, 2005-10

Overseas Experience: Egypt

Foreign Language Competence: Arabic (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Youth and Citizenship in the Digital Age; Education and Power in the Middle East; Ethnography in Global Context; Global Youth and Citizenship

Research/Teaching Specializations: Middle East and North Africa, global studies in education, international development, youth studies

Dissertation and Theses Supervised in the Past Five Years: 3

Distinctions: Co-editor of *Jadaliyya's On Media and Reporting Page*, *Jadaliyya*, Arab Studies Institute, 2012- present

Recent Publications:

"Youth and Citizenship in the Digital Era: A view from Egypt." *Harvard Educational Review* 82.3 (2012)

Herrera, Linda and Peter Mayo. (2012). The Arab Spring, Digital Youth, and the Challenges of Education and Work. In *Holy Land Studies* 11(1): 7-78

Being young and Muslim: new cultural politics in the global south and north. New York: Oxford University Press, 2010

Margarethe Hoenig

Department/Tenure Status: Professor, Veterinary Clinical Medicine; Tenured

Education: DVM, Tierarzt, Tierärztliche Hochschule, Hannover, Germany, 1975; Dr med vet, Tierärztliche Hochschule, Hannover, Germany, 1976; Ph.D., University of Pennsylvania 1984

Academic and Related Experience: Associate Professor, University of Georgia, Athens, 1990-1995; Professor, University of Georgia, Athens, 1995-2008

Overseas Experience: Germany, Tanzania

Foreign Language Competence: German (4), French (2), English (4), Spanish (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Comprehensive Clinical Pharmacology; International Veterinary Medicine; Systems Toxicology; Clinical Practice; Contemporary Issues in Veterinary Medicine

Research/Teaching Specializations: Endocrinology; diabetes; insulin secretion and action

Distinctions: Vice President, Society for Comparative Endocrinology, 2007-present; Course Development Grant: European Union Center, 2009; German Academic Exchange Service Grant, 2010

Recent Publications:

Oral glucose leads to a differential response in glucose, insulin, and GLP-1 in lean versus obese cats."

Domest Anim Endocrinol (2010)

Pharmacology and Therapeutics. 2010. | Endocrine System. *Veterinary Laboratory Medicine: Clinical Pathology*. 2011

Diabetes mellitus and obesity. Little, S. *The Cat*. 2011 | Hypothalamic and pituitary hormones. Little, S. *The Cat*. 2011

"Effect of macronutrients, age, and obesity on 6 and 24-hour post-prandial glucose metabolism in cats" *Am J Physiol Regul Integr Comp Physiol* (2011).

"The cat as a model for human obesity and diabetes." *J Diabetes Sci Tech* (2012)

"Molecular and histological evidence of brown adipose tissue in adult cats." *Vet J* (2013). "Investigation of IH MRS for quantification of hepatic triglyceride in lean and obese cats." *Res Vet* (2013)

Valerie Hoffuan

Department/Tenure Status: Professor, Department of Religion; Director, CSAMES; Tenured

Education: B.A., University of Pennsylvania, 1975; M.A. & PhD, University of Chicago, 1979 & 1986

Academic and Related Experience: Associate Professor, Department of Religion, 1994-2011

Overseas Experience: Algeria, Egypt, Jordan, Kenya, Morocco, Oman, Syria, Tanzania, Tunisia, United Arab Emirates, Yemen, Iran, Zanzibar

Foreign Language Competence: Arabic (4), French (4), German (2), Persian (2), Swahili (2), Farsi (2).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Special Topics; Language & Culture of Arab World; Introduction to Islam; Mystics and Saints in Islam; Women in Muslim Societies; Islam & Politics in Mid. East: Islam and Modern Society; Muslim Ethics in Global Age; Muslim-Christian Interactions; Islamic Theology

Research/Teaching Specializations: Islamic thought; Ibadī Islam; Islam in 19th- and early 20th-century Oman and Zanzibar; Sufism; Islamic gender ideology; Islam and human rights; Islam and politics

Dissertation and Theses Supervised in the Past Five Years: 1

Distinctions: Carnegie scholarship for project entitled "Islamic Sectarianism Reconsidered: Ibadī Islam in the Modern Age," awarded March 2009 for period from August 2009-July 2010. Carnegie, 2009-2010, Middle East, \$92700.00

Recent Publications:

Hoffman, Valerie J. "Abata, Muhammad Hasan." *The Encyclopaedia of Islam*. 3rd ed. Leiden: Brill, 2011.

Rev. of *Philosophising in Mombasa: Knowledge, Islam and Intellectual Practice on the Swahili Coast*, by Kai Kresse. *Comparative Studies of South Asia, Africa and the Middle East* 30.3 (2010): 663-666

The Essentials of Ibadī Islam. Syracuse University Press, 2012

Hoffman, Valerie J. and Sulaiman b. al-Shuaili. "Ibadī Reformism in Twentieth-Century Algeria: The Tafsir of Shaykh Ibrahim Bayyud." *Revue du monde musulman et de la Méditerranée* 132 (2012): 155-173

Hoffman, Valerie J. *The Role of the Masharifū on the Swahili Coast in the Nineteenth and Twentieth Centuries. Sayyids and Sharifs in Muslim Societies: Living Links to the Prophet*. Ed. Kazuo Morimoto. London: Routledge, 2012. 185-197

Hoffman, Valerie and Sulaiman bin Ali bin Amir al-Shuaili. "Ibadī Reformism in Twentieth-Century Algeria: The Tafsir of Shaykh Ibrahim Bayyud." *Revue du monde musulman et de la Méditerranée* (2012): 155-173 "

Heather Holtzclaw-Stone

Department/Tenure Status: Director of Undergraduate Studies, Department of Sociology; Academic Professional
Education: B.A., University of California, San Diego, 1994; M.A., Michigan State, 1997; Ph.D., Michigan State University, 2004

Academic and Related Experience: Academic Advisor, University of Illinois, 2008-2012; Assistant Professor, Bradley University, 2006-2008

Overseas Experience: Zimbabwe

Foreign Language Competence: Shona (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Inequalities and Social Change; Individual Study; Methods of Field Research;

Research/Teaching Specializations: Globalization; Gender development; Globalization

Recent Publications:

Development and Power in the North and the South. MSU-WID Publications. Coauthor with Rita S. Gallin and Suzanne Broetje. 1997

Gender and the Global Economy: A Simulation. MSU-WID Publications. Coauthor with Suzanne Broetje and Jean Lynch Brandon. 1997

Wen-Hao Huang

Department/Tenure Status: Associate Professor, EPOL, Tenured

Education: B.S., Material Science and Engineering, Purdue University, 1999; M.Ed., Educational Technology, Purdue University, 2002; MBA., Executive Business Administration, New York Institute of Technology, 2006; Ph.D., Learning Design and Technology, Purdue University, 2006

Academic and Related Experience: Assistant Professor, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, 2011-2013; Assistant Professor, Human Resource Education, University of Illinois at Urbana-Champaign, 2007-2011; Visiting Assistant Professor, Educational Technology, Curriculum and Instruction, Purdue University, 2006-2007

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Design, development, and evaluation of learning engagement systems targeting higher education and workplaces

Dissertations/Thesis Committees past 5 years: 3

Distinctions: Past President, Division of Training and Performance, Association for Educational Communications and Technology, 2013-2014; AHRD Cutting Edge Research Award, 20th Annual AHRD International Research Conference in the Americas, Academy of Human Resource Development, 2013-2013; President, Training and Performance, Division of Training and Performance, Association for Educational Communications and Technology, 2012-2013; Virtual HRD SIG Member at Large for Academic Research, Academy of Human Resource Development, 2012-2013; Dean's External Funding Incentive Program for Assistant Professors Award, College of Education, 2012-2012

Recent Publications:

"Multimedia's effect on college students' quantitative mental effort scores and qualitative extraneous cognitive load responses in a food science and human nutrition course." *Journal of Food Science Education*, 2013

"Gender divide and acceptance of collaborative Web 2.0 applications for learning in higher education." *The Internet and Higher Education*, 16, 57 – 64, 2013

"Game-based virtual-world environments to better engage lifelong learners for open courseware and open learning." Handbook of Research on Technologies for Improving the 21st Century Workforce: Tool for Lifelong Learning. IGI Global: Hershey, PA, 2013

Angela Christine Hurt

Department/Tenure Status: Professor, College of Law; Director, Illinois Business and Law Program; Tenured

Education: B.A., Texas Tech University, 1990; J.D., University of Texas School of Law; 1993

Academic and Related Experience: Visiting Professor, Marquette University Law School, 2003-06; Associate Professor, University of Illinois, 2006-08; Visiting Professor, Brigham Young University, 2013

Overseas Experience: Malawi, South Africa

Foreign Language Competence: Spanish (2), Chichewa (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Securities and Regulation; Law of Microfinance; Torts; Corporate Taxation

Research/Teaching Specializations: Corporate ethics; Corporate law; Corporate tax; Finance; Mergers and acquisitions; Securities regulation; Tort law

Distinctions: Guy Raymond Jones Faculty Scholar, 2010-2012

Recent Publications:

Hurt, Christine. "The Duty to Manage Risk." *Journal of Corporate Law* 39 (2013)

"Regulating Compensation." *Ohio State Entrepreneurial Business Law Journal* 6 (2010)

Hurt, Christine. "The Windfall Myth." *Georgetown Journal of Law and Public Policy* 8 (2010)

Juliet Iwelunmor

Department/Tenure Status: Assistant Professor, Department of Kinesiology and Community Health; Tenure Track
Education: B.S., Pennsylvania State University, University Park; Ph.D., Pennsylvania State University, University Park, 2011

Academic and Related Experience: Assistant Professor at Kinesiology and Community Health, University of Illinois; Instructor, Department of Biobehavioral Health, Penn State University

Overseas Experience: Nigeria, South Africa

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Cultural Competence; Global Health and Georesources Management

Research/Teaching Specializations: Strengthening Community Engagement with Sexuality Education and HIV prevention in West and Central Africa; Nurturing enabling environments for culturally appropriate HIV and AIDS policies through informed public dialogue and strengthened national research capacity.

Distinctions: Eunice Shriver National Institute of Child Health and Human Development Predoctoral Fellow, 2010-2011

Recent Publications:

Iwelunmor, J., Airhihenbuwa, C. O., King, G., & Adedokun, A. (2013). Contextualizing Child Malaria Diagnosis and Treatment Practices at an Outpatient Clinic in Southwest Nigeria: A Qualitative Study. *ISRN Infectious Diseases*, 2013

Iwelunmor, J. and C.O. Airhihenbuwa, Global health governance after 2015. *The Lancet*, 2013. 382(9897): p. 1017-1018

Airhihenbuwa, C. O., Ford, C. L., & Iwelunmor, J. I. (2013). Why Culture Matters in Health Interventions Lessons From HIV/AIDS Stigma and NCDs. *Health Education & Behavior*

Ezekiel Kalipeni

Department/Tenure Status: Professor, Department of Geography and GIS; Tenured

Education: B.A., University of Malawi, 1979; Ph.D., University of North Carolina at Chapel Hill, 1986

Academic and Related Experience: Associate Professor, University of Illinois, 2000-2009; Professor, Geography and Spatial Sciences Program, National Science Foundation, 2009-2011

Overseas Experience: Malawi, South Africa

Foreign Language Competence: Chichewa (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Thesis Research; Cities of the World; Population Geography; Individual Study; Geog of Sub-Saharan Africa; Advanced Studies in Geography; Geography of Developing Countries

Research/Teaching Specializations: Medical Geography, Population Studies, Environmental Issues, Health Care Dissertation and Theses Supervised in the Past Five Years: 6

Distinctions: UIUC Research Board Scholar's Travel Grant, 2007; National Science Foundation Travel Grant, 2010

Recent Publications:

Logan, Bernard I., Francis Owusu, and Ezekiel Kalipeni. Beyond the "Post" and Revisionist Discourses in African Development: Exploring Real Solutions to Africa's Problems. . Spec. iss. of *Progress in Development Studies (PIDS)* 12.2&3 (2012): 93-257

Kalipeni, Ezekiel, Linda Semu, and Margaret A. Mbilizi. "The brain drain of health care professionals from sub-Saharan Africa: a geographic perspective." *Progress in Development Studies (PIDS)* 12.2&3 (2012): 153-172

Wadhwa, Vandana, Jayati Ghosh, and Ezekiel Kalipeni. "Vulnerability of Women to HIV/AIDS in Delhi and Hyderabad in India." *GeoJournal* 74.4 (2012): 475-488

Kalipeni, Ezekiel and Leo Zulu. "HIV and AIDS in Africa: A Geographic Analysis at Multiple Spatial Scales." *GeoJournal* 74.4 (2012): 505-524

Moise, Imelda K. and Ezekiel Kalipeni. "Applications of Geospatial Analysis to Surveillance Data: A Spatial examination of HIV/AIDS Prevalence in Zambia." *GeoJournal* 74.4 (2012): 525-540

Jusrut, Poonam and Ezekiel Kalipeni. "The Impact of HIV/AIDS on Gender Differentials in Life Expectancy in Southern Africa." *GeoJournal* 74.4 (2012): 541-554

Tarnjeet Kang

Department/Tenure Status: Ph.D. Student, EPOL

Education: B.A., University of California, Santa Cruz, 2006; M.A., University of Illinois, Urbana-Champaign, 2014

Academic and Related Experience: Teaching Assistant, Department of African American Studies, University of Illinois, 2008-2009; Parliamentary Intern, Office of Louise Ellman, MP, London, United Kingdom, 2009; Lecturer, South Chelsea College, London, United Kingdom, 2009-2010; Teaching Assistant, Writers Workshop, University of Illinois, 2013-present

Overseas Experience: Kenya, Morocco, South Sudan

Foreign Language Competence: Swahili (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Introduction to African-American Studies

Research/Teaching Specializations: African studies; International education policy; Community development; Decentralization

Distinctions: Hardie Conference Travel Grant, 2014; Sudan Studies Association Student Stipend Award, 2014

Recent Publications:

Garcia, E. and Tarnjeet Kang. (2010). Perpetuating Racism Through the Freedom of Speech. In CDMS (Eds). Implementing Diversity: Contemporary Challenges and Best Practices at Predominantly White Universities

Zambakari, C. & Kang, T. (2014). Negotiating peace in South Sudan: Democracy, politics and armed movements

Zambakari, C. & Kang, T. (2014). Understanding the South Sudan conflict outside the ethnic box. Ugandan Monitor

Patrick Keenan

Department/Tenure Status: Professor, College of Law; Tenured

Education: B.A., Tufts University, 1989; J.D., Yale University 1995

Academic and Related Experience: Visiting Professor of Law, Chuo University School of Law, Tokyo, 2007; Visiting Associate Professor, University of Chicago Law School, 2007-2008

Overseas Experience: Democratic Republic of Congo

Foreign Language Competence: French (2), Kilongo (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Current Legal Problems: Business and Human Rights; Current Legal Problems: Globalization; Current Legal Problems: Human Rights Advocacy; International Criminal Law; Globalization

Research/Teaching Specializations: Human rights, Democratization; Globalization and human rights

Recent Publications:

"The IFC's New Africa, Latin America, and Caribbean Fund: Its Worrisome Start, and How to Fix It." Journal of Financial Transformation (2010)

"Regulating Information Flows, Regulating Conflict: An Analysis of United States Conflict Minerals Legislation." Journal of International Law (2011)

"Conflict Minerals and the Law of Pillage." Chicago Journal of International Law (2014)

"International Institutions and the Resource Curse." Penn State Journal of Law and International Affairs (2014)

Lydiah Katanu Kiramba

Department/Tenure Status: Doctoral Student, C & I

Education: B.A., Moi University, Kenya; M.A., Moi University, Kenya; second M.A., M.A., UIUC

Academic and Related Experience: Teaching and Research Assistant

Overseas Experience: Foreign Language Competence: Swahili (5)

Pedagogical Training: Bachelor of Education, Teaching Assistant

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Swahili

Research/Teaching Specializations: Swahili

Edward Kolodziej

Department/Tenure Status: Professor Emeritus, Department of Political Science; Director, Center for Global Studies; Tenured

Education: B.A., Loyola University, 1956; M.A. & Ph.D., University of Chicago, 1957 & 1961

Academic and Related Experience: Founder, Program in Arms Control, Disarmament and International Security, 1983-1986; Professor, Department of Political Science, University of Illinois, 1976-2000

Overseas Experience: Benin, Central African Republic, Chad, Cote d'Ivoire, Gabon, Ghana, Madagascar, Morocco, Niger, Nigeria, Sudan, Tunisia, France, Japan, China, Singapore, Israel, Australia

Foreign Language Competence: French (4), German (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Studies Education, Politics and Governance of the World Society; International Security

Research/Teaching Specializations: Global Governance International Security American and European security and foreign policy and policy-making

Distinctions: Pi Sigma Alpha Award for Excellence in Undergraduate Teaching

Recent Publications:

Kolodziej, Edward. *A Force Profonde*. University of Pennsylvania Press, 2003

Security and International Relations. Cambridge: Cambridge University Press, 2005

From Superpower to Besieged Global Power: Restoring World Order after the Bush Doctrine's Failure, University of Georgia Press, 2008

Benjamin Lough

Department/Tenure Status: Assistant Professor, School of Social Work; Tenure Track

Education: B.A. & M.A., Brigham Young University, 2000 & 2003; PhD, Washington University, 2010

Academic and Related Experience: Academic Advisor, Washington University, 2006-2010

Overseas Experience: Kenya, Uganda, Costa Rica, China, Peru, South Africa, Ukraine, Germany, Armenia

Foreign Language Competence: Russian (3), Spanish (2), Mandarin (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Macro Practice; International Social Work; Management of Human Service Organizations.

Research/Teaching Specializations: Civil society; Volunteering; International social development

Distinctions: Research grant, American Jewish World Service Grant, 2011; Scholar's Travel Award, Office of the Vice Chancellor for Research, 2012; Scholar's Travel Award, 2011 Journal of Social Work Education, Best Empirical Article, 2013; Research Grant, International FORUM on Development Service, 2011, 2013; Practice Grant, Association of American Colleges and Universities, 2013; Evaluation Grant, Australian Volunteers for International Development (AVID) program, 2013

Recent Publications:

"Navigating the boundaries of active global citizenship." Transactions of the Institute of British Geographers (2013).

"Building a community of young leaders: Experiential learning in Jewish social justice." Journal of Experiential Education (2013).

"The influence of solution-focused reflection on international social entrepreneurship identification." Journal of Social Entrepreneurship (2013)

"Social work perspectives on international volunteer service." The British Journal of Social Work (2013)

"Effects of neoliberal adjustments on government-funded international volunteer cooperation organisations." Development in Practice 23.7 (2013).

"Students serving abroad: A framework for inquiry." Journal of Higher Education Outreach and Engagement 17.2 (2013)

"The colonial legacy of international voluntary service." Community Development Journal 48.2 (2013).

"International volunteer service." Encyclopedia of Social Work. New York: Oxford University Press, 2013

Anne Namatsi Lutomia

Department/Tenure Status: Doctoral Student, EPOL

Education: Doctoral Student

Academic and Related Experience: Teaching Assistant and Research Assistant

Overseas Experience: Kenya and Nigeria

Foreign Language Competence: Swahili (Native) and French (working knowledge)

Pedagogical Training: Bachelor of Education, Teaching Assistant

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Swahili

Research/Teaching Specializations: Swahili

Recent Publications:

Sanya B.N. & Lutomia N. A. (Forthcoming) Feminism Unfinished: Kenya's Feminist and Women's Rights Movements, 1963 – 2013.

Lutomia, A.S., Sanya, B.N., & Rombo, D.O. (Forthcoming) Examining and Contextualizing the Impact of Kenya's Maendeleo ya Wanawake Organization through an African feminist lens. In Lange, C., Schwabenland, C. Onyx, J. and S Nakagawa (Eds.). The role of civil society in the emancipation of women: challenging or reinforcing the status quo?

Njue, J., Rombo, D., Smart S. L., Lutomia, N. A., & Mbiranjau, W. L. (2013). Domestic Violence in Kenya: Strengths-Based Research. In S.M Asay, J. DeFrain, M. Metzger, & B. Moyer. (Eds.), Family Violence from a Global Perspective. (29-50) Sage Publications Inc. Thousand Oaks, California.

Mbhhekiseni Madela

Department/ Tenure Status: Ph.D. Student, EPOL, College of Education, UI; LCTL Lecturer

Education: B. Paed. (Bachelor of Education), University of Zululand, South Africa, 1990; M.A., UI.

Academic and Related Experience: High School Language Educator, 1990-2001; IsiZulu Instructor, UI, 2010-2012; Teaching Assistant, and Classroom Technical Assistant – Education Online Program, College of Education, UI, 2012 – 2014, (including this summer, 2014, providing classroom support hourly at LAS)

Overseas Experience: South Africa, Swaziland, Botswana, Germany, Lesotho

Foreign Language Competency: isiZulu (5), isiSwati (4), Afrikaans (4), isiXhosa (4), isiNdebele (3), isiTswana (3), KiSwahili (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Pedagogical Training: 1989 : Methods of Teaching in High Schools ; 2000-2001 : Outcomes-Based Curriuculu Development Master Trainers' Workshop ; 2006 : National Curriculum Statement Training (South Africa) ; 2010 Pre-Teaching Assistant instructor orientation workshop, UI ; May –June 2011 : NALRC Teaching the Skills of Speaking and Listening, Writing, Assessing, Lesson Planning and Classroom Management in the African Language Classroom , Madison-Wisconsin. Funding to attend the training was provided by the Center for African Studies at UI ; 2012 : Moodle and Elluminate Training Workshop, Education Online Program, UI; 2014 : Online Course Design, Online Course Teaching, and Student Assessment Workshop Series for TAs, UI; 2014 : Moodle and Blackboard Collaborate Training Workshop Series, UI.

Area Studies Courses : Fall 2010 - I taught Zulu 405 - Advanced Zulu I; Spring 2011 Zulu 406 - Advanced Zulu II
Fall 2011, Zulu 201 - Elementary Zulu I ; Spring 2012, Zulu 202 - Elementary Zulu II ; Spring 2012, Zulu 404 - Intermediate Zulu II

Research /Teaching Specialization : Internationalization of Education and impact on local education policies, curriculums, pedagogies ; isiZulu.

Distinctions : Afrikaans Teacher of the Year, 2006, South Africa ; Scholarship to attend International Philanthropic Leadership Conference in Washington DC, 2008 ; Scholarship to complete M.A., and Ph.D. University of Illinois Urbana-Champaign

Benito Marinus

Department/Tenure Status: Professor, Department of Civil and Environmental Engineering; Tenured

Education: B.S., Universidad Politecnica de Madrid, 1981; M.A. & Ph.D. Sanitary and Environmental Engineering, University of California, Berkeley, 1984 & 1988

Academic and Related Experience: Visiting Professor, University of Catalunya, 2010

Overseas Experience: Kenya, Tanzania, Uganda, Ethiopia, Mexico

Foreign Language Competence: Spanish (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Study Abroad: Tanzania

Research/Teaching Specializations: Water purification, Membranes and disinfection, Water contaminants

Dissertation and Theses Supervised in the Past Five Years: 11

Distinctions: Syndicat des Eaux d'Ile de France and Anjou Recherche Grant, France, 2010, 2012; United States Environmental Protection Agency Grant, 2010; King Abdullah University of Science and Technology Grant, 2010, 2012; Japan Sewage Work Agency Grant, 2012; National Science Foundation Grant, 2012; Safe Global Water Institute Grant, 2012

Recent Publications:

"Development and performance characterization of a polyamide nanofiltration membrane modified with covalently bonded amide dendrimers." Environmental Science & Technology 47 (2013)

"Modeling the Effect of Charge Density in the Active Layers of Reverse Osmosis and Nanofiltration Membranes on the Rejection of Arsenic (III) and Potassium Iodide." Environmental Science (2013)

"Nanofiltration Membranes with Modified Active Layer Using Aromatic Polyamide Dendrimers." Advanced Functional Materials (2013)

"Growth dynamics of interfacially polymerized polyamide layers by diffuse reflectance spectroscopy and Rutherford backscattering spectrometry." Journal of Membrane Science (2013)

Sarah McCarthey

Department/Tenure Status: Professor/Associate Head of Grad, Curriculum and Instruction Education, Tenured.
Education: B.A., English/Elementary Education, Tufts University, 1977; M.A., Teacher Education, Stanford University, 1982; Ph.D., Michigan State University, 1991
Academic and Related Experience: Associate Professor, Curriculum and Instruction, University of Illinois, 1999-2005; Associate Professor, Curriculum and Instruction, University of Texas, 1997-1999; Assistant Professor, Curriculum and Instruction, University of Texas, 1991-1997
Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below
Research/Teaching Specializations: impact of professional development on teachers' writing instruction
Dissertations/Thesis Committees past 5 years: 20
Distinctions: Distinguished Senior Scholar, Bureau of Educational Research, 2012-2013; Graduate Mentoring Award 2011-2012; Hardie Fellow, 2009-2010
Recent Publications:

“Understanding ecologies of writing in multiple settings,” Special Issue of *Pedagogies: An International Journal*, 2014
Understanding English language learners' identities from three theoretical perspectives. Multicultural families, home literacies, and mainstream schooling. SUNY Press: New York, 2014
“Elementary teachers negotiating discourses in writing instruction.” *Written Communication*, 31(1), 58-90, 2013
“Understanding ecologies of writing in multiple settings.” Special Issue of *Pedagogies: An International Journal*, 7(3), 261-267, 2012
“Approaches to writing instruction in elementary classrooms.” *Pedagogies: An International Journal*, 6(4), 273-295, 2011

Erik McDuffie

Department/Tenure Status: Associate Professor, Department of African American Studies; Tenured
Education: B.A., Hamilton College, 1992; M.A., Temple University, 1999; Ph.D., New York University 2003
Academic and Related Experience: Assistant Professor, Department of African American Studies, 2004-2011; Associate Professor, University of Delaware, 2011-2012
Overseas Experience: South Africa, Ghana, Nigeria, Liberia, Brazil, Dominican Republic, Barbados, United Kingdom
Foreign Language Competence: Spanish (2)
Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below
Areas Studies Courses: Black Women in the Diaspora; Undergraduate Open Seminar; Introduction to the African Diaspora; Special Topics: African-American Studies: African American Life & History between Wars; African Diaspora Seminar; Special Topics
Research/Teaching Specializations: African diaspora; African American studies; Black womens and gender studies; 20th century US history
Dissertation and Theses Supervised in the Past Five Years: 4
Distinctions: Arnold O. Beckman Award, 2010; Co-winner of Letitia Woods Brown Book Award, Association of Black Women Historians, 2011; The Wesley-Logan Prize, American Historical Association and Association, 2012; Campus Research Board Grant, 2013
Recent Publications:

McDuffie, Erik S. *Sojourning for Freedom: Black Women, American Communism, and the Making of Black Left Feminism*. Durham, NC: Duke University Press, 2011
"Obama, the World, and Africa: Thoughts on African American Politics and the 2012 Presidential Election,," *Souls: A Critical Journal of Black Culture, Politics and Society* 14.1-2 (2012): 28-37
"For full freedom of... colored women in Africa, Asia, and these United States': Black Women Radicals and the Practice of a Black Women's International." *Palimpsest: A Journal on Women, Gender, and the Black International* 1.1 (2012): 1-30

Paul McNamara

Department/Tenure Status: Associate Professor, Department of Agricultural and Consumer Economics; Tenured
Education: B.A., Wheaton College, 1983; M.P.P., Harvard University, 1985; Ph.D., University of Minnesota 1998

Academic and Related Experience: Assistant Professor, Department of Agriculture and Consumer Economics, 1999-2006; Project Director, Modernizing Extension and Advisory Services, 2011-present

Overseas Experience: Sierra Leone, Uganda, Gambia, India, Philippines, Indonesia, Mexico

Foreign Language Competence: French (2), Spanish (2), Wolof (1), Cebuano (1), BLaan (1)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Agriculture in International Development: ACES in Sierra Leone; ACE Seminar: Sierra Leone Predeparture; Agricultural and Consumer Economics in Service; International Nutrition Policies and Programs

Research/Teaching Specializations: Economic evaluation of nutrition policies and programs; Food security; Economics of food safety; Rural health; Health economics and consumer economic

Dissertation and Theses Supervised in the Past Five Years: 4

Distinctions: Champaign Urbana International Humanitarian Award, 2008; Team Award for Excellence, College of Agriculture and Consumer Economics, 2104; Faculty Award for Global Impact, College of ACES, 2014

Recent Publications:

Rawat, Rahul , Suneetha Kadiyala, and Paul E. McNamara. "The Impact of Food Assistance on Weight Gain and Disease Progression Among HIV-infected Individuals Accessing AIDS Care and Treatment Services in Uganda.." BMC Public Health 10.316 (2010): 316

P.E. McNamara, John Ulimwengu, and Kenneth Leonard, 2010, "Do Health Investments Improve Agricultural Productivity?" International Food Policy Research Institute (IFPRI) Discussion Paper

Samir Meghelli

Department/Tenure Status: Assistant Professor, Department of African American Studies and Department of French; Tenure Track

Education: B.A., University of Pennsylvania, 2004; M.A. & Ph.D., Columbia University, 2006 & 2012

Academic and Related Experience: Visiting Dissertation Scholar, Northeastern University, 2010-2011; Dissertation Scholar, Chancellor's Post-Doctoral Research Associate, University of Illinois, 2012-2013.

Overseas Experience: France

Foreign Language Competence: French (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Humanist Perspectives; Hip Hop: A Global History

Research/Teaching Specializations: Global hip hop; Race and music; Hip hop and resistance; Musical historiographies; Marcus Garvey; African diaspora; Cultural movements

Distinctions: Chancellor's Post-Doctoral Fellowship, University of Illinois, 2013

Recent Publications:

New Perspectives on the History of Marcus Garvey, the U.N.I.A., and the Africa Diaspora (co-edited with Louis Jones and James G. Spady). Philadelphia: Marcus Garvey Foundation Publishers, 2011

"Remixing the Historical Record: Revolutions in Hip Hop Historiography," *Western Journal of Black Studies*. 2013

Sandy Prita Meier

Department/Tenure Status: Assistant Professor, Department of Art and Design; Tenure Track

Education: Ph.D., Harvard University, 2007

Overseas Experience: Kenya, Tanzania

Foreign Language Competence: Swahili (3), German (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Introduction to African Art; Spec Topics in Art History: Sacred Arts of Africa; African Art and Society I; Seminar in African Art

Research/Teaching Specializations: Africanist art history

Distinctions: Office of the Vice Chancellor for Research Award, 2013, University of Illinois at Urbana-Champaign; Teaching Excellence Recognition, Center for Teaching and Learning, 2012, 2013, University of Illinois

Recent Publications:

"Objects on the Edge: Swahili Coast Logics of Display." *African Arts* (2009)

"Authenticity and Its Modernist Discontents: The Colonial Encounter in African and Middle Eastern Art History." *The Arab Studies Journal* (2010)

"The Problem of Time in African Art History." *African Art and the Shape of Time* (2012)

At Home in the World: Portrait Photography and Swahili Mercantile Aesthetics . A Companion to Modern African Art. Wiley-Blackwell, 2013

"African Art and the Shape of Time." *African Arts* (2013)

"The Logics of Afro-Indian Display: Staging the Cosmopolitan in Coastal East Africa." *Africa/Asia: Networks, Exchanges, Transversalities* (2014)

Meier, Sandy P. "Porcelain and Mercantile Aesthetics: Trading Culture in Coastal East Africa." *Art History* (2015)

Hope Michelson

Department/Tenure Status: Assistant Professor, Department of Agricultural and Consumer Economics; Tenure Track

Education: B.A., Georgetown, 2001; M.S., University of Illinois, 2004; Ph.D., Cornell, 2010

Academic and Related Experience: Post-Doctoral Fellow, Agricultural and Good Security Center, Columbia University, 2011 – 2013

Overseas Experience: Kenya

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Food, Poverty and Development

Research/Teaching Specializations: Development Economics; food security; agricultural economics; agribusiness and emerging markets

Dissertation and Theses Supervised in the Past Five Years:

Distinctions: Earth Institute Postdoctoral Fellowship; 3IE Proposal Preparation Grant; Walmart Foundation Grant; NASA Land Cover/Land-Use Grant

Recent Publications:

H. Michelson, E. Lentz, R. Mulwa, M. Morey, L. Cramer, M. McGlinchy, C. Barrett (2012), "Cash, food, or vouchers? An application of the Market Information and Food Insecurity Response Analysis framework in urban and rural Kenya." *Food Security*, 4(3),455–469

C.B. Barrett, M. Bachke, M. Bellemare, H. Michelson, S. Narayanan and T. F. Walker (2012), "Smallholder Participation in Contract Farming: Comparative Evidence From Five Countries." *World Development*, 40(4), 715–730

H. Michelson, F. Perez and T. Reardon (2012), "Small Farmers and Big Retail: Trade-offs of Supplying Supermarkets in Nicaragua." *World Development*, 40(2), 342–354

H. Michelson, M. Muniz, K. DeRosa (2013), "Measuring Poverty in the Millennium Villages: The Impact of Asset Index Choice." *Journal of Development Studies*, 49 (7), 917-935

H. Michelson (2013), "Small farmers, NGOs, and a Walmart World: Welfare effects of supermarkets operating in Nicaragua." *American Journal of Agricultural Economics*, 95 (3), 628-649

Faranak Mirafshar

Department/Tenure Status: Professor, Department of Urban Planning; Tenured

Education: B.A., Tehran University, 1980; M.A., Norwegian Institute of Technology, 1986; Ph.D., University of California, Berkeley, 1995

Academic and Related Experience: Lecturer, Griffiths University, 1997-1999; Assistant Professor, University of Illinois, 1999-2006; Associate Professor, University of Illinois, 2006-2012

Overseas Experience: Mexico, South Africa, Chile, Australia, Canada, Norway, Iran, Togo

Foreign Language Competence: English (5), Farsi (5), Spanish (5), Norwegian (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Thesis Research; Special Topics; Cities in a Global Perspective; Undergraduate Open Seminar; Introduction to International Planning; Special Topics in Planning; Neurus Research Seminar; International Planning Seminar; Urban Planning Research

Research/Teaching Specializations: Immigration; Transnationalism; Globalization and urban development; Community development; Citizenship; Gender; Migrant research and transnationalism

Dissertation and Theses Supervised in the Past Five Years: 8

Distinctions: Center for Democracy in Multi Cultural Society Fellow, 2006; Campus Research Board Grant, University of Illinois, 2010; Creative Research Award. University of Illinois, 2010; World Universities Network-Illinois Grant, 2009; Study Abroad Course Development Grant, Center for South Asia and Middle East Studies, 2012; Illinois Program for Research in Humanities Fellow in Residence, 2012; Center for Advanced Studies Associate, 2014

Recent Publications:

Displacement: Framing the global relationally. Framing the Global: Entry Points for the Search. Bloomington: Indiana University Press, 2014.

"Colonial Present: Legacies of the Past in Contemporary Urban Practices in Cape Town, South Africa." Journal of Planning History 11.4 (2012)

Small-Town Transnationalism: Socio-Spatial Dynamics of Immigration to the Heartland. The Transnationalism and Urbanism. Routledge, 2012

Planning and Citizenship. Oxford Handbook of Urban Planning. Oxford University Press, 2012.

"Emerging Transnational Spaces: Meat, Sweat and Global (re)Production in the Heartland." International Journal of Urban and Regional Research 36.6 (2012).

"Faraway Intimate Development: Global Restructuring of Social Reproduction." Journal of Planning Education and Research 31.4 (2011)

Joshua Mlay

Department/Tenure Status: M.A. Graduate Student

Education: B.A., Anderson University, 2012; M.A., University of Illinois, 2014

Academic and Related Experience: T.A., Geography & Geographic Information Science, 2013-2014

Overseas Experience: Tanzania

Foreign Language Competence: Swahili (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Education Curriculum and Instruction in Africa

Recent Publications:

"FIMBO YA MBALI HAIUI NYOKA: THE QUESTION OF LANGUAGE AND EDUCATION IN TANZANIA," Master's Thesis, University of Illinois Urbana-Champaign, 2014

Laila Hussein-Moustafa

Department/Tenure Status: Assistant Professor, University Library; Tenure Track

Education: Master of Science in Information and Technology, Long Island University / C.W. Post Campus-Library School, Brookville, NY, 2010

Academic and Related Experience: Middle East and North Africa Librarian

Foreign Language Competence: Arabic (5), Persian (3), Hebrew (3), German (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Develop and Enhance the Middle East and North Africa Studies collections in social science subject areas; cataloger; metadata creator

Distinctions: Dean's fund to participate in "Digital Humanities Summer Institute" at the University of Victoria in Canada; Dean's Fund in support of my travel and admission to the Islamic Manuscript Workshop, Stanford University

Recent Publications:

Hussein-Moustafa, Laila. Disaster Management Plan in Time of War: The Cases of Iraq and Egypt," submitted in January 2014, 26 pages in typescript

Colleen Murphy

Department/Tenure Status: Associate Professor, Department of Philosophy; Director, Women and Gender in Global Perspectives; Tenured

Education: M.A. & Ph.D., University of North Carolina at Chapel Hill, 2000 & 2004

Academic and Related Experience: Assistant Professor, Texas A&M University, 2004-2010; Associate Professor, Texas A&M University, 2010-2011; Rockefeller Visiting Faculty Fellow, Princeton University, 2010-11

Overseas Experience: England

Foreign Language Competence: Italian (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Current Controversies; Social Philosophy; Philosophy of Law and State

Research/Teaching Specializations: Transitional justice; Political reconciliation; Philosophy of law, Ethics of risk.

Distinctions: Qatar National Research Fund Grant, 2011; National Science Foundation Award, 2011, 2013; Teacher Ranked as Excellent by Students, 2012, 2013; Engineering Ethics, Justice and Policy in Societal Risk Management," Research Thrust Development Program, Department of Civil and Environmental Engineering, 2013

Recent Publications:

A Moral Theory of Political Reconciliation. Cambridge: Cambridge University Press, 2010

"Evaluating the Source of the Risks Associated with Natural Events." Res Publica 2 (2011)

"Classification and Moral Evaluation of Uncertainties in Engineering Modeling." Science and Engineering Ethics 17.3 (2011)

Jus Post Bellum and Political Reconciliation. Jus Post Bellum and Transitional Justice. New York: Cambridge University Press, 2014

Political Reconciliation, Punishment and Grudge Informers. In the Wake of Conflict: Justice, Responsibility and Reconciliation. New York: Springer, 2013

Design, Risk, and Capabilities. Human Capabilities, Technology, and Design. Springer, 2012.

Helen Neville

Department/Tenure Status: Professor, Department of Educational Psychology and Department of African American Studies; Tenured

Education: B.A. & M.A., California State University, Northridge, 1986 & 1988; Ph.D., University of California, Santa Barbara, 1993

Academic and Related Experience: Associate Professor, University of Missouri, -Columbia, 1999-2001; Associate Professor, Department of Psychology and African American Studies, 2001-08

Overseas Experience: Ghana, South Africa

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Social and Cultural Identity Development; Multicultural Issues in Counseling; Racial and Ethnic Identity; Multicultural Issues in Research; African American Psychology; Black Feminisms; Black Liberation Psychology; Research Methods in Black Studies

Research/Teaching Specializations: Black racial ideology; Black racial identity; Color-blind racial ideology.

Distinctions: Provost Fellow, 2010-12; Distinguished Psychologist of the Year Award, Association of Black Psychologists, 2012; Committee on Institutional Cooperation Academic Leadership Fellow, 2012-13; Janet E. Helms Award for Mentoring and Scholarship, 2014

Recent Publications:

Neville, H. A., Huntt, M. B., & Chapa, J. (Eds.). (2010)

Implementing diversity: Contemporary challenges and best practices at predominantly white universities. Urbana, IL: Center on Democracy in a Multiracial Society

Neville, H. A., Awad, G. H., Brooks, J., Flores, M. P., & Bluemel, J. (2013)

Color-blind racial ideology: Theory, training, and measurement implications in psychology. *American Psychologist*, 68, 455-466

French, B. H., & Neville, H. A. (2013). Sexual coercion among Black and White teenagers: Sexual stereotypes and psychobehavioral correlates. *The Counseling Psychologist*, 41, 1185-1211

Sue, D. W., Gallardo, M. E., & Neville, H. A. (Eds.). (2013). *Case studies in multicultural counseling*. Hoboken, New Jersey: John Wiley & Sons

Safiya Noble

Department/Tenure Status: Assistant Professor, Department of Media and Cinema Studies; Tenure Track

Education: B.A. California State University, Fresno; M.A. & Ph.D., University of Illinois at Urbana-Champaign, 2012

Academic and Related Experience: Assistant Professor, Department of African American Studies.

Overseas Experience: Nigeria, Cuba, Spain, Sweden, Germany.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: New media; Information in society; Race and representation

Research/Teaching Specializations: Digital media platform design and social informatics; representation of people of color and women in commercial search and social media systems; information policy; STEM barriers for African American women and girls

Dissertation and Theses Supervised in the Past Five Years: 2

Distinctions: Faculty Award. Women's Resources Center, University of Illinois at Urbana-Champaign (community).

Recent Publications:

Noble, S. U. (2012) Geographic Information Systems: A critical look at the commercialization of public information. *Human Geography: a New Radical Journal*, 4:3, 88-105

Noble, S. U. (October, 2013). Google search: Hyper-visibility as a means of rendering black women and girls invisible. *InVisible Culture*: Issue 19

Race and Social Media. *The Routledge Handbook of Social Media*. 2013

"Changing Course: Collaborative Reflections of Teaching/Taking 'Race, Gender, and Sexuality in the Information." *Journal of Education for Library & Information Science* (2013)

Senft, T. and Noble, S. (2014). Race and Social Media. In *The Routledge Handbook of Social Media*. Eds. Senft, Theresa M., & Hunsinger, Jeremy. Routledge: NY

David O'Brien

Department/Tenure Status: Associate Professor, Department of Art History; Tenured

Education: B.A., Harvard University, 1984; M.A. & Ph.D., University of Michigan, 1990 & 1995

Academic and Related Experience: Assistant Professor, University of Illinois, 1995-2001; Chair, Art History Program, 2002-07

Overseas Experience: Morocco

Foreign Language Competence: French (5), German (3), Arabic (1)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Art in a Global Context; Individual Art History Topics; France and Its Others; Individual Readings; Arts and Identity in an International Context

Research/Teaching Specializations: Art History; French art of the 18th and 19th century; Relationship between politics and painting; French artists in North Africa; Transnationalism in art

Dissertation and Theses Supervised in the Past Five Years: 9

Distinctions: Mellon Grant, 2005; Member, Institute for Advanced Study, Princeton, 2007

Recent Publications:

"Exile and Artistic Practice in David's Letters from Brussels". *David after David*. New Haven: Yale, 2007. 289-298

O'Brien, David . *Remembering Brown at Fifty: The University of Illinois Commemorates Brown v. Board of Education*. Champaign: University of Illinois Press, 2009

"“Orientalism” and “World Heritage”." *Encyclopedia of Transnational History*. London: Palgrave, 2009

"Censorship of Visual Culture in France, 1815-1852." *Yale French Studies* (2012) *Napoleonic Painting, the Museum, and Memory. War Memories in Revolutionary Europe*. London: Palgrave, 2012

Cythia Oliver

Department/Tenure Status: Professor, Department of Dance; Tenured

Education: B.A., Adelphi University, 1982; M.A., New York University, Gallatin School, 1996; Ph.D., New York University 2003

Academic and Related Experience: Director, Cynthia Oliver Company, 1993-present; Instructor, Compagnie Auguste-Bienvenue, Burkina Faso, 2012

Overseas Experience: U.S. Virgin Islands, Burkina Faso, United Kingdom, Cote d'Ivoire

Foreign Language Competence: Spanish (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Special Topics; World Dance Forms- African Dance; Dancing Black Popular Culture; Performance and Feminist Theory; Contemporary Dance of the African Diaspora

Research/Teaching Specializations: Caribbean performance; Dance theatre in the US and Caribbean; Choreography in North America and the African Diaspora; Contemporary dance in North America; Performance in the Anglophone Caribbean

Distinctions: Creative Research Award, University of Illinois, 2007; Rockefeller Multi Arts Production Award, 2008; New England Foundation National Dance Production Touring Award, 2009; National Performance Network Creation Fund Award, 2009; Pew Foundation Dance Advance Award, 2009, ; University Scholar Fellow, 2011

Recent Publications:

Queen of the Virgins: Pageantry and Black Womanhood in the Caribbean. Jackson: University Press of Mississippi, 2009

Rigidigidim De Bamba De: A Calypso Journey From Start to *Caribbean Dance vol 2*. Gainesville: University Press of Florida, 2009 "

Marilyn Parsons

Department/Tenure Status: Professor, Curriculum and Instruction Education; Tenured
Education: B.A., Elementary Education, California State University, Long Beach, 1964; M.A., Education, California State University, Long Beach, 1969; Ph.D., Cultural Foundations, University of Utah, 1997
Academic and Related Experience: Department Head, Curriculum & Instruction, University of Illinois, Urbana-Champaign, 2005-2006; Professor, Integrated Teaching and Learning, The Ohio State University, 1999-2004; Section Head, Integrated Teaching and Learning, The Ohio State University, 1998-2001; Associate Professor, Integrated Teaching and Learning, The Ohio State University, 1991-1999; Assistant Professor, Integrated Teaching and Learning, The Ohio State University, 1988-1991; Visiting Professor, Teacher Education, Michigan State University, 1987-1988; Associate Professor, Curriculum & Instruction, University of Utah, 1986-1988; Assistant Professor, Curriculum & Instruction, University of Utah, 1979-1986
Overseas Experience: Indonesia; Argentina; China; Spain
Foreign Language Competency: Spanish (2)
Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below
Research/Teaching Specializations: multicultural/global education; social studies education; teacher education reform
Dissertations/Thesis Committees past 5 years: 12
Recent Publications:
Dialogue and difference in a teacher education program: A 16-year sociocultural study of a PDS, 2012
"Focus on Policy: Dreaming of collaboration." Language Arts, 2010
"Doctoral students as boundary spanners: Complexity and ambiguity for university supervisors within an M.Ed./PDS project." School-University Partnerships, 2009

Barry Pittendrigh

Department/Tenure Status: Professor, Department of Entomology; Tenured
Education: M.S., Purdue University, 1994; Ph.D., University of Wisconsin-Madison 1999
Academic and Related Experience: Associate Professor, Purdue University, 2004-08
Overseas Experience: Burkina Faso, Niger, Nigeria, Senegal, Benin, Mali, Ethiopia, Kenya, Mozambique, Malawi
Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below
Areas Studies Courses: Applied Molecular Entomology; Host-Plant Resistance; Molecular Basis of Metabolic Pesticide Resistance
Research/Teaching Specializations: Genomics, Field biology, ICT, entomology
Distinctions: 2Sheth Distinguished Faculty Award for International Achievement, UI, 2012; C U International Humanitarian Award, 2012; USAID/Risk Assessment Grant, 2002-2007; Bill and Melinda Gates Foundation Grant, 2006-2008; USAID West Africa Supplemental Award, 2008; Community Informatics Initiative Grant, 2010-2012; Direct funding of SAWBO video from University of Illinois at Chicago, 2012; Chancellors Office Fund Grant, 2013; Campus Award for Excellence in Public, 2013; ADM Institute for the Prevention of Postharvest Loss Grant, 2012; USAID Grant, 2013
Recent Publications:
"Development of reference transcriptomes for the major insect pests of cowpea: A toolbox for insect pest management approaches in West Africa." *PLoS One* 8.11 (2013)
"Effectiveness of cell phones as an educational tool: A case study in southeastern Nigeria." *International Journal of Information and Communication Technology Research* 3.12 (2013).
"Variance of cognitive social structures between farmers and extension agents in Burkina Faso." *Organization Studies* (2013)
"Digital divide in Burkina Faso: Exploring differences between farmers and extension agents in access to technology and use." *Third World Quarterly* (2013)
Understanding Resistance and Induced Responses of Insects to Xenobiotics and Insecticides in the Age of 'Omics' and Systems Biology. Insect Resistance Management: Biology, Economics and Predictions, 2014

Menah Pratt-Clarke

Department/Tenure Status: Associate Chancellor, Associate Provost for Diversity; Associate Professor, Education Policy, Organization and Leadership; Associate Professor, Institute of Government and Public Affairs; Associate Professor, African American Studies; Tenured

Education: B.A., University of Iowa, 1988; M.A., University of Iowa, 1990; M.A. Vanderbilt University, 1993; J.D., Vanderbilt University, 1993; Ph.D., Vanderbilt University, 1997

Academic and Related Experience: Adjunct Professor, Fisk University, 2004-2006; Adjunct Professor, Vanderbilt University, 2003-2006

Overseas Experience: Liberia

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Critical Race Feminism; Black Feminism; Interdisciplinary Applied Social Justice; Black Feminist Thought; Social Problems

Research/Teaching Specializations: Intersections of race and feminism; Educational administration; Social justice; Feminist theory

Distinctions: Outstanding Research Contribution in African American Studies, University of Illinois, 2011; Larine Y. Cowan Award for Visionary Leadership in Diversity, 2102; Black Law Students Association Appreciation Award for Academic Service, 2009, 2010, 2011

Recent Publications:

Pratt-Clarke, Menah. 2010. Critical Race, Feminism, and Education: A Social Justice Model. New York: Palgrave MacMillan

Allyson Purpura

Department/Tenure Status: Curator, Krannert Museum, Fine and Applied Arts; Academic Professional

Education: B.A., Hampshire College, 1980; Ph.D., City University of New York Graduate School, 1997; Certificate for Museum Studies, George Washington University, 2001

Academic and Related Experience: Co-curator, National Museum of African Art, Smithsonian Institution, 2006-2008; Curator, University of Michigan Museum of Art, 2008-2008

Overseas Experience: Keny, Zanzibar, Malaysia

Foreign Language Competence: Swahili (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Museum Studies; Critical Issues in Museum Theory; Seminar on Cultural Property

Research/Teaching Specializations: curatorial practice; African art historiography; transoceanic studies; exhibition/writing projects with contemporary African artists

Distinctions: Association of Art Museum Curators Prize for Best Exhibition, 2013; College of Fine and Applied Arts, University of Illinois, 2012; Ed Zagorsky Visitor Series Fund, 2011; College of Fine and Applied Arts, Frances P. Rohlen Visiting Artists Fund, University of Illinois, 2010; College of Fine and Applied Arts, University of Illinois, Ed Zagorsky Visitor Series Fund for Moshekwa Langa, 2012; College of Fine and Applied Arts, Frances P. Rohlen Visiting Artists Fund, University of Illinois, 2011; Center for Advanced Studies, George C. Miller Grant, 2010; Arnold O. Beckman Fellow, Campus Research Board, University of Illinois, 2010

Recent Publications:

Building a National Collection of African Art: The Life History of a Museum". Representing Africa in American Museums. Seattle: University of Washington Press, 2011

"Visual Poetry/Performing Script: The Art of Wosene Worke Kosrof." Nka: Journal of Contemporary African Art. 31 (2012)

Undisciplined Knowledge. "Undisciplined Knowledge." In Bodies of Knowledge: Interviews, African Art, and Scholarly Narratives. Indiana University Press, 2013

Jesse Ribot

Department/Tenure Status: Professor, Department of Geography and Geographic Information Science; Tenured
Education: B.A., Hampshire College, 1981; M.S. & Ph.D., UC Berkeley, 1985 & 1990

Academic and Related Experience: Visiting Faculty, University of Copenhagen, 2012; Visiting Professor, The New School for Social Research, 2012; Adjunct Professor, China Agricultural University, Beijing, 2010

Overseas Experience: Senegal, Mali, Guinea, The Gambia, Burkina Faso, Ghana, Cameroon, Uganda, Zimbabwe, Kenya, Democratic Republic of the Congo, Mozambique, South Africa, Denmark

Foreign Language Competence: French (4), Portuguese (2), Wolof (2), Pulaar (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Individual Study; Research in Geography; Advanced Studies in Geography; Advanced Studies in Geography: Democracy and the Environment; Thesis Research; Environmental Policy

Research/Teaching Specializations: Climate and Vulnerability Rural Democracy Natural Resource Access

Distinctions: SUTROFOR (Sustainable Tropical Forestry) Erasmus Mundus Scholarship, University of Copenhagen, 2012; National Academy of Sciences Panelist – Climate Change and National Security, 2012; Swedish International Development Cooperation Agency (SIDA) Grant to CODESRIA, 2011-2014; International Centre for Local Democracy (ICLD) Grant, "Performing Research and Researching Performance: Dramatic Communication for Promoting Local Democracy, 2010-2011

Recent Publications:

Access over Authority: Recentralizing Benefits in Senegal's Forestry Decentralization. Politics of Possession. Property, Authority, and Access to Natural Resources. London: Wiley-Blackwell, 2010
"Access Matters: The Little Man with the Big Stone – A commodity chain analysis on the case of Chinese fir in P County, Hunan Province, China." Discussion Paper 62. 2010
"Repertoires of Domination: Decentralization as Process in Botswana and Senegal." World Development 39.3 (2011)
Participation Without Representation: Chiefs, Councils and Forestry Law in the West African Sahel. The Participation Reader. London: Zed Books, 2011

Kristina Riedel

Department/Tenure Status: Lecturer, Department of Linguistics; Coordinator, Sub-Saharan African Languages; Non Tenure Track

Education: B.A., University of London, 2002; M.A., University of London, 2003; Advanced M.A., University of Leiden, 2004; Ph.D, University of Leiden, 2009

Academic and Related Experience: Post-Doctoral Researcher, Center for General Linguistics, Berlin, 2009-2011

Overseas Experience: Tanzania, Nigeria

Foreign Language Competence: Swahili (5), German (5), French (3), Dutch (2)

Pedagogical Training: March 2013 : Translating Language Teaching Theory into Practice UI ; LCC Language Program Direction Workshop (UI) ; April 2013 : Standards-Based Curricular Design and Lesson Planning for LCTLs (half-day workshop at NCOLCTL 2013, Chicago); November 2013 : Keys to Planning for Student Learning : A Guide to Curriculum Unit and Lesson Design Familiarization Workshop (full-day workshop at ACFTL 2013, Orlando); June 2013 : Center for Advanced Language Proficiency Education and Research workshop on vocabulary teaching and learning (Penn State)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Thesis Research; Intro to African Linguistics; Special Topics in Linguistics; Elementary Swahili I; Elementary Swahili II; Intermediate Swahili I; Intermediate Swahili II; Advanced Swahili I; Advanced Swahili II; Topics Swahili Lang & Lit I; Topics Swahili Lang & Lit II; Adv Topics Swahili Lang&Lit I; Adv Topics Swahili Lang&Lit II; Intermediate Wolof I; Intermediate Wolof II; Intermediate Zulu II

Research/Teaching Specializations: Swahili and (African) Linguistics

Distinctions: Distinguished Visiting Lecturer at Rhodes University 2011

Recent Publications:

Riedel, Kristina and Lutz Marten. "Locative "object" marking and the argument-adjunct distinction." *SALALS* 30.2 (2012): 277-292
Marten, Lutz, Kristina Riedel, Ron Simango, and Jochen Zeller. "Bantu subject and object marking." *African Linguistics and Applied Language Studies Journal* , 30.2 (2012)

Fairchild Ruggles

Department/Tenure Status: Professor, Department of Landscape Architecture; Tenured

Education: B.A., Harvard University, 1990; M.A. & Ph.D., University of Pennsylvania, 1987 & 1991

Academic and Related Experience: Associate Professor, UI, 2001-07

Overseas Experience: Spain, Morocco, Tunisia, Egypt, Syria, Turkey, India, Qatar, Kuwait, UK

Foreign Language Competence: Arabic (3), French (3), Spanish (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Special Problems in Architectural History & Preservation; Topics in Art History: Visual Representation

Research/Teaching Specializations: Architecture and landscape history of Islamic Mediterranean and South Asia; women's architectural patronage in Islamic history

Distinctions: American Council of Learned Societies Fellowship, 2013-2014; Center for Advanced Study in the Visual Arts at the National Gallery of Art, May-June 2011; Paul Mellon Visiting Senior Fellow, 2010; University Scholar, UI, 2009-2012; Fellow, UI, Center for Advanced Study, 2011-2012

Recent Publications:

"The Stratigraphy of Forgetting: The Great Mosque of Cordoba and Its Contested Legacy." *Contested Cultural Heritage* 12 (2011)

Ruggles, D. F. *Islamic Art and Visual Culture: An Anthology of Sources*. Wiley-Blackwell, 2011

Ruggles, D. F. "Ideologizing the Past." *International Journal of Middle East Studies* 45 (2013): 574-7

Making Art and Architecture in Modern India: Woman's Eye, Woman's Hand. 2013

"Calligraphy, Mosques and Religious Architecture, Islamic Textiles, The Arts of Trade and Travel, Islamic Gardens, Geometry, and the Arts of the Book and Miniature Painting." 2013

Eman Saadab

Department/Tenure Status: Lecturer, Department of Linguistics, Coordinator of Arabic Language Program; Non Tenure Track

Education: B.A., University of Jordan, 1994; M.A., & Ph.D., UI, 2007 & 2011

Academic and Related Experience: Visiting Instructor, University of Illinois, 2010-11

Overseas Experience: Jordan

Foreign Language Competence: Arabic (5)

Pedagogical Training: 2014-15: Pre-SILMW instructor orientation workshop, UI; 2013-14: Pedagogy workshop on teaching communicative Arabic skills, UI; Staying in the target language in the Arabic language classroom, Concordia Language Villages, MN; Building 21st century postsecondary departments, ACTFL, FL; Strategies to increase proficiency of Arabic language learners, Concordia Language Villages, MN; Arabic language instructor training workshop, UI; 2012-13: Standards-based curricular design and lesson planning for LCTLs, NCOLCTL, Itasca, IL; Pre-semester TA orientation workshop, UI; 2011-12: Graduate Teacher Certificate, UI

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Languages and Cultures of the Arab World; Undergraduate Open Seminar; Elementary Standard Arabic I; Elementary Standard Arabic II; Colloquial Arabic I; Colloquial Arabic II; Intermediate Standard Arabic I; Intermediate Standard Arabic II; Advanced Standard Arabic I; Advanced Standard Arabic II; Topics Standard Arabic Lang&Lit I; Topics Standard Arabic LangLit II; Advanced Topics in Standard Arabic Language and Literature I; Advanced Topics in Standard Arabic Language and Literature II; Thesis Research; Special Topics in Linguistics

Research/Teaching Specializations: Teaching Arabic language and culture courses; research on linguistic ability of English second language learners of Arabic and heritage speakers of Arabic

Distinctions: Outstanding Teaching Assistant Award (Non-Western Languages), UI, 2009; Department of Linguistics Summer Fellowship, UI, 2009; Qatar Foundation International Professional Development grant, 2013

Recent Publications:

"Grammatical features of Egyptian and Palestinian Arabic heritage speakers' oral production." *Studies in Second Language Acquisition* (2011)

"Arabic plurals and root and pattern morphology in Palestinian and Egyptian heritage speakers." *Language Approaches to Bilingualism* (2013)

Ken Salo

Department/Tenure Status: Lecturer, Department of Urban Planning; Non-tenure track

Education: B.Sc., University of Cape Town, 1978; L.L.B., University of the Western Cape, 1993; LLM, University of Cape Town, 2001.

Academic and Related Experience: Assistant Professor, Department of Natural Resources and Environmental Sciences, ACES, 2000 – 2006; Researcher/Founding Director, Environmental Law Unit, Cape Peninsula University of Technology, South Africa, 1995-1999; Analyst/Researcher, Cape Peninsula University of Technology, South Africa, 1985-1995

Overseas Experience: South Africa, Malawi, Tanzania

Foreign Language Competence: Afrikaans (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Undergraduate Open Seminar: Human Rights and the City; Social Inequality and Planning; Community Development Workshop; Urban Planning Research

Research/Teaching Specializations: Environmental justice, environmental racism, law and international environmental policy, global justice movements, international development and planning, and negotiation and conflict management

Recent Publications:

Salo, Kenneth. "Resurgent Local Legalities." New Agricultural Network Newsletter (2004)

Salo, Kenneth. "Reinterpreting Organic as Alternate to Industrial Food." Agro-Ecology Newsletter 13.3 (2004)

"Contesting Liberal Legality: Informal Legal Cultures in Post-apartheid South Africa's Privatizing Seafood Fishery." African Studies Quarterly (2007)

Mahir Saul

Department/Tenure Status: Professor, Department of Anthropology; Tenured

Education: B.A. Bogazici University, 1975; M.A. & PhD, Indiana University, 1978 & 1982

Academic and Related Experience: Associate Professor, University of Illinois, 1996-2010

Overseas Experience: Benin; Burkina Faso, Cote d'Ivoire, Ghana, Mali, Senegal, Turkey

Foreign Language Competence: French (5), German (2), Spanish (4), Turkish (5), Bobo-African (3), Arabic (1)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Thesis Research; African Film and Society; Special Topics; Methods of Cultural Anth; Social Organization; Economic Anthropology; Cultures of Africa; Readings in Anthropology; Dissertation Readings

Research/Teaching Specializations: Islam; Rural development; Colonialism; Environment

Dissertation and Theses Supervised in the Past Five Years: 9

Distinctions: 2010 Erasmus Mundus Fellowship. Master TPTI Program (Techniques, Patrimoine, Territoires de l'industrie). Consortium of Université Paris 1, Sorbonne (France), Universidade de Evora (Portugal), Università di Padova (Italy). May-September. National Endowment for the Humanities, 2004-2004; Swiss National Science Foundation (SNSF) International Short visit Grant, University of Zurich, Ethnologisches Seminar., 2012-2012; The Wenner-Gren Foundation for Anthropological Research, 2010-2010; Grants by the Research Board of the University of Illinois, 2010-2010

Recent Publications:

Africa South of the Sahara. A Handbook of Economic Anthropology, Second Edition. London: Edward Elgar, 2012. 512-528|

Saul, Mahir. Judeo-Spanish in the Time of Clamoring Nationalisms. Istanbul: Libra Books, 2013

"Sahra Altı Afrika Ülkelerinden Türkiye'ye İş Göçü (Work Migration from Sub-Saharan Africa to Turkey)." SBF Dergisi 68.1 (2013): 83-121

Les foyers Zara de Sia et de Tunuma à la fin du dix-neuvième siècle. La ville de Bobo-Dioulasso au Burkina Faso: Urbanité et appartenances en Afrique de l'ouest. Ed. Katja Werthmann. Paris: 2013. 43-67

"Claude Meillassoux." Theory in Social and Cultural Anthropology: An Encyclopedia. Vol. 2, pp. 546-548th ed. Sage, 2013

"Idrissa Ouédraogo." Dictionary of African Biography. Oxford University Press, 2013

Susan Schmier

Department/Tenure Status: Associate Director, Mortenson Center for International Library Programs; Academic Professional

Education: M.Ed., Boston University, 1977; Masters of Library and Information Science, University of Illinois, 1992

Academic and Related Experience: Coordinator, Mortenson Center for International Library Programs, 1992-1999; Assistant Director, Mortenson Center for International Library Programs, 1995-2005

Overseas Experience: Nigeria, Ghana, Tanzania, Uganda, South Africa

Foreign Language Competence: French (2), Spanish (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Designing training modules for libraries

Distinctions: International Relations Round Table Member, Notable American Library Association; John Ames Humphry/OCLC Forest Press Award for International Librarianship, 2013; Honorary Lifetime Member of the Library and Information Association of South Africa, 2013

Recent Publications:

Professional Development: Pathways to Leadership in the Library and Information World, Munchen: K.G. Saur, 2007, p.40-56 with Barbara Ford and Debra Wilcox Johnson.

Schnuer, Susan. "Pamoja: A learning activity for the information age." *Thinking Outside the Borders: Library Leadership in a World Community* September 2008

Ford, Barbara, & Schnuer, Susan. "How to facilitate an International Institute." *Thinking Outside the Borders: Library Leadership in a World Community* September 2008

"Developing an International Library Leadership Institute: Thinking Outside the Borders." *Continuing Satgoor, Ujala, & Schnuer, Susan, "International Partnership, National Impact: The South African Library Leadership Project."* Peer-reviewed paper published in [IFLA Publication Series 116](#)

Susann Sears

Department/Tenure Status: Disability Specialist, Division of Disability Resources and Educational Services (DRES)

Education: B.A., Communicative Disorders, University of Northern Iowa, 2000; M.Ed, Higher Education with Emphasis in Student Affairs, Iowa State University, 2002;

Academic and Related Experience: Graduate Assistant, Disability Resources, Iowa State University, 2001-2002; Graduate Assistant, Health Promotion, ISU Student Wellness Center, 2000-2001

Overseas Experience: South Korea

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Disability and design; Career counseling and people with disabilities

Distinctions: Recipient of the Robert Greenberg for Innovation Award, 14th Annual Career Opportunities for Students with Disabilities (COSD) conference, Northbrook, IL, November 2013; Recipient of the Chancellor's Academic Professional Excellence (CAPE) Award, University of Illinois, April 2012.

Recent Publications:

Heft Sears, S.J., Wong, A.K., & Strauser, D.R. (2014, September). Examining career readiness and positive affect in a group of college students with disabilities: A pilot study. *Journal of Postsecondary Education and Disability*, 27(3).

Heft Sears, S.J., Jones, A.E., & Strauser, D.R. (2013, September). Career counseling \ and people with disabilities. In D. R. Strauser (Ed.), *Career development, employment, and disability in rehabilitation from theory to practice* (p. 279-297). New York: Springer Publishing.

Heft Sears, S.J., Ed. (2013). *Instructor's manual to accompany career development, employment, and disability in rehabilitation from theory to practice*. New York: Springer Publishing.

Joanna L. Shisler

Department/Tenure Status: Associate Professor of Microbiology

Education: B.A., Microbiology, Miami University Ohio, 1990; Ph.D., Virology, Emory University College of Medicine, 1996

Academic and Related Experience: Assistant Professor, 2001-present, University of Illinois, Department of Microbiology; Associate Director of Water and health research: 2013-present. Safe Global Water Institute, University of Illinois

Overseas Experience: Uganda, Tanzania, Kenya, Nepal

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Medical Microbiology

Research/Teaching Specializations: molecular biology, microbiology, human health, virology

Dissertation and Theses Supervised in the Past Five Years: 4

Recent Publications:

Stefani M. Martin, Daniel T. Harris and Joanna L. Shisler, "The C11R gene, which encodes the vaccinia growth factor (VGF), is partially responsible for MVA-induced NF- κ B and ERK2 activation," *Journal of Virology*, 86:9629-9639, 2012

Johanna S Salzer, Darren S Carrol, Innocent B Rwego, Yu Li, Elizatbh A Falendysz, Joanna L. Shisler, Kevin L Karem, Inger K Damon, Thomas R Gillespie, "Serological Evidence for circulating Orthopoxviruses in peridomestic rodents in rural Uganda," *Journal of Wildlife Diseases*, 49: 125-131, 2013
Crystall M.H. Randall and Joanna L. Shisler, "Molluscum contagiosum virus: persistence pays off," *Future Virology*, 8(6): 1-13, 2013

Crystal M.H. Randall, Sunetra Biswas, Catherine Selen and Joanna L. Shisler "Inhibition of interferon gene activation by death-effector domain containing proteins from molluscum contagiosum virus," *Proceedings of the National Academy of Sciences*, 111: 265-272, 2014

Ryan Shosted

Department/Tenure Status: Associate Professor, Department of Linguistics, College of Liberal Arts & Sciences; Tenured

Education: B.A., Brigham Young University, 2000; M.A. & Ph.D., University of California, Berkeley, 2003&2006

Academic and Related Experience: Post-Doctoral Researcher, University of California, San Diego, 2006-07

Overseas Experience: Mexico, Brazil, Guatemala, Mozambique

Foreign Language Competence: Portuguese (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Thesis Research; Elements of Phonology; Field Methods; Special Topics in Linguistics; Seminar in Linguistic Analysis

Research/Teaching Specializations: Articulatory phonetics; Acoustic phonetics; Endangered languages

Dissertation and Theses Supervised in the Past Five Years: 4

Distinctions: Arnold O. Beckman Award, University of Illinois at Urbana-Champaign, 2009, 2010 William and Flora Hewlett Int'l Research Travel Grant, 2009; Center for Latin American and Caribbean Studies Title VI Faculty Travel Grant, 2008; Aerodynamic Phonology. University of Illinois Campus Research Board Award. 2012-2013; National Science Foundation , 2011-2013; University of Illinois Campus Research Board, 2010-2011; University of Illinois Campus Research Board / Arnold O. Beckman Award, 2010-2011; Lemann Institute for Brazilian Studies, 2011-2012.; University of Illinois Campus Research Board, 2011-2012; University of Illinois Graduate College Focal Point Awar, 2011-2012; University of Illinois Campus Research Board Award, 2011-2012

Recent Publications:

Shosted, Ryan. Articulatory and acoustic characteristics of fricatives in Changana. Selected Proceedings of the 40th Annual Conference on African Linguistics. Comp. E.G. Bokamba, R. K. Shosted, and B. T. Ayalew. Somerville, MA: Cascadilla Proceedings Project, 2011. 119-129

Shosted, Ryan K. Towards a glottalic theory of Mayan. *New Perspectives in Mayan Linguistics*. Comp. H. Avelino. Newcastle upon Tyne: Cambridge Scholar's Publishing, 2011

Shosted, Ryan K. and Sharon Rose. "Affricating ejective fricatives: The case of Tigrinya." *Journal of the International Phonetic Association* 41.1 (2011): 41-65

Michael Silvers

Department/Tenure Status: Assistant Professor, Department of Music; Tenure Track

Education: M.M., University of Arizona, 2007; Ph.D., University of California, Los Angeles 2012

Academic and Related Experience: Lecturer, University of California, Riverside, 2012; Lecturer, University of California, Los Angeles, 2012-13

Overseas Experience: Brazil, Angola

Foreign Language Competence: Spanish (3), Portuguese (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Popular Musics of Africa; Introduction to Ethnomusicology; Brazilian Music; Introduction to Art Music: International Perspectives; Music and Religion; Popular Musics of the World

Research/Teaching Specializations: Africa music; Ethnomusicology; Popular music studies; Ecocriticism/ecomusicology; Cultural sustainability

Distinctions: Fulbright-mtvU Fellowship, 2009; UIUC Scholars' Travel Fund , 2013; Herb Alpert School of Music Student Opportunity Fund , 2010; Mellon Foundation/UCLA Latin American Institute Small Grant , 2009; Graduate Summer Research Mentorship, UCLA , 2008; ArtsBridge Grant, University of Arizona, 2007

Recent Publications:

Cruz, Danielle M. and Michael B. Silvers. "Maracatunaíma: Musical Semiotics, the Northeastern Imaginary and the Sound of Fortaleza." *Vibrant: Virtual Brazilian Anthropology* 8.1 (2011) January 2014
"Conference Review: Ecomusicologies 2012." *Ecomusicology*. March 2013. January 2014,
http://ecomusicology.info/wp-content/uploads/2013/EN_March_2013.pdf
Bandas Cabaçais. *Agrupamentos da Música Tradicional do Cariri Cearense*. Comp. Carmen Coopat. Ed. Márcio Mattos. Juazeiro do Norte: Universidade Federal do Ceará Press, 2013. 143-157

Samuel Smith

Department/Tenure Status: Engagement Director, Krannert Center for the Performing Arts; Academic Professional

Education: B.A., Oberlin College, 1981; M.S.W. University of Illinois, 1994

Academic and Related Experience: School Guidance Counselor, University of Illinois Laboratory High school, 2001-2008

Overseas Experience: Malawi

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Cultural, community, and youth engagement; Role of the arts; Poverty eradication through sister city projects

Distinctions: Inclusive Illinois Representative, 2011-present; Bill and Melinda Gates Foundation Grant, 2010, 2013

Gabriel Solis

Department/Tenure Status: Associate Professor, Department of Music; Tenured

Education: B.A., University of Wisconsin-Madison, 1993; Ph.D., Washington University in St. Louis, 2001

Academic and Related Experience: Lecturer, University of Pennsylvania, 2000-02; Assistant Professor, UI 2002-08

Overseas Experience: Australia, Papa New Guinea

Foreign Language Competence: French (3), Spanish (3), Tok Pisin (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Introduction to World Music; Undergraduate Open Seminar; Seminar in Musicology; African American Music

Research/Teaching Specializations: Music of the U.S., Australia, and Papua New Guinea; Kazz; Black music in American and diasporic perspectives

Dissertation and Theses Supervised in the Past Five Years: 34

Distinctions: Creative Research Award, 2009; Public Engagement grant, 2012; Society for Ethnomusicology Jaap Kunst Prize for most significant article in the field of ethnomusicology, 2013 honorable mention; Funding Initiative on Multiracial Democracy, 2013

Recent Publications:

"Thoughts on an Interdiscipline: Music Theory, Analysis and Social Theory in Ethnomusicology," *Ethnomusicology* 56.3 (2012)

Stevie Wonder: Musical Prodigy in the Recording Studio. Musical Prodigies: Interpretations from Psychology, Music Education, Musicology, and Ethnomusicology. Oxford: Oxford University Press, 2013
Thelonious Monk Quartet with John Coltrane at Carnegie Hall. New York: Oxford University Press, 2013
America Sounding: Tom Waits and Rock at the End of the "American Century." Berkley: University of California Press, 2014

Carol Spindel

Department/Tenure Status: Adjunct Lecturer, Department of English; Non-tenure track

Education: MA Art History, University of Illinois 1988

Overseas Experience: Cote d'Ivoire

Foreign Language Competence: French (4), Dyula (1)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Courses taught

Research/Teaching Specializations: Nonfiction; Cote d'Ivoire during crisis

Distinctions: Public Radio News Directors Incorporated Award (PRNDI): "Best Writing" for commentary "Ivory Coast: Election Day," aired on WILL AM 580/Illinois Public Media Nov. 1, 2010

Recent Publications:

"Land Grant Livin'." Inside Higher Ed. 2010

Rev. of The Horrible Gift of Freedom: Atlantic Slavery and the Representation of Emancipation Chronicle of Higher Education (2010)

"One Village Votes (But Their Votes Were Thrown Out)." Global Voices. January 2011

"Women's Songs in Post-Crisis Côte d'Ivoire: Ask Gbagbo...." Afropop Blog. January 2012

Illinois Sampler: Teaching on the Prairie. 2014

Rebecca Stumpf

Department/Tenure Status: Associate Professor, Department of Anthropology; Tenured

Education: B.A., Oberlin College, 1990; M.A. & Ph.D., State University of New York, 1998&2004

Academic and Related Experience: Research Affiliate, Institute for Genomic Biology, 2004 – present

Overseas Experience: Uganda, Madagascar, Cote d'Ivoire

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Human Origins and Culture; Biology of Human Behavior; The Natural History and Social Behavior of the Great Apes; Sex in Nature and Culture; Biology and Behavior of Women; Primate Form and Behavior; Primate Behavior Endocrinology; Sexual Selection; Primate Field Methods

Research/Teaching Specializations: Biological anthropology; Ape social behavior and endocrinology; Sexual selection; Adolescent development; Comparative sexuality and reproduction; Evolution of mating systems

Distinctions: National Science Foundation Grant, 2008,2011, 2013; Leakey Foundation Grant, 2011; US Fish and Wildlife Department Grant, 2010-11; Excellence in Undergraduate Teaching Award, 2011

Recent Publications:

Stumpf, RM. "Chimpanzees and bonobos: Inter- and intra-species diversity." *Primates in Perspective*, 2nd Edition. Ed. CJ Campbell, A Fuentes, KC MacKinnon, SK Bearder, and RM Stumpf. Oxford: Oxford University Press, 2011

Stumpf, RM. "Nigeria-Cameroon chimpanzees (*Pan troglodytes ellioti*)." *All the World's Primates*. Ed. N Rowe. Charlestown: Pogonias Press Inc., 2011

Primates in Perspective, 2nd Edition. Ed. Christina J. Campbell, Agustin Fuentes, Katherine C. MacKinnon, Simon K. Bearder, and Rebecca M. Stumpf. Oxford: Oxford University Press, 2011

Amato, K, C Yeoman, A Kent, N Righini, F Carbonero, A Estrada, H R. Gaskins, R M. Stumpf, S Yildirim, M Torralba, M Gillis, B A. Wilson, K E. Nelson, B A. White, and S R. Leigh. "Habitat Degradation Impacts Black Howler Monkey (*Alouatta pigra*) Gastrointestinal Microbiomes." *International Journal of Microbial Ecology* (2013)

Rushmore, J, D Caillaud, L Matamba, R M. Stumpf, S P. Borgatti, and S Altizer. "Social Network Analysis of Wild Chimpanzees Provides Insights for Predicting Infectious Disease Risk." *Journal of Animal Ecology*. (2013)

Noreen Sugrue

Department/Tenure Status: Assistant Professor, Coordinator of Health Policy Initiatives, Women and Gender in Global Perspectives; Non-tenure track

Academic and Related Experience: Research Associate, Center for Global Studies, 2008-2013; Senior Research Analyst, Nursing Institute, University of Illinois, 1999-2004

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Introduction to International Health Policy; Global Justice

Research/Teaching Specializations: Health and social welfare policy; Inequality and policy relates to skilled labor migration, Healthcare labor issues: Access, to care; Changes in delivery and care

Dissertation and Theses Supervised in the Past Five Years: 1

Distinctions: Center for Advanced Study Resident Associate, University of Illinois, 2003

Recent Publications:

Sugrue, Noreen. (1995). Issues in Welfare Reform: Part 1, Medicaid. *Illinois Business Review*

Sugrue, Noreen. (2006). American-born children shouldn't be deported. *Christian Science Monitor*

Sugrue, Noreen. (2007). Poverty and Neonatal Outcomes: How Nurses Around the World Can Make a Difference. *Nursing for Women's Health*

Sugrue, Noreen. (2013). "The Importance of a High-Performance Work Environment in Hospitals." *Health Services Research* 48(1)319-332

Zohreh Sullivan

Department/Tenure Status: Professor Emerita, Department of English; Tenured

Education: B.A., Western College, Oxford, 1962; M.A. & PhD, University of Illinois, 1965 & 1971

Academic and Related Experience: Professor, English, 1998 – 2008; Associate Professor, 1978-1998; Assistant Professor 1972-78, Professor, Damavand College, Iran, 1970-1972

Overseas Experience: Morocco

Foreign Language Competence: French (1), Persian (2), Spanish (3), Urdu (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Literature and Society: Globalization and Empire; Special Topics

Research/Teaching Specializations: Colonial and post-colonial theory and literature; Diaspora and migration studies

Dissertation and Theses Supervised in the Past Five Years: 4

Distinctions: LAS Award in Undergraduate Teaching, 2002; King Broadrick-Allen Award for Excellence in Honors Teaching, 2007; Fulbright Scholar Grant, Amman, Jordan, 2013-2014

Recent Publications:

Sullivan, Zohreh T. *Exiled Memories: Stories of Iranian Diaspora*. Philadelphia: Temple University Press, 2001

Sullivan, Zohreh T. *Iranian Cinema and the Critique of Absolutism. Media, Culture and Society in Iran: Living with Globalization and the Islamic State*. Ed. Mehdi Semati. New York: Routledge, 2007

Sullivan, Zohreh T. *The Body and the City: Evelyne Accad's and Etel Adnan's Beirut. On Evelyne Accad: Essays in Feminism, Literature, and Cultural Studies*. Comp. Cheryl T. Birmingham. Summa Publication, 2007

Madhubalan Viswanathan

Department/Tenure Status: Professor, Business Administration; Tenured

Education: B.S., Indian Institute of Technology, 1985; Ph.D., University of Minnesota, 1990

Academic and Related Experience: Associate Professor, UI, 1998-2009

Overseas Experience: Tanzania, Colombia, Cambodia, Argetina, Mexico, India

Foreign Language Competence: Tamil (1), Hindi (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Product and Market Development for Subsistence Marketplaces; Subsistence Marketplaces; Sustainable Marketing/Business Enterprises; Global Business Horizons; Engineering for Global Development; Research Methods in Business Administration; Marketing Research; Marketing Management

Research/Teaching Specializations: subsistence marketplaces, measurement and research methods

Dissertation and Theses Supervised in the Past Five Years: 15

Distinctions: ; Office for Public Engagement Grant, UI, 2009; Community Informatics Institute Grant, University of Illinois, 2010; Environmental Change Institute Grant, UI, 2011; Office for Public Engagement Grant, 2011; Best Professor in Entrepreneurial Leader; ADM Institute, 2012; Campus Award for Excellence in Public Engagement, UI, 2013. Sheth Distinguished Faculty Award for International Achievement, UI, 2013

Recent Publications:

"An Exploration of Decision Making and Coping Strategies of English As Second Language Consumers." *Journal of Consumer Marketing* 27.6 (2010)

Conducting Transformative Consumer Research Lessons Learned in Moving From Basic Research to Transformative Impact in Subsistence Marketplaces. *Transformative Consumer Research for Personal and Collective Well-Being*, 2011

"Common Method Bias, Types of Measurement Error, and Nature of Measures." , *Journal of Retailing* 88.4 (2012) "Higher Motivation - Greater Control? The Effect of Arousal on Judgement." *Cognition and Emotion* (2012)

"Marketing Interactions in Subsistence Marketplaces: A Bottom-Up Approach to Designing Public Policy." *Journal of Public Policy and Marketing* 31.2 (2012)

"Studying Low-Literate Consumers Through Experimental Methods: Implications for Subsistence Marketplaces," *Journal of Business Research* 65 (2012)

Timothy Wedig

Department/Tenure Status: Associate Director, Global Studies, College of Liberal Arts and Sciences; Non-tenure track

Education: B.S., Penn State University, 1991; M.A., University of Maryland, 1998; PhD, University of Maryland, College Park, 2007

Academic and Related Experience: Lead Simulation Director, Center for Development and Conflict Management, 1998-2008; Faculty Research Associate, University of Maryland, 2002-08, Lecturer and Academic Advisor, University of Illinois, 2008-13

Overseas Experience: Rwanda, Nigeria, Uganda, Botswana

Foreign Language Competence: French (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Intro to Global Studies; International Diplomacy and Negotiation; Diplomacy of Developing Nations; International Humanitarian Intervention; Global Governance; Introduction to International Studies; Technology and Social Movements; Research Methods I and II

Research/Teaching Specializations: Conflict resolution and negotiation; Ethnic conflict; Technology and political organizations; Political economy of globalization; Politics and development of Africa and Latin America; Pedagogy; Genocide; Humanitarian intervention; Social movements; Technology

Distinctions: USAID Grant, 2003

Recent Publications:

"Getting the Most from Classroom Simulations: Strategies for Maximizing Learning Outcomes." PS: Political Science & Politics 43 (2010)

Thomas Weissinger

Department/Tenure Status: Professor, University Library; Tenured

Education: M.A., State University of New York at Buffalo, 1973; M.A., University of Pittsburgh, 1978; MLS, University of Pittsburgh 1980

Academic and Related Experience: City Hall Librarian, Newark, 1980-82; Reference Library, Rutgers University, 1982-85; Africana Center Library, Cornell University, 1985-2001

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Undergraduate Open Seminar ; Researching the African American Experience

Research/Teaching Specializations: African American heritage book collecting; African American scholarly communications; Researching the African American Experience

Recent Publications:

Weissinger, Thomas. "'Competing Models of Librarianship: Do Core Values Make a Difference?'" Journal of Academic Librarianship 29 (2003): 32-39.

Weissinger, Thomas. "'The New Literacy Thesis: Implications for Librarianship,'" Libraries and the Academy 4 (2004): 245-257

Weissinger, Thomas. "'Information as a Value Concept: Reconciling Theory and Practice,'" Library Philosophy and Practice (2005): 12

Weissinger, Thomas. "Black Power Movement Book Publishing: Trends and Issues." Collection Management 31.4 (2007): 5-18

Weissinger, Thomas. "The Core Journal Concept in Black Studies." Journal of Academic Librarianship 36.2 (2010): 119-124

Alex Winter-Nelson

Department/Tenure Status: Professor, Agriculture and Consumer Economics; Tenured

Education: B.A., University of California, Davis, 1985; M.A. & PhD, Stanford University, 1988 & 1992

Academic and Related Experience: Assistant Professor, 1992-98, Associate Professor, 1998-2008, University of Illinois

Overseas Experience: Burkina Faso, Cote d'Ivoire; Ethiopia, Kenya, South Africa, Tanzania, Zambia, Zimbabwe, Mozambique

Foreign Language Competence: German (2), Swahili (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: The World Food Economy; Agriculture in Intl Dev; Seminar; Special Topics; Special Topics: Graduate Internship Experience; Special Topics: Tutorial Econometrics; Seminars and Workshops; Undergraduate Open Seminar; Special Topics

Research/Teaching Specializations: Agricultural development, policy, trade, development, reducing poverty in developing countries, food and cash crop marketing in Africa, the relationship between agricultural technology and nutrition, and the impacts of animal disease on trade and development

Dissertation and Theses Supervised in the Past Five Years: 8

Distinctions: Livestock Development and Poverty Alleviation, 2012

Recent Publications:

"International Food Safety Regulations in the United States and the European Union: Balancing Consumer Confidence and Trade." *American Journal of Agricultural Economics* (2009)

Winter-Nelson, Alex. *Atlas of World Hunger*. Chicago: University of Chicago Press, 2010

"Social Learning and Farm Technologies in Ethiopia." *Journal of Development Studies* 48 (2012)

"Sales Location of Semi-Subsistence Cassava Farmers in Benin." *Agricultural Economics* (2012)

"Asset versus Consumption Poverty and Poverty Dynamics in Rural Ethiopia." *Agricultural Economics* (2011)

"Poverty Status and the Impact of Formal Credit on Technology Use and Wellbeing among Ethiopian Smallholders." *World Development* (2010)

Matthew Winters

Department/Tenure Status: Assistant Professor, Department of Political Science; Tenure Track

Education: M.A. & Ph.D., Columbia University, New York 2003 & 2008

Academic and Related Experience: Post-Doctoral Research Fellow, Princeton University, 2008-09; Center for Advanced Study Fellow, UI, 2013-14

Overseas Experience: Indonesia, Brazil, Ecuador, Chad

Foreign Language Competence: Korean (1), Indonesian (2), Spanish (3)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Comp Politics in Dev Nations; Topics in Comparative Politics: Corruption

Research/Teaching Specializations: Foreign aid, globalization and development, corruption, accountability.

Distinctions: Peter F. Nardulli Scholar Award, Department of Political Science, University of Illinois at Urbana-Champaign 2010, 2013; Campus Research Board Grant, 2011; Faculty Award for Excellence in Graduate Education, Teaching, Mentoring, and Service, Political Science Graduate Student; Interdisciplinary Innovation Initiative Grant, 2012-13; Lemann Institute for Brazilian Studies Research Grant, 2012-13

Recent Publications:

Winters, Matthew S. "The Obstacles to Foreign Aid Harmonization: Lessons from Decentralization Support in Indonesia." *Studies in Comparative International Development* 47.3 (2012): 316-41

Winters, Matthew S. and John A. Gould. *Petroleum Blues: The Political Economy of Resources and Conflict in Chad*. High-Value Natural Resources and Post-Conflict Peacebuilding. New York: Earthscan / Routledge, 2012

Winters, Matthew S. and Rebecca Weitz-Shapiro. "Lacking Information or Condoning Corruption: When Do Voters Support Corrupt Politicians?." *Comparative Politics* 45.4 (2013): 418-36

"Targeting, Accountability and Capture in Development Projects." *International Studies Quarterly* (2014)

Winters, Matthew S. and Shyam Kulkarni. *The World Bank in the Post-Structural Adjustment Era*. Handbook of Global Economic Governance: Players, Power and Paradigms. New York: Routledge, 2014

David Wright

Department/Tenure Status: Associate Professor, Department of English; Tenured
Education: B.A., Carleton College, 1986; M.F.A., University of Massachusetts, 1996
Academic and Related Experience: Visiting Instructor, Albion College, 1996-97

Overseas Experience: France, Benin, Brazil

Foreign Language Competence: French (5), Portuguese (3), Spanish (2)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Race and Representation from Twain to Hurston; Humanistic Approaches to African-American Studies; Beginning and Intermediate Fiction Writing; America at the Nadir

Research/Teaching Specializations: Slavery; African slave trade; Race; Class; Gender

Dissertation and Theses Supervised in the Past Five Years:

Distinctions: J. William Fulbright Foreign Scholarship, Universidade de Sao Paulo, Brazil, 2011; Faculty Research Grant, Lemann Institute for Brazilian Studies, University of Illinois, 2011; Best Historical Film, Mountain Film Festival, 2011; Best Adventure Film, San Francisco Ocean Film Festival, 2011; Audience Award, Gig Harbor Film Festival, 2010; John Muir Award, Yellowstone Film Festival, 2010; Best North Carolina Documentary, Triangle Press Club, 2010; North Carolina Humanities Council Grant, 2009; Outer Banks Community Foundation Grant, 2009

Recent Publications:

"The Profiling of Sgt. Crowley: The reason for Gates's arrest? His own hubris," *The Chronicle of Higher Education*, Jul. 30, 2009

"The Whip In Convenience Store: A Taste of Austin-Americana," *Gastronomica* 11.3, Aug. 2011 reported. in "Southern Six-Pack, in the Gravy Newsletter, Oct. 14, 2011, the Southern Foodways Alliance, "Going Places," *Callaloo*, 34/4, Nov. 2011

"Invisible Boys," *American Book Review*, 34/5, Jul./Aug. 2013

James Hye Suk Yoon

Department/Tenure Status: Head/Professor, Linguistics, Tenured

Education: Ph.D., University of Illinois at Urbana-Champaign 1989

Overseas Experience: Korea; Japan

Foreign Language Competency: Korean (5), Japanese (4), English (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Syntax, morphology, morphosyntax, Korean, Japanese, second language/heritage language acquisition

Dissertations/Thesis Committees past 5 years: 7

Distinctions: President, International Circle of Korean Linguistics, 2008-2010

Recent Publications:

Dominant language influence in acquisition and attrition of binding, *In Bilingualism: Language and Cognition*, 13.1, 2010

Long-distance bound local anaphors in Korean: an empirical study of Korean anaphor caki-casin, *In Lingua* 119:733-755, 2009

Binding interpretations of anaphors by heritage speakers of Korean, *In Language Acquisition*, 16(1), 2009

Assata Zerai

Department/Tenure Status: Associate Professor, Sociology, Liberal Arts & Sciences; Tenured
Education: B.A., Anderson University, 1986; M.A. & Ph.D., University of Chicago 1988 & 1993.
Academic and Related Experience: Research Fellow, National Development and Research Institutes, New York, 2003-05; Director of Graduate Studies, 2007-12
Overseas Experience: South Africa, Zimbabwe, Nigeria, Tanzania, Kenya, Uganda, Ethiopia
Foreign Language Competence: Swahili (2), Spanish (3)
Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below
Areas Studies Courses: Individual Study; Methods of Field Research; Advanced Special Topics; Qualitative Research Methods; Recent Developments in Sociology; Readings in Sociology
Research/Teaching Specializations: Race, Class and Gender Qualitative and Quantitative Methods Sociology of Health and Illness/Healthy Inequality Globalization and Health Maternal and Child Health in Africa
Dissertation and Theses Supervised in the Past Five Years: 17
Distinctions: Center for Democracy in a Multiracial Society Fellow, 2003-04; Incomplete List of Instructors Ranked Excellent 2006, 2007, 2008, 2009; National Science Foundation Grant, 2013
Recent Publications:
 "Everyone Deserves Services No Matter What": Defining Success in Harm Reduction Based Substance Abuse Treatment." *Substance Use & Misuse* (2010)
 Zerai, Assata. "A black feminist critique of American religious anti-war (dis)engagements ." *Works and Days* 57/58 29.1 & 2 (2010)
 "An Assessment of Afro-Centricism, Color-Blind Ideology, and Intersectionality: Three Models of Internal Christian Congregational Cohesion." *Race, Gender and Class* (2011)
 Zerai, Assata. *Hypermasculinity, State Violence, and Family Well-Being in Zimbabwe: An Africana Feminist Analysis of Maternal and Child Health*. Trenton, NJ: African World Press, Inc., 2014

**NORTHWESTERN UNIVERSITY PROGRAM FOR AFRICAN STUDIES
FACULTY PROFILES**

Language Proficiency: 5 fluent 4 excellent 3 good 2 fair 1 poor

PURPLE: Core Faculty (50-100% Research & Teaching)

BLACK: Affiliated Faculty (49% and below)

William S. K. Reno

Department/Tenure Status: Director, Program of African Studies; Professor, Political Science. Tenured

Education: B.A., Haverford College, 1984; M.A., University of Chicago, 1985; PhD, University of Wisconsin-Madison, 1992

Academic and Related Experience: Visiting Instructor, University of Iowa, 1991-1992; Visiting Professor of Political Science, Hamilton College, 1992-1994; Assistant Professor, Department of Political Science, Florida International University, 1994-99; Associate Professor, Department of Political Science, Florida International University, 1999; Associate Professor of Political Science, 1999-2012; Professor, Department of Political Science, Northwestern University, 2012- present; Director, Program of African Studies, Northwestern University, 2012-present

Overseas Experience: Sierra Leone, Liberia, Somalia, Sudan, South Sudan, Ethiopia

Foreign Language Competence: Krio (5), French (5), Hausa (4), Arabic (1)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Politics of Development; African Politics; Ethnicity and Nationalism; Democratization; Political Economy of Industrial States, North-South Relations; Politics of Revolutions; Introduction to International Relations

Research/Teaching Specializations: Comparative politics; African Politics; Politics of Development; Internal Wars and the State; Intervention, International Law and Human Rights; African Military Cultures and Doctrines of Counterinsurgency; Behavior and Organizational Strategies of Armed Groups; Political Economies of State Collapse

Dissertation and Theses Supervised in the Past Five Years: 6 PhDs

Distinctions: Principal investigator, Young African Leadership Initiative, 2013; Principle signatory to an amicus brief presented to the US Supreme Court pursuant to the case, *Holder v. Humanitarian Law Project*, 2009-10; Advisor to UN General-Secretary's office on war in Sierra Leone / Liberia, 1999-2001

Recent Publications:

Warfare in Independent Africa. New York and London: Cambridge University Press, 2011.

"The International Factor in African Warfare," in John Harbeson and Donald Rothchild, eds., *Africa in World Politics: Engaging a Changing Global Order*, [5th edition], 150-72. Boulder: Westview Press, 2013

Chris Abani

Department/Tenure Status: Professor, English; Tenure.

Education: BA, Imo State University, 1991; PhD, University of Southern California, 2006.

Academic and Related Experience: Professor of Creative Writing and Director of MFA Program, University of California, Riverside, 2008-09; Visiting Writer in Residence, Northwestern University, Fall 2009; Board of Trustees Professor of English, 2013 to present.

Overseas Experience: Nigeria, South Africa.

Foreign Language Competence: Igbo (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Studies in African Literature.

Research/Teaching Specializations: African Poetics; African Literature; World Literature; 20th Century Anglophone Literature; African Presences in Medieval and Renaissance Culture; West African Music; Postcolonial and Transnational Theory; Nigerian Indigenous Philosophy and Religion.

Distinctions: Prince Claus Awards, 2001; Middleton Fellowship, University of Southern California, 2001; Imbongi Yesizwe Poetry International Award, South Africa, 2002; Hellman/Hammet Grant from Human Rights Watch, USA, 2003; Winner, Hemingway Foundation/PEN Award, 2009; Winner, Hurston-Wright Legacy Award +for *Graceland*; Winner, PEN Beyond the Margins Award (now renamed PEN Open Book Award) for *Song for Night*, 2008; Distinguished Humanist Award (UC, Riverside), 2008; Guggenheim Fellow in Fiction, 2009.

Recent Publications:

Sanctificum. Port Townsend: Copper Canyon Press, 2010.

There Are No Names for Red. Los Angeles: Red Hen Press, 2010.

Feed Me the Sun: Collected Long Poems. Leeds: Peepal Tree Press, 2010.

The Secret History of Las Vegas. New York: Penguin, 2014.

Chad J. Achenbach

Department/Tenure Status: Assistant Professor, Medicine-Infectious Diseases; Tenure track.

Education: MD, Northwestern University/Feinberg School of Medicine, 2002; MPH, Northwestern University Feinberg School of Medicine, 2002; Residency, University of Chicago Hospitals, 2005; Fellowship, University of Washington Medical Center, 2009.

Academic and Related Experience: Assistant Professor, Medicine-Infectious Diseases, Northwestern University.

Overseas Experience: Nigeria.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Strategies of HIV eradication; Epstein Barr Virus (EBV); HIV Infection; Human Immunodeficiency Virus (HIV/AIDS); Immunology; Infectious Diseases-Viral; Malaria; Travel-related Infections; Tuberculosis; Viral Oncology; Virology.

Distinctions: AIDS Prevention Initiative Nigeria, grant for the study of The Implementation of Programs for Prevention, Care and Treatment of HIV/AIDS in the Federal Republic of Nigeria under the President's Emergency Plan for AIDS Relief, 2012-13; University of Alabama-Birmingham grant for the study of The Impact of HIV Status and Race on Disparities in Prostate Cancer Treatment and Incidence, 2012-13; Kaiser Foundation Research Institute for the study of Antiretroviral Therapy Strategies to Lower Cancer Risk in HIV Infected Persons, 2012-16.

Recent Publications:

"Association of Early HIV Viremia with Mortality after HIV-Associated Lymphoma," Coauthored with S. Gopal, M. R. Patel, E. L. Yanik; S. R. Cole, S. Napravnik, G. A. Burkholder, E. G. Reid, B Rodriguez, S. G. Deeks, K. H. Mayer, R. D. Moore, M. M. Kitahata, K. L. Richards, and J. J. Eron. *AIDS* 27 (2013), 2365-73.

"Incidence and Timing of Cancer in HIV-Infected Individuals following Initiation of Combination Antiretroviral Therapy." Coauthored with E. L. Yanik, S Napranik, S. R. Cole, S. Gopal, A Olshan, D. P. Dittmer, M. M. Kitahata, M. J. Mugavero, M. Saag, R. D. Moore, K. Mayer, W. C. Mathews, P. W. Hunt, B. Rodriguez, and J. J. Eron. *Clinical Infectious Diseases* 57 (2013), 756-64.

Karen J. Alter

Department/Tenure Status: Professor, Political Science and Law; Tenure.

Education: BA, Cornell University, 1988; PhD, Massachusetts Institute of Technology, 1996.

Academic and Related Experience: Teaching Fellow, Massachusetts Institute of Technology, Fall 1991; Teaching Fellow, Harvard University, 1992; Assistant Professor of Political Science, Smith College, 1996-2000; Assistant Professor, Department of Political Science, Northwestern University, 2000-03; Associate Professor, Department of Political Science, Northwestern University, 2003-10; Professor, Department of Political Science and Law, Northwestern University, 2010 to present; Permanent Visiting Professor and Institutionalization Research Cluster Co-Director, iCourts Center of Excellence, University of Copenhagen School of Law, 2012-18.

Overseas Experience: Denmark, Germany, Japan.

Foreign Language Competence: French (5), Italian (5), German (3), Conversant Spanish (2).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Area Studies Courses: International Relations Theory; International Relations and International Law Practicum in Political Science; International Law; International Organizations and National Policy; Ethics in International Affairs; International Politics of Human Rights; International Courts and Tribunals.

Research/Teaching Specializations: International Relations, International Organizations, International Law.

Distinctions: Emile Noel Fellow, Harvard Law School, 2000-01; German Marshall Fund of the United States, Advanced Research Fellowship 2000-01; Howard Foundation Fellowship 2004; Incubator Grant, Center for the Americas at Vanderbilt University 2007; John Simon Guggenheim Memorial Foundation Fellowship, 2011; Bosch Public Policy Fellow, American Academy in Berlin, 2012; Invited Scholar in Residence: American Academy, Berlin, 2012.

Recent Publications:

New Terrain of International Law: Courts, Politics, Rights. Princeton University Press, 2013.

Oxford Handbook on International Adjudication. Coedited with Cesare Romano and Yuval Shany. Oxford University Press, 2014.

Transplanting International Courts: The Law and Politics of the Andean Tribunal of Justice. Coauthored with Laurence Helfer. Oxford: Oxford University Press, 2014.

Torben Gustav Andersen

Department/Tenure Status: Professor of Finance; Tenure.

Education: MA, University of Aarhus, 1985; PhD, Yale University, 1992.

Academic and Related Experience: Assistant Professor, Department of Finance, Kellogg School of Management, 1991-97; Associate Professor, Department of Finance, Kellogg School of Management, Northwestern University, 1997-2000; Research Associate, National Bureau of Economic Research, 2000 to present; Director, International Business and Markets Program and Research Center, Kellogg School of Management, Northwestern University, 2006 to present; Nathan S. and Mary P. Sharp Distinguished Professor of Finance, Department of Finance, Kellogg School of Management, Northwestern University, 2000 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: International Finance; International Financial Decisions; Empirical Finance.

Research/Teaching Specializations: Return Volatility Modeling; Financial Econometrics; Asset Pricing; Time Series Econometrics; International Finance.

Distinctions: Merrill-Lynch Research Fellowship, 1993; 1995; Institute for Quantitative Research in Finance (Q-Group) Fellowship, 1996; BSI Gamma Foundation Grant, 2002-03; Morgan Stanley Market Microstructure Research Grant, 2003; National Science Foundation Research Grants, 1998-2005; 2006-08.

Recent Publications:

"Robust Volatility Estimation using Nearest-Neighbor Truncation." Coauthored with Dobrislav Dobrev and Ernst Schaumburg. *Journal of Econometrics* 169 (2012), 75-93.

"A Robust Neighborhood Truncation Approach to Estimation of Integrated Quarticity." Coauthored with Dobrislav Dobrev and Ernst Schaumburg. *Econometric Theory*, forthcoming 2013.

"VPIN and the Flash Crash." Coauthored with Oleg Bondarenko. *Journal of Financial Markets*, forthcoming 2013.

Fadia M. Antabli

Department/Tenure Status: Arabic Language Lecturer; Non-tenure track.

Education: BCS, New York Institute of Technology, 2003; MA, University of Huddersfield (UK), 2008; MEd, Indiana University, 2015.

Academic and Related Experience: Senior Computer Management Specialist-Systems' Trainer/Instructor, US Embassy, Amman, Jordan, 1986–2006; Arabic Language Teacher, Eman Private Schools, Fishers, Indiana, 2008-10; Assessment Test Reviewer/Content Base Editor, Arabic Language Curriculum, McGraw-Hill Publishers, Indianapolis, 2010; CINS/English Tutor, Ivy Tech Community College, Indianapolis, 2011-12; Adjunct Arabic Language Instructor/Translator, Indiana University-Purdue University (IUPUI), Indianapolis, 2010-12; Arabic Language Lecturer, Northwestern University, Evanston, IL, 2012-13; Graduate Researcher, Instructional System Design and Adult Education Planning and Development, Amman, Jordan, 2013-14.

Overseas Experience: Jordan, United Kingdom, India.

Foreign Language Competence: Arabic (5).

Language Pedagogy Training: Chicago Language Symposium, University of Chicago, April 2009, April 2010; Arabic Language Teachers' Workshop, University of Austin, Texas, June 2010; Arabic Language Teachers' Workshop, George Washington University, June 2011; Northwestern University Council on Language Instruction Symposium, "World Languages and the Roles They Play in Academia", Northwestern University, April 2013.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Arabic I and II.

Research/Teaching Specializations: Arabic, Computer Science, Curriculum Design.

Distinctions: Certificate of Tutoring Excellence: Ivy Tech Community College, 2012.

Recent Publications:

"Using Online Web-based Applications for Teaching Arabic as a Foreign Language: Moving Away from Behaviorism to Constructivism," University of Huddersfield, 2008.

Paul Arntson

Department/Tenure Status: Professor, Center for Civic Engagement; Emeritus.

Education: PhD, University of Wisconsin, 1977.

Academic and Related Experience: Assistant Professor, Communication Studies Department, 1974-; Founder/Director, Undergraduate Leadership Program, Northwestern University; Founding Coordinator, Public Interest Program, Northwestern University; Co-founder, Center for Civic Engagement, Northwestern University; Faculty Member, Asset Based Community Development Institute, Institute for Policy Research, Northwestern University; Professor, Center for Global Engagement, Northwestern University, Current; Chair, General Faculty Committee, Northwestern University.

Overseas Experience: Africa, India, Argentina.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Theory and Practice of Community Consulting; Certificate Course in Civic Engagement—Capstone.

Research/Teaching Specializations: Understanding Communities; Civic Responsibility; Organizational Networks; Family Decision Making in Healthcare Options.

Distinctions: Charles Deering McCormick University Distinguished Professor, Northwestern University, 2000; Fellow, Buehler Center on Aging, McGaw Medical Center, Northwestern University.

Sandra L. Babcock

Department/Tenure Status: Clinical Professor of Law; Clinical Director, Center for International Human Rights; Tenure.

Education: BA, Johns Hopkins University, 1986; JD, Harvard Law School, 1991.

Academic and Related Experience: Investigator, E. Moosa and Associates, Cape Town, South Africa, Summer 1989; Adjunct Professor, South Texas Law School, 1992-93; Hennepin County Public Defender, Minneapolis, 1995-99; Director, Mexican Capital Legal Assistance Program 2000-06 ; Lecturer, Tulane Law School/University of Amsterdam, 2004 to present; Clinical Professor, Center for International Human Rights, Northwestern University Law School, 2006 to present.

Overseas Experience: Ethiopia, Mexico, Brazil, Malawi, Liberia, South Africa.

Foreign Language Competence: Spanish (5), French (5); Italian (3), German (2).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Area Studies Courses: Human Rights Advocacy at Home and Abroad; International Human Rights; Women, Children and Human Rights.

Research/Teaching Specializations: International Human Rights Litigation; Application of International Law in U.S. Courts.

Distinctions: Awarded the *Aguila Azteca* by the Government of Mexico, May 2003; Minnesota Association of Criminal Defense Lawyers, Outstanding Legal Achievement Award, February 25, 2006.

Recent Publications:

Death Penalty Worldwide, <http://www.deathpenaltyworldwide.org/index-cihr.cfm>. The database will be launched in Strasbourg at the Council of Europe on April 14, 2010.

“Violations of Article 36 of the Vienna Convention on Consular Relations: Litigation and Its Effects in U.S. Capital Cases,” in *From the World Court to the United States Supreme Court: The Vienna Convention Litigation and Its Impact on International Law*. London and New York: Cambridge University Press 2010.

Lori A. Beaman

Department/Tenure Status: Assistant Professor, Economics; Tenure track.

Education: BA, Northwestern University, 1999; MA, Yale University, 2004; MPhil, Yale University, 2005; PhD, Yale University, 2007.

Academic and Related Experience: Assistant Professor, Robert Wood Johnson Scholar in Health Policy Research, University of California-Berkeley, 2007-08; Assistant Professor, Department of Economics, Northwestern University, 2007 to present.

Overseas Experience: Mali, Malawi, Kenya.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Economics of Developing Countries; Development.

Research/Teaching Specializations: Development Economics; Labor Economics.

Distinctions: Yale University Dissertation Fellowship, Fall 2006; Russell Sage Foundation Small Grants in Behavioral Economics, 2008; International Initiative for Impact Evaluation (3ie) Grant, 2010; National Science Foundation CAREER Grant, 2013-18.

Recent Publications:

“Profitability of Fertilizer: Experimental Evidence from Female Rice Farmers in Mali.” Coauthored with Dean Karlan, Bram Thuysbaert and Chris Udry. *AER: Papers & Proceedings*, May 2013, http://faculty.wcas.northwestern.edu/~lab823/fertilizer_mali.pdf.

Do Job Networks Disadvantage Women? Evidence from a Recruitment Experiment in Malawi. Coauthored with Jeremy Magruder and Niall Keleher. Working Paper, October 2013, http://faculty.wcas.northwestern.edu/~lab823/BKM_recruitment_Oct2013.pdf.

“Minding Small Change among Small Firms in Kenya.” Coauthored with Jeremy Magruder and Jonathan Robinson. *Journal of Development Economics*, Forthcoming, 2014, http://faculty.wcas.northwestern.edu/~lab823/BMR_change_Jan2014.pdf.

Kathleen Berzock

Department/Tenure Status: Associate Director of Curatorial Affairs at The Mary and Leigh Block Museum of Art, Northwestern University; Non-tenure track.

Education: BA, University of Northern Colorado, 1987; PhD, Indiana University at Bloomington, 1995.

Academic and Related Experience: Research Assistant of African Art, Metropolitan Museum of Art (New York), 1993-95; Curator of African Art, Art Institute of Chicago, 1995-2013; Associate Director of Curatorial Affairs at The Mary and Leigh Block Museum of Art, Northwestern University, 2014-present.

Overseas Experience: Côte d'Ivoire, Ethiopia, Morocco, Nigeria.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Foreign Language Competence: French (5).

Distinctions: Creative Achievement Award, Alumni Association, University of Northern Colorado, 2007; Center for Curatorial Leadership Fellow, 2013.

Recent Publications:

Representing Africa in American Art Museums: A Century of Collecting and Display. Coedited with Christa Clerke. Seattle: University of Washington Press, 2010.

Caroline H. Bledsoe

Department/Tenure Status: Professor, Anthropology; Tenure.

Education: BA, University of Arizona, 1971; MA, Stanford University, 1972; PhD, Stanford University, 1976.

Academic and Related Experience: Associate Professor, Department of Anthropology, University of New Mexico, 1976-82; Professor, Development Studies Program, USAID, 1979-80; Visiting Research Scholar, Fourah Bay College (Sierra Leone), 1981-82; Associate Professor, Department of Anthropology, University of New Mexico, 1983-85; Senior Research Associate, Population Studies Center, University of Pennsylvania, 1984-86; Associate Professor, Department of Anthropology, Northwestern University, 1985-94; Acting Director, Program of African Studies, Northwestern University, 1987-88; Interim Associate Director, Program of African Studies, Northwestern University, 1988-89; Visiting Research Professor, Demography Unit, Stockholm University, 1996; Visiting Mellon Fellow, Population Research Center, University of Chicago, 1996; Visiting Researcher, Centro d'Estudis Demografics, Autonomous University of Barcelona; Professor, Department of Anthropology, Northwestern University, 1994 to present.

Overseas Experience: Sierra Leone, Liberia, Gambia.

Foreign Language Competence: Mende (4); Krio (2).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Anthropology of Reproduction; Ethnographic Methods and Analysis Transnational Vital Events.

Research/Teaching Specializations: Anthropology of Reproduction; Lifecourse and Cultural Perceptions of Time; Politics of Knowledge; Kinship and Marriage, Demography.

Distinctions: Coeditor, *Journal of Anthropological Research*, 1980-81; The Lewis Henry Morgan Lectures, Department of Anthropology, University of Rochester, 1999; John Simon Guggenheim Fellowship, 1999; Melville J. Herskovits Professor of Africana Studies, 2002; Eileen Basker Prize, Society for Medical Anthropology, 2003; Amaury Talbot Prize for African Anthropology, Royal Anthropological Institute, UK, 2003; Fellow, Woodrow Wilson International Center for Scholars, 2007-08.

Recent Publications:

"Sociocultural Anthropology's Encounter with Large Public Data Sets: The Case of the Spanish Municipal Register," *Anthropology Theory* 10 (2010), 103-11.

"Family Reunification Ideals and the Practice of Transnational Reproductive Life among Africans in Europe," in C. Browner and C. Sargent, eds., *Reproduction, Globalism, and the State* (Durham, NC: Duke University Press, 2011).

"Back to Africa: Second Chances for the Children of West African Immigrants." *Journal of Marriage and Family* 73 (2011), 747-62. Coauthored with Papa Sow.

Cesar A. Braga-Pinto

Department/Tenure Status: Associate Professor, Spanish and Portuguese; Tenure.

Education: BA, Universidade de São Paulo, 1987; MA, San Francisco State University, 1993; PhD, University of California at Berkeley, 1999.

Academic and Related Experience: Lecturer, Department of Spanish and Portuguese, Stanford University, 1996; Adjunct Professor, Rutgers, The State University of New Jersey, 1997-99; Assistant Professor, Rutgers, The State University of New Jersey, 1999-2005; Academic Director, Latin American Studies, Rutgers, The State University of New Jersey; Associate Professor, Rutgers, The State University of New Jersey, 2005-10; Associate Professor, Department of Spanish and Portuguese, Northwestern University, 2011-Present.

Overseas Experience: Mozambique, Senegal.

Foreign Language Competence: French (5), Portuguese (5), Spanish (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Luso-Brazilian Literatures and Cultures; Colonial and Postcolonial Theories; Lusophone Africa: Mozambique; Translation Theory.

Distinctions: Fulbright Visiting Professor, Department of Linguistics and Literature, Universidade Eduard Mondlane, 2003; Participant, NEH Summer Institute on African Cinema, Dakar, Senegal, 2005.

Recent Publications:

“As Amzades Heteróclitas de Nestor Vitor: Cruz e Sousa e Lima Barreto,” *Revista Escritos* 4 (2011).

João Albasini e as luzes de Nwanzenguele: literatura e política em Moçambique 1908-1922. Forthcoming.

Sherwin K. Bryant

Department/Tenure Status: Assistant Professor, African American Studies and History; Director, Center for African American History; Tenure.

Education: BA, North Carolina Central University, 1995; MA, Ohio State University, 1998; PhD, Ohio State University, 2005.

Academic and Related Experience: Visiting Instructor, Department of History, Kenyon College, 2002-03; College Fellow, Weinberg College of Arts and Sciences, Northwestern University, 2004-05; Assistant Professor, Department of African American Studies and History, Northwestern University, 2005-present.

Overseas Experience: Colombia, Ecuador.

Foreign Language Competence: Spanish (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: History of the Black World; Comparative Slavery; Afro-Latin America since 1800; Historicizing Race in Colonial Latin America; Diaspora Tropes and Theories.

Research/Teaching Specializations: Colonial Latin America; Early Modern African Diaspora; Comparative Slavery; Black Life in the Kingdoms of New Grenada and Quito.

Distinctions: Mellon Postdoctoral Research Fellowship, Newberry Library, Chicago, 2006-07; Fellow, Alice Berlin Kaplan Center for the Humanities, 2006-07 and 2008-09; Paul W. McQuillen Research Fellowship, John Carter Brown Library, Brown University, 2007.

Recent Publications:

Expanding the Diaspora: Africans to Spanish America, co-edited with Rachel O'Toole and Ben Vinson, (Urbana: University of Illinois Press, 2012).

Rivers of Gold, Lives of Bondage: Governing through Slavery in Colonial Quito (UNC Press, 2013).

Michelle L. Buck

Department/Tenure Status: Clinical Professor of Management and Organizations; Director of Leadership Initiative; Tenure .

Education: AB, University of Michigan, 1988; MA, Princeton University, 1990; PhD, Princeton University, 1993.

Academic and Related Experience: Visiting Assistant Professor of Organization Behavior and Post-Doctoral Fellow, Dispute Resolution Research Center, Kellogg Graduate School of Management, Northwestern University, 1992-94; Visiting Assistant Professor of Organizational Behavior, John M. Olin School of Business, Washington University, 1994-95; Clinical Professor of Management and Organizations and Director of Leadership Initiatives, Kellogg School of Management, Northwestern University, 2001 to present.

Overseas Experience: Rwanda, Tanzania.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Leadership and Organization Communication; Arts-Based Teaching of Leadership and Collaboration; Negotiation; Global Initiatives in Management East Africa 2014.

Research/Teaching Specializations: Leadership as Relationship; Arts-based Learning in Innovative Leadership; Visions and Aspirations: Alignment with Everyday Action .

Distinctions: National Science Foundation Graduate Fellowship, 1989-92; Teacher of the Year, Reid Teaching Award, John M. Olin School of Business, Washington University in St. Louis, 1994-95.

Recent Publications:

“Contextual Factors in the Success of Reduced-Load Work Arrangements among Managers and Professionals.” Coauthored with M. D. Lee, S. M. MacDermid, M. L. Williams, S. Leiba-O’Sullivan. *Human Resource Management* 41(2002), 209-23.

S. Paul Chadha

Department/Tenure Status: Adjunct Professor of Law; Non-tenure track.

Education: BA, DePaul University, 1999; JD, Northwestern University Law School, 2002.

Academic and Related Experience: Attorney, Accenture Legal Group, Chicago, 2005 to present; Adjunct Professor, Negotiation Workshop, Northwestern School of Law, 2006 to present; President, Awassa Children’s Project, Ethiopia, 2002 to present.

Overseas Experience: Ethiopia.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: International Business Law Negotiation.

Research/Teaching Specializations: International Business Law Negotiation.

Distinctions: Chairman of the Board, Streetwise; Member, Board of Directors, Awassa Children’s Project, EP Theatre; Member, Board of Directors, Trap Door Theatre.

Bechara N Choucair

Department/Tenure Status: Adjunct Associate Professor, Family and Community Medicine, Global Health Program, Northwestern University; Non-tenure track.

Education: MS, University of Texas, 2009; MD, American University of Beirut, 1997; Residency, Baylor College of Medicine, 2000.

Academic and Related Experience: Medical Director, Crusader Community Health, 2001-05; Adjunct Clinical Professor, Family Medicine, University of Illinois, 2002-05; Vice-President of Poverty Medicine, Heartland Alliance for Human Rights and Human Needs, 2005-09; Adjunct-Assistant Professor, Family and Community Medicine, 2006-10; Executive Director and Medical Director, Heartland International Health Center, 2005-10; adjunct Associate Professor, Family and Community Medicine, Northwestern University, 2010 to present; Commissioner of Chicago Department of Public Health, 2009 to present.

Overseas Experience: Lebanon.

Foreign Language Competence: Arabic (5), French (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Refugee and Immigrant Health.

Research/Teaching Specializations: Community Medicine; Diabetes, Endocrine and Metabolism; Family Medicine; Geriatrics; Global Health; Health Disparities; History of Medicine; Obesity; Community Medicine and Health Disparities.

Distinctions: Forrest Riordan Humanitarian Award, Rockford, IL, 2005; Fellow, The Institute of Medicine of Chicago, 2008; Loretta Lacey Maternal and Child Health Advocacy Award, Illinois Maternal and Child Health Coalition, Chicago, IL, 2009; Community Leadership Award, Midwest Asian Health Association, 2011; Healthcare Community Leadership Award, The Chicago Health Executives Forum (CHEF), 2012; Community Advocates for Renewal and Empowerment Award, Rincon Family Services, 2012.

Recent Publications:

“Homelessness and Health Care: Considerations for Evaluation, Management, and Support within the Primary Care Domain,” *Disease a Month* 56(2010). 719-33. Coauthored with A. D. Koon and V. S. Kantayya.

“Program to Improve Colorectal Cancer Screening in a Low-income, Racially Diverse Population: A Randomized Controlled Trial.” *Annals of Family Medicine* 10(2012), 412-17. Coauthored with M. Jean-Jacques, E. O. Kaleba; G. Gracia, and E. R. Ryan.

“Chicago Health Atlas: Engaging in Public Health Surveillance Beyond the Confines of the Local Health Department,” *NACCHO Exchange* 12(2013). Coauthored with R. Jones, D. O’Neill, and A. Kho.

Paul Christensen

Department/Tenure Status: Clinical Associate Professor of Finance; Associate Dean and Executive Director, Global Programs; Tenure.

Education: BA, Dartmouth College, 1987; MBA, Cornell University, 1992.

Academic and Related Experience: Associate, Corporate Decisions, Inc., Boston, 1987-90; Engagement Manager, McKinsey and Co., Inc, Pittsburgh, 1992-96; Vice-President, Neighborhood Progress, Inc., Cleveland, 1996-2000; President and CEO, Shorebank Enterprise Group, 2000-03; President and COO, 2003-07; Associate Dean and Executive Director, Global Programs and Clinical Associate Professor of Finance, 2008 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Microfinance and the Role of Financial Institutions in Development.

Research/Teaching Specializations: Microfinance and the Role of Financial Institutions in Development.

Distinctions: Selected for the 2009-2011 Emerging Leaders Program of the Chicago Council on Global Affairs, September 2009.

Kelly Coffey

Department/Tenure Status: Program of African Studies, Administrative Staff.

Education: BA, Beloit College.

Academic and Related Experience: Corporate Communications Specialist, Lutheran Life Communities, Arlington Heights, IL, 2008-10; Program Assistant, Program of African Studies, Northwestern University, 2011 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Anthony D'Amato

Department/Tenure Status: Professor of Law, Tenure.

Education: AB, Cornell University, 1958; JD, Harvard University, 1961; PhD, Columbia University, 1968.

Academic and Related Experience: Instructor, Department of Political Science, Wellesley College, 1963-66; Visiting Professor of Law, University of Oregon, 1973-74; Visiting Professor of Law, Cardozo Law School, Yeshiva University, 1986; Assistant Professor of Law and Political Science, Northwestern University, 1968-71; Associate Professor of Law, Northwestern University, 1971-74; Lecturer on Professional Ethics, School of Medicine, Northwestern University, 1976-91; Professor of Law, Northwestern University, 1974 to present; Co-Counsel for plaintiffs, Ethiopia and Liberia v. Union of South Africa, International Court of Justice, 1966 ICJ Rep. 6.

Overseas Experience: Israel, South Africa.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: International Law.

Research/Teaching Specializations: International Law.

Distinctions: Woodrow Wilson Fellowship, 1967-68; Carl H. Fulda Award for Outstanding Achievement in International Law, University of Texas, 1988; Leighton Chair, Northwestern University, 1990 to present; Robert H. Marx Lecturer, University of Cincinnati, 1996; Human Rights Advocacy Award, Northwestern University Center for International Human Rights, 1998; Fellow, Northwestern Center for the Humanities, 1999-2000.

Recent Publications:

International Law Today: A Handbook. St. Paul, MN: Thomson/West, 2006. Coauthored with Jennifer Abbassi.

"The Coerciveness of International Law," 52 German Yearbook of International Law (Jahrbuch for Internationales Recht, 2009), 438-60.

New Approaches to Customary International Law. Review essay. Faculty Working Papers, Northwestern University School of Law Scholarly Commons, 2011.

Kristin Michelle Darin

Department/Tenure Status: Research Assistant Professor, Medicine-Infectious Diseases; Tenure track.

Education: PHARMD: Purdue University, Pharmacy 2004; Residency: Northwestern McGaw/Northwestern Memorial Hospital, Pharmacy 2005; Residency: Northwestern McGaw/Northwestern Memorial Hospital, Infectious Diseases / HIV 2006.

Academic and Related Experience: Research Assistant Professor, Medicine-Infectious Diseases.

Overseas Experience: Nigeria.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Clinical Pharmacology; Global Health; HIV Infection; Pharmacokinetics; Pharmacovigilance.

Recent Publications:

“Accumulation of Protease Mutations among Patients Failing Second-Line Antiretroviral Therapy and Response to Salvage Therapy in Nigeria.” Coauthored with H. E. Rawizza, B. Chaplin, S. T. Meloni, O. Olaitan, K. K. Scarsi, C. K. Onwuamah, R. A. Audu, P. R. Chebu, G. E. Imade, P. Okonkwo, and P. J. Kanki. *PLoS ONE* 8 (September 16, 2013);.

“Optimizing Treatment Switch for Virologic Failure during First-Line Antiretroviral Therapy in Resource-Limited Settings.” Coauthored with A. A. Adetunji, C. Achenbach, J. Feinglass, K. K. Scarsi, E. Ekong, B. O. Taiwo, I. F. Adewole, and R. Murphy. *Journal of the International Association of Providers of AIDS Care* 12 (2013), 236-40.

“Clinical Implications of Antiretroviral Drug Interactions with Warfarin: A Case-Control Study.” Coauthored with J. S. Esterly, L. Gerzenshtein, F. Othman, M. J. Postelnick, and K. K. Scarsi. *Journal of Antimicrobial Chemotherapy* 68 (2013), 1360-63.

Virginia DeLancey

Department/Tenure Status: Program of African Studies; Administrative Staff

Education: BS, Syracuse University, 1961; MBA, Indiana University, 1967; PhD, University of South Carolina, 1980.

Academic and Related Experience: Associate Director, African Studies Program, Indiana University 1995-2003; Assistant Director, International Program Development, Northwestern University, 2001-03; Academic Coordinator, Program of African Studies, Northwestern University, 2003-05; Academic Counselor, Program of African Studies, Northwestern University, 2005-06; Independent Consultant, 2006 to present; Consultant, Program of African Studies, Northwestern University, 2014.

Overseas Experience: Nigeria, Cameroon, Somalia, Egypt.

Foreign Language Competence: West African Pidgin (3), French (2).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: African Development Economics, Cameroon, Nigeria.

Distinctions: Fulbright-Hays Senior Lecturer Grant at Somali National University.

Recent Publications:

"The Economies of Africa." in A. A. Gordon and D. L. Gordon, eds., *Understanding Contemporary Africa*, 5th ed., (Boulder, CO: Lynne Rienner Publishers, Inc., 2012).

"The Economy," in U.S. Library of Congress Area Studies Handbook on Sudan (Washington, DC: United States Library of Congress, 2014).

LaRay Denzer

Department/Tenure Status: Program of African Studies, Administrative Staff.

Education: BA, Kalamazoo College, 1963; MA, University of Ghana (Legon), 1965; PhD, The University of Birmingham (UK), 1977.

Academic and Related Experience: Department of History, University of Ibadan, 1982-1997; Research Fellow, Program of African Studies, 1997-2001; Projects Coordinator, Program of African Studies, 2001-03; Visiting Lecturer, School of the Art Institute of Chicago and Northeastern Illinois University, 2004-05; Visiting Lecturer, Department of History, Santa Clara University, 2007-10; Independent Scholar, 2010-13; Editor and Events Coordinator, Program of African Studies, Northwestern University, 2013 to present.

Overseas Experience: Ghana, Sierra Leone, United Kingdom, Nigeria.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: West African Social and Political History; Gender in African History; African Nationalism; Pan-Africanism.

Distinctions: Fulbright Lectureship Award for the University of Ibadan, 1982–1984; Peace and International Cooperation Grant, John D. and Catherine T. MacArthur Foundation, 1997–1998.

Recent Publications:

Engendering the Diaspora: Women, Culture and Historical Change in the Caribbean and the Nigerian Hinterland. Co-edited with Judith A. Byfield and Anthea Morrison (Bloomington: Indiana University Press, 2010).

“Intersections: Nigerian Episodes in the Lives of Three West Indian Women,” in Judith A. Byfield, LaRay Denzer, and Anthea Morrison (eds.), *Engendering the Diaspora: Women, Culture and Historical Change in the Caribbean and the Nigerian Hinterland.* (Bloomington: Indiana University Press, 2010).

“Prebendalism and the People: The Price of Petrol at the Pump,” in Wale Adebunwi and Ebenezer Obadare, eds. *Democracy and Prebendalism in Nigeria: Critical Interpretations* (New York: Palgrave Macmillan, expected publication February 2013). Co-authored with Jane I. Guyer.

Daniel Diermeier

Department/Tenure Status: Professor of Regulation and Competitive Practices and Director, Ford Motor Company, Center for Global Citizenship; Tenure.

Education: MA, University of Southern California, 1989; MA, University of Munich, 1990; MA, University of Rochester, 1993; PhD, University of Rochester, 1995.

Academic and Related Experience: Assistant Professor of Political Economy, Graduate School of Business, Stanford University, 1994-97; Associate Professor, Managerial Economics and Decision Sciences, Kellogg School of Management, Northwestern University, 1997-99; Acting Director, Kellogg School of Management, Ford Motor Company Center for Global Citizenship, 2001-02; Founding Director, Kellogg School of Management, Center for Business, Government and Society, 2003-06; Codirector and Cofounder, Northwestern Institute on Complex Systems (NICO), Kellogg School of Management, Northwestern University, 2004-07; IBM Distinguished Professor of Regulation and Competitive Practices and Professor of Managerial Economics and Decision Sciences, Managerial Economics and Decision Sciences, Kellogg School of Management, Northwestern University, 2000-present; Faculty Director, Kellogg Public-Private Initiative, Kellogg School of Management, Northwestern University, 2013-present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Political Institutions; Interaction of Business and Politics; Crisis Leadership; Reputation Management; Integrated Strategy; Corporate Social Responsibility; Comparative Political Institutions; Behavioral Models of Politics; Experimental Game Theory; Activists and NGOs; Regulatory Management.

Distinctions: Kellogg Impact Award, December 2009; Kellogg Impact Award, December 2011; North America's Top 100 Thought Leaders in Trustworthy Business Behavior, Trust Across America, January 2012; Up-and-Comer Awards, Chicago Innovation Awards, 2012; Guggenheim Fellow, 2014.

Recent Publications:

Reputation Rules: Strategies for Building Your Company's Most Valuable Asset. New York: McGraw Hill, 2011.

Robert Dintruff

Department/Tenure Status: Lecturer, Managerial and Decision Sciences, Kellogg School of Management; Non-tenure track.

Education: BA, Juniata College, 1977; MBA, University of Michigan, 1979.

Academic and Related Experience: Marketing Manager, Abbott Laboratories, 1992-96; Senior Business Development Manager, Abbott International, 1996-2001; Director, Global Care Initiatives, Abbott International, 2001-13; Lecturer, Global Health, Kellogg School of Management, current; Worked with WHO, UNAIDS, World Bank, Global Fund for AIDS, TB, and Malaria, and the US President's Emergency Plan for AIDS Relief, and other organizations.

Overseas Experience: Kenya, Mozambique, Tanzania, Uganda, and Zambia.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: **Medical Technologies in Developing Countries I and II.**

Research/Teaching Specializations: Development of Diagnostic Technologies for HIV/AIDs, TB, and Mobile Pediatric Health.

Distinctions: Board Member, Northwestern Global Health Foundation; Developed Abbott's Step Forward Program.

David L. Easterbrook

Department/Tenure Status: Curator, Melville J. Herskovits Library of African Studies; Tenure.

Education: University of Nairobi, 1967-68; BA, Kalamazoo College, 1969; MLS, State University of New York at Albany, 1972; PhD, Syracuse University, 1979.

Academic and Related Experience: Africana Bibliographer, Syracuse University Libraries, 1975-79; African Studies Area Specialist, Indiana University Libraries, 1980-83; Principal Bibliography, University Library, University of Illinois at Chicago, 1983-91; George and Mary LeCron Foster Curator, Melville J. Herskovits Library of African Studies, Northwestern University, 1991 to present.

Overseas Experience: Kenya, South Africa.

Foreign Language Competence: Swahili (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Africana Library Science.

Distinctions: U.S. Department of Education Title VI, Section 607, Foreign Periodicals Program, The Acquisition and Cataloging of African Periodicals not widely held in American Research Libraries, 1992-95; National Endowment for the Humanities, Committee for Institutional Cooperation, cooperative grant for the Coordinated Preservation Microfilming Project, 2000-02; Andrew W. Mellon Foundation grant for increasing access to Arabic-script materials in the Melville J. Herskovits Library of African Studies, through a web-based Catalog, 2005-07; Institute of Museum and Library Services Grant, Digitization of the Humphrey Winterton Collection of East African photographs, 2006-08.

Recent Publications:

“Materials Relating to Sport in Africa in the Collection of the Melville J. Herskovits Library of African Studies, Northwestern University; An Overview,” *African Research & Documentation* 116 (2011), 5-24. Coauthored with Michelle Guittar.

“Digitization at the Melville J. Herskovits Library of African Studies: A Consideration of Processes and Outcomes,” *African Research and Documentation* 120(2012), 3-16. Coauthored with Michelle Guittar.

Brian T. Edwards

Department/Tenure Status: Associate Professor, English, Comparative Literary Studies and American Studies; Director, Program in Middle East and North African Studies; Tenure.

Education: BA, Yale University, 1990; MA, Yale University, 1993; MPhil., Yale University, 1996; Ph.D. Yale University, 1998.

Academic and Related Experience: Assistant Professor, Department of English and Program in Comparative Literary Studies, 2000-06; Associate Professor, Department of English and Program in Contemporary Literary Studies, Northwestern University, 2006-present.

Overseas Experience: Egypt, India, Iran, Lebanon, Morocco, Tunisia.

Foreign Language Competence: French (5), Arabic (Modern Standard) (5), Moroccan Colloquial (5), Spanish (4), Arabic, Egyptian Colloquial Arabic (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Contemporary Literatures and Cultures of North Africa and the Middle East; Literature of Arab and Iranian Diasporas; Postcolonial Studies; Globalization and Culture; Diaspora Studies; Literature and Anthropology.

Research/Teaching Specializations: American Studies, Middle East and North African Studies, Comparative Literature, Postcolonial and Diaspora Studies.

Dissertation and Theses Supervised in the Past Five Years: 3 MAs; 4 PhDs.

Distinctions: Carnegie Scholar, Islam Initiative, 2008; New Directions Fellow, Andrew W. Mellon Foundation, 2008-09; Fulbright Senior Specialists Award, Cairo University, 2009; Fulbright Senior Specialists Award, Università degli Studi di Napoli "L'Orientale" (Italy), 2011; New Directions Post Fellowship Award, Andrew W. Mellon Foundation, 2012-13.

Recent Publications:

"Tahrir: Ends of Circulation," *Public Culture* 23 (2011), 493-504.

"The World, the Text, and the Americanist," *American Literary History* 25 (2013): 231-46.

New Directions in MENA Studies: A Northwestern University in Qatar Symposium (Evanston, IL: Middle East and North African Studies, Northwestern University, 2014). Edited volume.

Jillana B. Enteen

Department/Tenure Status: Senior Lecturer in Gender and Sexuality Studies; Non-tenure track.

Education: PhD, Rutgers, The State University of New Jersey, 2000.

Academic and Related Experience: Associate Director, Gender Studies Program, Northwestern University, 2004-07; Senior Lecturer, Gender and Sexuality Studies, Northwestern University, 2007 to present.

Overseas Experience: Thailand.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Queer Theory; Cyberqueer; Transnational Sexualities; Imagining the Internet: Gender Sexuality, Race and Ethnicity Online.

Research/Teaching Specializations: New Media and Cyberculture Studies; Queer Theory; Transnational Sexuality Studies; Transnational Theories and the Intersections with Ethnographies of Sexuality, Gender Theory; GLBTQ Theories and Practices; Postcolonial Theory; Critical Race Theory.

Recent Publications:

Virtual English: Queer Internets and Digital Creolization. New York and London: Routledge, 2009.

Douglas M. Foster

Department/Tenure Status: Associate Professor, Medill School of Journalism; Tenure.

Education: BA, University of California at Santa Cruz, 1976.

Academic and Related Experience: Senior Editor, Center for Investigative Reporting, 1981-85; Editor, *Mother Jones Magazine*, 1987- 92; Director, Stanford University News Service, 1994-96; Director of School Affairs, Graduate School of Journalism, University of California at Berkeley, 1996-99; Visiting Professor, Graduate School of Journalism, University of California at Berkeley, 2001-03; Associate Professor, Northwestern University, 2004 to present.

Overseas Experience: Brazil, Liberia, South Africa.

Foreign Language Competence: Mandarin (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Transnational Journalism; Immersion Journalism; Post-Apartheid South Africa.

Recent Publications:

After Mandela: The Struggle for Freedom in Post-Apartheid South Africa. London: W.W. Norton, 2012.

“Now I Can Die in Peace”: Nelson Mandela’s Long Return Home,” *The Atlantic*, December 2013.

Shannon R. Galvin

Department/Tenure Status: Assistant Professor in Medicine-Infectious Diseases; and Director of Clinical Programs and Training, Center for Global Health; Tenure.

Education: MD, University of Miami Miller School of Medicine, 1997; Residency, University of North Carolina Hospitals, 2000; Fellowship, University of North Carolina Hospitals, 2004.

Academic and Related Experience: Assistant Professor in Infectious Diseases, University of North Carolina at Chapel Hill; HIV Clinical Adviser, IntraHealth International; Director of Clinical Programs and Training, Center for Global Health, Northwestern University.

Overseas Experience: Rwanda, Ethiopia, Namibia, Malawi, Southern Sudan, Swaziland.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Fever of Unknown Origin; Human Immunodeficiency Virus (HIV/AIDS); Influenza; Malaria; Skin Infections (MRSA); Soft Tissue Infections; Travel-related Infections; Tuberculosis; Rapid Diagnostics and Models of Clinical Care in Resource Limited Settings.

Distinctions; Humanitarian Global Health Award, Institute of Medicine of Chicago, 2010.

Recent Publications:

“Injuries Occurring in Medical Students during International Medical Rotations: A Strategy toward Maximizing Safety.” Coauthored with R. Robertson and S. Hargarten. *Family Medicine* 44 (2012), 404-07.

“‘Othering’ the Health Worker: Self-Stigmatization of HIV/AIDS Care among Health Workers in Swaziland.” Coauthored with D. H. De Vries, M. Mhlanga, B. Cindzi, and T. Dlamini. *Journal of the International AIDS Society* 14 (2011), 14-60: doi:10.1186/1758-2652-14-60.

“Improved Detection of Latent Mycobacterium Tuberculosis Infection in HIV-1 Seropositive Individuals Using Cultured Cellular Assays.” Coauthored with S. Champion, M. S. Cohen, A. J. McMichael, N. Goonetilleke. *European Journal of Immunology* 41 (2011), 255-57:doi:10.1002/eji.201040296.

Doris L. Garraway

Department/Tenure Status: Associate Professor, French; Tenure.

Education: BA, University of California at Berkeley, 1994; MA, Duke University, 1996, PhD, Duke University, 2000.

Academic and Related Experience: Assistant Professor, Department of French and Italian, Northwestern University, 2000-06; Associate Professor, Department of French and Italian, Northwestern University, 2006 to present.

Overseas Experience: Haiti.

Foreign Language Competence: French (5); Haitian Kreyol (5); Italian (3), Spanish (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Transnational Studies: Inventing the Human in a Colonial World: The French Enlightenment in Global Perspective; Topics in Francophone Colonial and Postcolonial Studies.

Research/Teaching Specializations: Francophone Caribbean Literature and Historiography from the 17th to the 20th Centuries; The Haitian Revolution; Gender and Slavery.

Dissertation and Theses Supervised in the Past Five Years: 1 PhD.

Distinctions: The Herman and Beulah Pearce Miller Research Professor at Northwestern University, 2011-14; Fellow at Kaplan Center for the Humanities, Northwestern University, 2013-14.

Recent Publications:

“Empire of Liberty, Kingdom of Civilization: Henry Christophe, Baron de Vastey, and the Paradoxes of Universalism in Postrevolutionary Haiti,” *Small Axe* 16 (2012), 1-21.

“Abolition, Sentiment, and the Problem of Agency in the *Système colonial dévoilé*,” in Baron de Vastey, *The Colonial System Unveiled and Postrevolutionary Haiti*, trans. and ed. by Chris Bongie (Liverpool: Liverpool University Press, 2014).

Thomas F. Geraghty

Department/Tenure Status: Professor, Law; Director, Bluhm Legal Clinic; Tenure.

Education: AB, Harvard College; JD, Northwestern University, 1970.

Academic and Related Experience: Staff Attorney, Bluhm Legal Clinic, Northwestern University School of Law, 1970-73; Co-Director, Bluhm Legal Clinic, Northwestern University School of Law, 1973-75; Visiting Assistant Professor of Law, Northwestern University School of Law, 1973-76; Associate Professor of Law, Northwestern University School of Law 1976-79; Director, Bluhm Legal Clinic, Northwestern University School of Law, 1976 to present; Professor of Law, Northwestern University School of Law, 1979 to present; Associate Dean for Clinical Education, Northwestern University School of Law, 1981 to present.

Overseas Experience: Ethiopia, Ghana, Tanzania, Uganda, Malawi, Namibia, Botswana, Senegal, Sierra Leone.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Clinical Practice; Trial Advocacy; Appellate Advocacy; Juvenile Law; Legal Ethics; Negotiation; Children and the Law.

Research/Teaching Specializations: Legal Problems of Street Children; Status of Children Orphaned by HIV/AIDS; Women in the Legal Profession; Press Freedom; Child Law.

Distinctions: Laureate of The Illinois State Bar Association Academy of Lawyers, Inaugural Class, 1999; ABA Livingston Hall Award for Juvenile Justice, 2001; Northwestern University School of Law Student Bar Association: Creation of the Thomas F. Geraghty Leadership Award, 2001; Creation of the Thomas F. Geraghty Fund for Juvenile Justice, Northwestern University School of Law, 2002; John Howard Association, Annual Award for Advocacy in Juvenile & Criminal Justice, 2007; Public Interest Law Initiative, Distinguished Public Service Award, 2009.

Recent Publications:

Child-Friendly Legal Aid in Africa. Coauthored with T. Geraghty. Dakar: UNICEF & UNDP, (2010). (French version available).

“Access to Justice and Legal Education: Challenges and Suggestions,” in P. Dalton and H. Thelle, eds., *A Human Right to Legal Aid* (Danish Institute for Human Rights, 2010), 27-38.

Loren Ghiglione

Department/Tenure Status: Professor of Global Journalism; Tenure.

Education: B A, Haverford College; MUS, Yale University 1966; JD, Yale University, 1966; PhD, George Washington University, 1976.

Academic and Related Experience: Publisher/owner of the Stonebridge (Mass) Evening News, 1969-95; James M. Cox Jr. Professor of Journalism and Director of Journalism Program, Emory University, 1996-99; Director of School of Journalism, University of Southern California, 1999-2001; Dean, Medill School of Journalism, Northwestern University, 2001-06; Richard A. Schwarzlose Professor of Media Ethics, Medill School of Journalism, Northwestern University, 2007 to present.

Overseas Experience: South Africa.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Journalism Residency Program in South Africa; Global Journalism.

Research/Teaching Specializations: Global Journalism.

Distinctions: President, American Society of Newspaper Editors, 1989-90; Guest Curator, Library of Congress exhibit on the American Journalist, 1990; President, Association of Schools of Journalism and Mass Communication, 2006-07; Distinguished Service to Journalism History Award, American Journalism Historians Association, 2010.

Recent Publications:

CBS's Don Hollenbeck: An Honest Reporter in the Age of McCarthyism. New York: Columbia University Press, 2008.

"Does Science Fiction—Yes, Science Fiction—Suggest Futures for News?" *Daedalus* 139 (2010), 138-50.

Jonathan Glassman

Department/Tenure Status: Professor, History Department; Tenure.

Education: BA, University of Pennsylvania; PhD, University of Wisconsin-Madison, 1988.

Academic and Related Experience: Assistant Professor, Department of History, Duke University, 1989-89; Department of History, Northwestern University, 1989 to present.

Overseas Experience: Tanzania.

Foreign Language Competence: Swahili (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Africa 1650-1960; South Africa; East Africa; Slavery in Africa; Creation of Race and Tribe in Modern Africa; Twentieth Century Africa; Mau Mau and modern Kenya; Domination and Resistance in Colonial Africa; Slavery in Africa; Ethnicity and Ethnic Nationalism in East and Southern Africa; Nationalism and Subaltern Studies.

Research/Teaching Specializations: Comparative Race Studies; Comparative Slave Studies; Modern East African History.

Dissertation and Theses Supervised in the Past Five Years: 3 PhDs.

Distinctions: Melville J. Herskovits Prize for an important scholarly work, African Studies Association, 1996; J. William Fulbright Senior Scholar Research Grant, 1996-97; Social Science Research Council and American Council of Learned Societies Grant, 1996-97; John Simon Guggenheim Memorial Foundation Fellowship, 2002-03; Wayne V. Jones Research Professor, Northwestern University, 2004-06; Martin A. Klein Prize, American Historical Association; Fellow, National Humanities Center, 2014-15.

Recent Publications:

"Racial violence, universal history, and echoes of abolition in twentieth-century Zanzibar," in D. R. Peterson, ed., *Abolitionism and Imperialism in Britain, Africa and the Atlantic*. Athens, OH: Ohio University Press, 2010.

War of Words, War of Stones: Racial Thought and Violence in Colonial Zanzibar. Bloomington: Indiana University Press, 2011.

Matthew R. Glucksberg

Department/Tenure Status: Professor, Biomedical Engineering; Director, Center for Innovation in Global Health Technologies; Tenure.

Education: BS, Columbia University, 1981; MS, Columbia University, 1984; PhD, Columbia University, 1987.

Academic and Related Experience: Research Assistant, Department of Civil Engineering and engineering Mechanics, Columbia University, 1982-86; Research Associate, Department of Medicine and Physiology, College of Physicians and Surgeons, Columbia University, 1986-88; Assistant Professor, Biomedical Engineering Department, McCormick School of Engineering and Applied Science, Northwestern University, 1988-94; Associate Professor, Biomedical Engineering Department, McCormick School of Engineering and Applied Sciences, Northwestern University, 1994-2000; Chair, Biomedical Engineering Department, McCormick School of Engineering and Applied Sciences, Northwestern University, 2002-10; Professor, Biomedical Engineering Department, McCormick School of Engineering and Applied Science, Northwestern University, 2000 to present.

Overseas Experience: South Africa, Nigeria.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Tissue Mechanics; Microcirculation; Optical Instrumentation.

Distinctions: Founding Board Member, Northwestern Global Health Foundation; tor of MS Certificate Program in Global and Ecological Health; Cofounder, Northwestern's Global Healthcare Technologies Program in Cape Town South Africa; Collaborator with the Center for Global Health, Feinberg School of Medicine, to develop BME degree programs at three universities in Nigeria.

Recent Publications:

"Novel Device to Conduct Flash-Heat Treatment in Efforts to Reduce Mother-to-Child HIV Transmission in Low-Resource Areas." Coauthored with Anesha Suresh, Cassandra Harn, Erica Pollack, Max Kroon, and Mladen Poluta. *Proceedings of the Annual International Conference of the IEEE Engineering in Medicine and Biology Society*, EMBS, (2012).

Wendy Griswold

Department/Tenure Status: Professor, Sociology; Tenure.

Education: AB, Cornell University, 1968; MA, Duke University, 1970; MA, Harvard University, 1979; PhD, Harvard University, 1980.

Academic and Related Experience: Lecturer, Department of Sociology, Harvard University, 1980-81; Assistant Professor, Sociology Department, University of Chicago, 1981-88; Associate Professor, Sociology Department, University of Chicago, 1988-1997; Professor, Sociology Department, 1997 to present.

Overseas Experience: Nigeria.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Sociology of Culture; Research Methods for the Sociology of Culture.

Research/Teaching Specializations: Cultural Sociology; Sociology of Literature; Urban Representations.

Distinctions: Fellow, Woodrow Wilson International Center for Scholars, Washington, DC, 1994; Fellow, Chicago Institute for the Humanities, 1995; Jean Monnet fellow, European Institute, Florence, Italy, 1996-97; Senior Presidential Fellow, Northwestern University, 2002; Best Book award, American Sociological Association, 2002; John Simon Guggenheim Memorial Foundation Fellowship, 2008-09; Bergen Evans Professor in the Humanities, Northwestern University, 2008-present; Chair, Advisory Committee, Sociology Department, Princeton University, 1997 to present.

Recent Publications:

Readers as Audiences: Handbook of Media Audiences. London: Blackwell, 2011. Coauthored with Elizabeth Lenaghan and Michelle Naffziger.

Cultures and Societies in a Changing World. 4th ed. Thousand Oaks, CA: Pine Forge Press, 2012.

"Objects, Words, and Bodies in Space: Bringing Materiality into Cultural Analysis," *Qualitative Sociology* 36 (2013), 343-64. Coauthored with Gemma Mangione and Terence E. McDonnell.

Dévora Grynspan

Department/Tenure Status: Director, Office of International Program Development, Global Health Studies; Tenure.

Education: PhD, Northwestern University, 1983.

Academic and Related Experience: Joined Northwestern University, 1998; Director of International Program Development, Northwestern University, 2002-present

Overseas Experience: Uganda, South Africa.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Global Health

Brian T. Hanson

Department/Tenure Status: Interim Director, Buffett Center for International and Comparative Studies; Lecturer, Political Science; Non-tenure track.

Education: BA, Grinnell College, 1985; ABD, Massachusetts Institute of Technology.

Academic and Related Experience: Foreign Affairs Advisor to US Senator Alan J. Dixon, 1986- 88; Research Affiliate, Globalization Project, MIT Industrial Performance Center, 2000-07; Lecturer, Department of Political Science, Northwestern University, 2001 to present; Director of Programs, Research and Operations, Buffett Center for International and Comparative Studies, Northwestern University, October 2010 to present; Associate Director, Buffett Center for International and Comparative Studies, Northwestern University, 2004- 13; Interim Director, Buffett Center for International and Comparative Studies, Northwestern University, 2013 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: International Political Economy; Globalization; Changing Role of the State in World Politics.

Research/Teaching Specializations: International Political Economy; Globalization; International Trade.

Distinctions: Board Member, GlobeMed, 2007 to present; Board Member, Chicago Global Donors Network; Director and Vice Chair, The Stanley Foundation; Board Chair, Chicago Global Donors Network, 2010.

Mark Hauser

Department/Tenure Status: Assistant Professor, Anthropology and Archaeology; Tenure track.

Education: PhD, Syracuse, 2001.

Academic and Related Experience: Visiting Assistant Professor, Le Moyne College, 2001-03, Visiting Assistant Professor, DePaul University, 2003-06; Visiting Assistant Professor, University of Notre Dame, 2006-08; Assistant Professor, Anthropology, 2009 to present.

Overseas Experience: Dominica.

Foreign Language Competence: Spanish (4).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Archaeology: Unearthing History; Peoples and Cultures of the Caribbean; Archaeology of Slavery; Anthropology of Race.

Research/Teaching Specializations: Historical. Archaeology/Antropology; Empires and Slavery; African Diaspora: Colonial Landscapes; Geographic Information Systems: Materials Analysis.

Recent Publications:

Slavery and the Margins of Empire: Eighteenth-Century Jamaica. Coedited with Antonio L. Curet. Gainesville: University Press of Florida: Gainesville, 2011.

Out of Many, One People: The Historical Archaeology of Colonial Jamaica. Coedited with James A. Delle and Douglas Armstrong. Tuscaloosa: University of Alabama Press, 2011.

"Routes And Roots Of Empire: Pots, Power, And Slavery In The 18th-Century British Caribbean," *American Anthropologist* 113(2011), 431-47.

"Uneven Topographies: Archaeology of Plantations and Caribbean Slave Economies." In S. Croucher and L. Weiss, eds., *The Archaeology of Capitalism in Colonial Contexts*, 121-42. New York: Springer, 2011.

Claudia Hawkins

Department/Tenure Status: Assistant Professor in Infectious Diseases and Center for Global Health; Tenure track.

Education: MD, University of Southampton, 1996; Residency, Henry Ford Hospital, 2002; Fellowship, Northwestern McGaw/Northwestern Memorial Hospital, 2006.

Academic and Related Experience: Clinical Director, Muhimbili University of Health and Allied Sciences-Dar es Salaam, Tanzania.

Overseas Experience: Kenya, Nigeria, Tanzania.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: HIV and Women; HIV/Hepatitis Coinfection; Human Immunodeficiency Virus (HIV/AIDS); Infectious Diseases; Malaria; Nosocomial Infections; Oncology Infections; Osteomyelitis; Travel Medicine; Travel-related Infections; Tropical Infections; Viral Hepatitis.

Recent Publications:

"Assessment of Liver Fibrosis by Transient elastography in Patients with HIV and Hepatitis B Virus Coinfection in Nigeria." Coauthored with O. Agbaji, P. Ugoagwu, C.L. Thio, M. M. Auwal, C. Ani, C. Okafo; E. Wallender, R. L. Murphy. *Clinical Infectious Diseases* 57 (2013), e189-e192. doi:10.1093/cid/cit564.

"First-line Antiretroviral Therapy and Changes in Lipid Levels over 3 Years among HIV-infected Adults in Tanzania." Coauthored with E. Liu, C. Armstrong, D. Spiegelman, G. Chalamilla, M. Njelekela, C. Hawkins, E. Hertzmark, N. Li, E. Aris, A. Muhihi, H., Semu, W. Fawzi. *Clinical Infectious Diseases* 56 (2013), 1820-28, doi:10.1093/cid/cit120.

Stephen Hill

Department/Tenure Status: Administrator, Office of Fellowships; Administrative staff.

Education: BS, Shippensburg University; MM, University of Illinois-Urbana, 1996; PhD, University of Illinois-Urbana, 2002.

Academic and Related Experience: Instructor, School of Music, University of Illinois-Urbana, 2000; Assistant Professor, School of Music, Northwestern University, 2001-04; Adjunct Lecturer, Department of Anthropology, Northwestern University, 2004 to present; Assistant Director, Office of Fellowships, Northwestern University, 2004-06; Assistant Dean, School of Music, Northwestern University, 2006-07; Assistant Director, Office of Fellowships, Northwestern University, 2007-13; Senior Associate Director, Office of Fellowships, Northwestern University, 2013 to present. Overseas Experience: Tanzania.

Foreign Language Competence: Swahili (5), German (4).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: African Music; Contemporary African Worlds.

Research/Teaching Specializations: African Music; Tanzania Music. Ethnomusicology.

Distinctions: Wenner-Gren Foundation for Anthropological Research Small Grant for Dissertation Research, 1996; Fulbright-III Foreign Scholarship Award for Dissertation Research, 1996; Research Fellow, Alice Berline Kaplan Center for the Humanities, Northwestern University, 2003-04.

Recent Publications:

“I am a Partial Person’: The Urban Experience of Rural Music,” in Andrew Burton, James Brennan, and Yusuf Lawi, eds., *Dar es Salaam: Histories from an emerging African metropolis*. Dar es Salaam, Mkuki na Nyota, 2007

Katherine E. Hoffman

Department/Tenure Status: Associate Professor of Anthropology; Tenure.

Education: AB, Georgetown University, 1989; MA, Columbia University, 1994; MPhil, Columbia University, 1997; PhD, Columbia University, 2000.

Academic and Related Experience: Visiting Assistant Professor, Department of Anthropology, University of California at Los Angeles, 2000; Assistant Professor, Department Anthropology, University of Illinois at Chicago, 2000-2003; Assistant Professor, Department of Anthropology, Northwestern University, 2003-08; Associate Professor, Department Anthropology, Northwestern University, 2008 to present.

Overseas Experience: Morocco.

Foreign Language Competence: Berber (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Ethnographic Methods and Analysis; Law, Culture and Language: Performance and Power in N. Africa and the Middle East; Endangered Languages and Indigenous People.

Research/Teaching Specializations: Language-Expressive Culture: Ethnicity/Indigenism; Language Ideologies: Language Shift and Endangerment; Gender, Migration. Rural-Urban Relations; French Colonialism; Imazighen (Berbers), Morocco.

Distinctions: Institute for Humanities Faculty Fellow, University of Illinois at Chicago, 2002-03; National Endowment for the Humanities Faculty Fellowship, 2007; Residential Fellow, Camargo Foundation, 2007; Charles Ryskamp Fellowship, American Council of Learned Societies, 2008-09; Fellow, Kaplan Institute for the Humanities, 2011-12; Senior Fellow, European Institutes for Advanced Study, 2012-13; Fellow, Nantes Institute for Advanced Study, 2012-13.

Recent Publications:

Berbers and Others: Beyond Tribe and Nation in the Maghrib. Coedited with Susan G. Miller. Bloomington: Indiana University Press, 2010.

“Berber Law by French Means: Customary Courts in the Moroccan Hinterlands, 1930-1956.” *Comparative Studies in Society and History* 52 (2010): 851-80.

Uri Horesh

Department/Tenure Status: Lecturer in Arabic; Non-tenure track.

Education: BA, Tel Aviv University, 1998; PhD, University of Essex, 2014

Academic and Related Experience: Teaching Assistant and Instructor, Department of Hebrew and Semitic Languages, Tel Aviv University, 1995-2000; Teaching Assistant and Instructor, Department of Linguistics, University of Pennsylvania, 2001-03; Adjunct Instructor, Department of Middle Eastern Studies, Ben-Gurion University of the Negev, 2004; Visiting Lecturer, Georgetown University, 2005-07; Lecturer, Department of Middle Eastern Studies, University of Texas at Austin, 2007-08; Director of Arabic Language Program, Franklin and Marshall College, 2008-11; Graduate Teaching Assistant, University of Essex, 2013; Lecturer in Arabic, Program in Middle Eastern and North African Studies, Northwestern University, 2013 to present.

Overseas Experience: Palestine.

Foreign Language Competence: Arabic (5), Hebrew (5), Ge'ez (3) .

Language Pedagogy Training: SWALLT/NWALLT Sustainable Language Learning Technology Conference, Reed College, October 2010; Illinois Symposium on Semitic Linguistics, UIUC, November 2012; International Association for the Study of Middle and Mixed Arabic (AIMA) 4th Annual Symposium, Emory University, October 2013.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Arabic

Research/Teaching Specializations: Sociolinguistics; Arabic.

Recent Publications:

“The Emergence of Religion as a Variable in Jordanian and Palestinian Dialects of Arabic.” Coauthored with Enam Al-Wer and Bruno Herin. Under consideration by the *Journal of the Sociology of Language*.

“Palestinian Arabic Colonized by Modern Hebrew: A Preliminary Cultural and Linguistic Analysis.”

Submitted to Françoise Saquer-Sabin, ed., *Groupes ethniques et marginalités au Proche-Orient contemporain*. Université Lille 3.

Brannon Ingram

Department/Tenure Status: Assistant Professor in Islamic Studies, Tenure track.

Education: BA, Reed College; MA, Leiden University; PhD, University of North Carolina, 2011.

Academic and Related Experience: Assistant Professor, Department of Religion, Northwestern University

Foreign Language Competence: Arabic (5); Urdu (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Introduction to Islam; Sufism; Islamic Reform and Revivalism.

Research/Teaching Specializations: Global Network of Islamic Madrasa; Sufism; Islamic South Africa and South Asia.

Recent Publications:

"The Portable Madrasa: Print, Publics, and the Authority of the Deobandi 'Ulama." *Modern Asian Studies*, 48/4 (July 2014) 845-871

"Sufis, Scholars and Scapegoats: Rashid Ahmad Gangohi and the Deobandi Critique of Sufism," *The Muslim World* 99 (2009) 478-501.

Sylvester Johnson

Department/Tenure Status: Associate Professor of African American Studies and Religious Studies; Tenure.

Education: BS, Florida A & M University, 1995; AMA, Union Theological Seminary, 1997; MPhil, Union Theological Seminary, 2000; PhD, Union Theological Seminary, 2002.

Academic and Related Experience: Assistant Professor, Religion Department, Florida A&M University, 2002-06; Assistant Professor, Religion Department and Adjunct, Department of African American and African Diaspora Studies, Indiana University, 2006-11; Associate Professor, Department of Religion, Indiana University, 2011; Associate Professor, Departments of African American Studies and Religious Studies, Northwestern University, 2012 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Religion in the Black Atlantic.

Research/Teaching Specializations: Colonialism and African American Religions.

Distinctions: Best First-Book Award, American Academy of Religion, 2005.

Recent Publications:

The Myth of Ham in Nineteenth-Century American Christianity: Race, Heathens, and the People of God. New York: Palgrave, 2004.

“Colonialism, Biblical World-Making, and Temporalities in Olaudah Equiano’s Interesting Narrative,” *Church History* 77 (2008), 1003-24.

“The Rise of Black Ethnics: The Ethnic Turn in African American Religions, 1916-1945,” *Religion and American Culture* 20 (2010), 125-63.

“The Rise of the Nacirema and the Descent of European Man: A Response to Manuel A. Vasquez’s More than Belief,” *Method and Theory in the Study of Religion* 24 (2012), 464-81.

Richard Anthony Joseph

Department/Tenure Status: Professor, Political Science; Tenure.

Education: AB, Dartmouth College, 1965; BPhil, New College, Oxford University, 1969; DPhil, Nuffield College, Oxford University, 1973.

Academic and Related Experience: Adjunct Professor, University of California at Los Angeles, 1969-70; Lecturer, University of Khartoum, Sudan, 1974-75; Lecturer, University of Ibadan, Nigeria, 1976-78; Fulbright Lecturer, University of Ibadan, 1978-79; Senior Lecturer, Dartmouth College, 1979-80; Associate Professor, Dartmouth College, 1980-86; Professor, Dartmouth College, 1986-88; Asa G. Candler Professor of Political Science, Emory University, 1988-2002; John Evans Professor of Political Science, Northwestern University, 2003–08; John Evans Professor of International History and Politics, Northwestern University, 2008 to present.

Overseas Experience: Cameroon, Sudan, Nigeria, Senegal, Zambia, Liberia.

Foreign Language Competence: French (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Comparative Politics; African Politics; Comparative Democratization; Social and Political Thought; Problems of the Nation-State; Politics and State Systems; Aid, Governance and Development.

Research/Teaching Specializations: Comparative Politics; African Politics; Comparative Democratization; Politics and State Systems; Aid, Governance and Development.

Distinctions: Rhodes Scholarship, New College, Oxford 1966-69; Kent Fellowship (Danforth), Oxford, 1971-73; Research Grant, Rockefeller Foundation, University of Ibadan, 1977-79; Research Fellowship, National Endowment for the Humanities, 1981; Research Grant, Ford Foundation, 1981-83; Guggenheim Fellowship, 1987-88; Research Grant, Carnegie Corporation of New York, 1995-97; Research Grant, Ford Foundation, 1995-97; Research Grant, United States Institute of Peace, 1995-97; Fund for Internationalization, Emory University, 1998.

Recent Publications:

Democracy and Prebendal Politics in Nigeria: The Rise and Fall of the Second Republic. Cambridge and New York: Cambridge University Press, 1987; New edition, 2014.

Social Dimensions of HIV and AIDS Prevention: HIV/AIDS Related Risk Behaviors and Testing & Counseling in Nigeria, interim report of the *Research Alliance to Combat HIV/AIDS (REACH)*, May 2010

http://www.bcics.northwestern.edu/documents/reach/REACH_Report.pdf, [Principal Investigator of this collaborative research project].

Esmeralda M. Kale

Department/Tenure Status: Curator for Africana, Herskovits Library of African Studies; Tenure.

Education: Certificate in Business Administration, Ottawa University, 1980-82; BA, Trent University, 1982-85; MA, Concordia University, 1985-87; Post-Graduate Diploma in Library and Information Science, Concordia University, 1987-88; MA, University College London, 1987-88; ABD, University College, London, 1989-90.

Academic and Related Experience: Cataloguer (part-time), Africa Collection, School of Oriental and African Studies, (SOAS) University of London, London, 1990; Assistant Librarian, Head of Periodicals, Gifts and Exchange, University of Swaziland, Kwaluseni, Swaziland. (UNISWA), 1990-1995; Systems Librarian, Rhodes University, Grahamstown, South Africa. (Rhodes), 1995-1996; Acting Head, Department of Library & Information Science, University of Fort Hare. Alice, South Africa. (Fort Hare), 1997-1999; Assistant Systems Librarian, Tri-College Consortium, (Bryn Mawr, Haverford, Swarthmore Colleges), PA, 1999-2000; Reference Librarian - Zayed University, Abu Dhabi, United Arab Emirates, 2000-2003; Bibliographer for Africana, Herskovits Library of African Studies, Northwestern University, 2003 to present.

Overseas Experience: Cameroon, Swaziland, South Africa, United Arab Emirates, Canada.

Foreign Language Competence: French.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Library and Information Science; User Information/Information Literacy; Cataloguing and Classification.

Research/Teaching Specializations: Library and Information Science in Africa.

Distinctions: Cannon Collins Educational Trust for South Africa, University of Fort Hare, 1997; Illinois Cooperative Collection Management Program Grant, 2004; Illinois Cooperative Collection Management Program Grant, 2005; Council on Library and Information Resources Grant, 2009-2011.

Recent Exhibits and Publications:

2010 "Africana Celebrates the World Cup Exhibit," Herskovits Library of African Studies, June 11-November 14, 2010.

"Africa," *Magazines for Libraries*, Ed. Cheryl LaGuardia, 24-35. New York: Bowker, 2011.

"Africa," *Magazines for Libraries*, Ed. Cheryl LaGuardia, 28-38. New York: Bowker, 2013.

David M. Kelso

Department/Tenure Status: Clinical Professor of Biomedical Engineering; Tenure.

Education: MS, Northwestern University, 1972; PhD, Northwestern University, 1974.

Academic and Related Experience: Chief Scientist, Pandex Division, Baxter Healthcare, 1986-1992; Associate Professor of Biomedical Engineering, Northwestern University, 1992 to present; Director, Center for Innovation in Global Healthcare Technologies, Northwestern University.

Overseas Experience: South Africa.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Engineering Design and Communications.

Research/Teaching Specializations: Medical Instrumentation; Biosensors; Kinetics of Antibody and DNA Binding Reactions in Solution and on Solid Phases; Pharmacokinetics; Optimization of Drug Administration.

Dissertation and Theses Supervised in the Past Five Years: 1 PhD.

Recent Publications:

"A point-of-care PCR test for HIV-1 detection in resource-limited settings." Coauthored with Sujit R. Jangam, Abhishek K. Agarwal; Kunal Sur. *Biosensors and Bioelectronics* (2013).

"Novel device to conduct flash-heat treatment in efforts to reduce mother-to-child HIV transmission in low-resource areas." Coauthored with Aneesha Suresh; Cassandra Harn; Erica Pollack; Max Kroon; Mladen Poluta. Conference proceedings: Annual International Conference of the IEEE Engineering in Medicine and Biology Society. IEEE Engineering in Medicine and Biology Society (2012).

Fatima Z. Khan

Department/Tenure Status: Lecturer in Arabic; Non-tenure track.

Education: BA, Northwestern University, 2002; MA, University of Michigan, 2006.

Academic and Related Experience: Teacher, Platform Learning, Chicago, 2003-05; Teaching Assistant, Summer Arabic Immersion Program, University of Wisconsin-Madison, 2004; Arabic Instructor, University of Michigan, 2005-06; Arabic Lecturer, Middle East and North African Studies, 2008 to present.

Foreign Language Competence: Arabic (5), Urdu (5).

Language Pedagogy Training: ACTFL Proficiency Guidelines and Oral Proficiency Interviews, University of Michigan, 2006; Media Arabic, Yemen Institute for Arabic Language, June-September 2009; National Heritage Research Center, UCLA, July 2011; STARTALK training to learn methods to help students stay in target language during class, UCLA, July 2011.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Arabic.

Research/Teaching Specializations: Arabic Language.

Distinctions: Fellow, National Heritage Language Resource Center, UCLA.

Recent Publications:

“Rethinking Teaching Arabic,” *Islamic Horizons Magazine*, March 2011, 22-24.

Arabic for Broadcast News: A Course Book to Develop Skills to Understand Broadcast Arabic. Forthcoming.

Cynthia Kinnan

Department/Tenure Status: Assistant Professor, Economics; Tenure track.

Education: BS, University of Pittsburgh, 2003; MSc, London School of Economics, 2005; PhD, Massachusetts Institute of Technology, 2010.

Academic and Related Experience: Assistant Professor, Department of Economics, Northwestern University, 2010 to present.

Overseas Experience:

Foreign Language Competence: Mandarin (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Economics of Developing Countries; Theory of Economic Development.

Research/Teaching Specializations: Development Economics; Financial Development.

Recent Publications:

Evaluating the Impact of Loans to Private Health Sector Providers in Nigeria, with Minki Chatterji. Work in Progress.

Kate Klein

Department/Tenure Status: Associate Director, Program of African Studies; Administrative Staff.

Education: BA, University of Mary Washington, 1996-2000; MA, American University, Washington, DC, 2002-05; MPH, Northwestern University, 2014.

Academic and Related Experience: Coordinating Assistant, Washington, DC International Film Festival (Filmfest DC), April 2000-April 2002; Folk Arts Coordinator, DC Commission on the Arts and Humanities, May 2000-August 2002; Senior Administrative Assistant, Department of Economics and School of Communication, American University, August 2002-September 2005; Project Associate, Camris International & ORC Macro International, 2005-August 2006; Ethnographer /Anthropologist, Context Based Research Group, intermittently since 2005; HIV/AIDS Institute Coordinator, Interdisciplinary Health Network, January 2014 to present; Blog Editor, *Northwestern Public Health Review*, November 2013 to present; Intern, USAID Africa Bureau, Ethiopia Mission, June–August 2013; Assistant Director, Program of African Studies, Northwestern University, 2006 to 2014.

Overseas Experience: South Africa, Ghana, Ethiopia.

Foreign Language Competence: French (4).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Not Applicable.

Research/Teaching Specializations: Public Health; HIV/AIDS.

Recent Publications:

“Mother Support Groups,” *Monthly Developments Magazine*, October 2013.

“Combating Vertical HIV Transmission and Maternal and Child Mortality in Ethiopia,” *Northwestern Public Health Review*, September 2013.

“Combating Vertical HIV Transmission in Ethiopia,” *News and Events: Program of African Studies Newsletter*, Northwestern University, Winter 2014.

Robert G. Launay

Department/Tenure Status: Professor, Anthropology; Tenure.

Education: BA, Columbia University, 1970; PhD, University of Cambridge, 1976.

Academic and Related Experience: Assistant Professor, Department of Anthropology, Northwestern University, 1976-83; Associate Professor, Department of Anthropology, Northwestern University, 1983-94; Professor, Department of Anthropology, Northwestern University, 1994 to present.

Overseas Experience: Burkina Faso, Cote d'Ivoire.

Foreign Language Competence: Dyula (5), French (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Myth and Symbolism; Peoples of the World; Anthropology of Religions.

Research/Teaching Specializations: Historical Ethnography of West Africa; Anthropology of Islam.

Dissertation and Theses Supervised in the Past Five Years: 2 PhDs.

Distinctions: National Science Foundation Graduate Fellowship, 1970-73; Euretta J. Kellett Fellowship (from Columbia University for study at Oxford or Cambridge), 1970; Grant from National Endowment for the Humanities, 1982-86; Grant from National Science Foundation, 1984-85; Amaury Talbot Prize for African Anthropology, 1992; Fellow, Northwestern University Center for the Humanities, 1994-95.

Recent Publications:

Foundations of Anthropological Theory: From Classical Antiquity to Early Modern Europe. Chichester, West Sussex, UK: Wiley-Blackwell, 2010. Edited volume.

Writing Boards and Blackboards: Islamic Education in Africa. Edited volume submitted to Indiana University Press.

“The Roots of Islamophobia in Côte d'Ivoire.” Posted on Joseph Hellweg, ed., “*Fieldsights: Hot Spots*,” Cultural Anthropology Online, February 16, 2012. <http://www.culanth.org/fieldsights/200-the-roots-of-islamophobia-in-cote-d-ivoire>.

Henri Lauzière

Department/Tenure Status: Assistant Professor, History; Tenure track.

Education: BA, Université de Laval, 1997; MA, Simon Fraser University, 2000; PhD, Georgetown University, 2008.

Academic and Related Experience: Davis Fellow, Department of History, Georgetown University, 2005; Adjunct Professor, Department of History, Georgetown University, 2007-08; Assistant Professor, History Department, Northwestern University, 2009 to present.

Overseas Experience: Morocco.

Foreign Language Competence: French (5), Modern Standard Arabic (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: History of the Middle East: 1789 to Present; Introduction to Islamic Purism and Salafism; Readings in Islamic Movements, 20th Century; French Colonialism in North Africa, 19th-20th Centuries; Yemen and the Red Sea Coast, 19th-20th Centuries.

Research/Teaching Specializations: North Africa; Modern Middle East; The Salafiyya in the 20th Century; Islamic Reform Movements.

Distinctions: Fonds Québécois de la Recherche sur la Société et la Culture Doctoral Fellowship, 2000-03; Gerda Henkel Foundation (Düsseldorf), Special Programme Grant on Islam, The Modern Nation State and Transnational Movements, 2012-13.

Recent Publications:

“The Construction of Salafiyya: Reconsidering Salafism from the Perspective of Conceptual History,” *International Journal of Middle East Studies* 42 (2010), 369-89.

“The Religious Dimension of Islamism: Sufism, Salafism, and Politics in Morocco,” in Samer Shehata, ed., *Islamist Politics in the Middle East: Movements and Change*, (London: Routledge, 2012), 88-106.

“Conforming to Salafi Standards: The Dilemma Between Unity and Exclusion in Early Twentieth-Century Islamic Reform,” *Teoria* 2 (2012), 71-83.

William R. Leonard

Department/Tenure Status: Professor of Anthropology; Tenure.

Education: PhD, University of Michigan, 1987.

Academic and Related Experience: Assistant Professor, School of Human Biology, University of Guelph, 1989-94; Associate Professor, Department of Human Biology and Nutritional Sciences, University of Guelph, 1994-96; Assistant Professor, Department of Anthropology, University of Florida, 1996-98; Associate Professor, Department of Anthropology, Northwestern University, 1998-2001; Professor, Department of Anthropology, 2001-09; Abraham Harris Professor of Anthropology, Department of Anthropology, Northwestern University, 2009 to present; Director, Global Health Studies Program, Northwestern University, 2010 to present.

Overseas Experience: Bolivia.

Foreign Language Competence: Spanish (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Freshman Seminar: Evolutionary Medicine; Human Origins; Human Population Biology; Topics in Anthropology: International Public Health.

Research/Teaching Specializations: Biological Anthropology; Adaptability; Growth and Development; Nutrition.

Dissertation and Theses Supervised in the Past Five Years: 2 PhDs.

Distinctions: Abraham Harris Professor of Anthropology, Northwestern University, 2009; President, Human Biology Association, 2010; National Science Foundation grant, 2013-15.

Recent Publications:

“Precursors to Overnutrition: The Effects of Household Market Food Expenditures on Measures of Body Composition among Tsimane’ Adults in Lowland Bolivia.” Coauthored with Asher Rosinger and Susan Tanner. *Social Science and Medicine* 92 (2013), 53-60.

“The Consequences of Linear Growth Stunting: Influence on Body Composition among Youth in the Bolivian Amazon.” Coauthored with Susan Tanner and Victoria Reyes-Garcia. *American Journal of Physical Anthropology* 153 (2014), 92-102.

Richard Lepine

Department/Tenure Status: Senior Lecturer, Program of African Studies; Non-tenure track.

Education: BA, University of Texas-Austin, 1972; MA, University of Wisconsin-Madison, 1978; PhD, University of Wisconsin-Madison, 1988.

Academic and Related Experience: Teaching Assistant, University of Wisconsin-Madison, 1975-76, 1979-81; Research Associate, University of Nairobi, 1977-78; Adjunct Instructor, University of Wisconsin-Madison, 1981, 1984-85; Director, Program of African and Asian Languages, 1992-2003; Senior Lecturer, Northwestern University, 1986 to present. **Overseas Experience:** Kenya, Tanzania, Zanzibar, South Africa. Lecturer, **Foreign Language Competence:** Swahili (5), Xhosa (3).

Language Pedagogy Training: Bridges to Everywhere: Language Learning Collaborations, Chicago Language Symposium, University of Chicago, April 2013; Learning, Teaching, and Assessment Forum, Searle Center for Excellence in Teaching, Northwestern University, October 2013.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Swahili I, II, III; Advanced Swahili; Swahili Literature; African Literature in Translation, Literature and the Arts.

Research/Teaching Specializations: Swahili; Popular Swahili Literature.

Distinctions: Title VI National Defense Foreign Language (FLAS) Fellowship, 1973-76; University of Wisconsin Vilas University Fellowship, 1975-7; Fulbright Dissertation Research Grant (Kenya), 1977-78.

Amanda Logan

Department/Tenure Status: Assistant Professor, Anthropology; Tenure track.

Education: PhD, University of Michigan, 2012.

Academic and Related Experience: Assistant Professor, Anthropology Department, 2013 to present.

Overseas Experience: Ghana.

Foreign Language Competence: Twi (4).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Archaeology of Food and Drink; Anthropology of Food Security and Sustainability: Archaeologies, Communities, and Publics.

Research/Teaching Specializations: Archaeology. Foodways. Food Insecurity, Environment, Daily Practice, Gender. Political Economy, Marginalization, Globalization. Paleoethnobotany, Ethnoarchaeology, Africa.

Distinctions: Society of American Archaeology Dissertation Award, 2013.

Recent Publications:

“Resilient Villagers: Eight Centuries of Continuity and Change in Banda Village Life.” Coauthored with Ann B. Stahl. *Current Perspectives in the Archaeology of Ghana*, Forthcoming.

“Oil Palm, Arboriculture, and Changing Subsistence Practices during Kintampo Times (3600-3200 bp. Ghana).” Coauthored with A. Catherine D’Andrea. *Quaternary International* 249(2012), 63-71.

D. Soyini Madison

Department/Tenure Status: Chair and Professor, Performance Studies; Tenure.

Education: BA, Chicago State University, 1973; MA, University of Illinois-Chicago, 1976; PhD, Northwestern University, 1989.

Academic and Related Experience: Lecturer, Department of Performance Studies, University of North Carolina at Chapel Hill, 1988-89; Assistant Professor, Department of Performance Studies, University of North Carolina at Chapel Hill, 1989-95; Associate Professor, Department of Performance Studies, University of North Carolina at Chapel Hill, 1995-2007; Visiting Professor, English Department, University of Ghana at Legon, 1998-2001; Professor, Department of Performance Studies, University of North Carolina at Chapel Hill, 2006-07; Acting Director, Program of African Studies, Northwestern University, 2008-09; Professor of Performance Studies, Northwestern University, 2008 to present.

Overseas Experience: Ghana.

Foreign Language Competence: Twi (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Field Methods in Performance Studies; Radical Performance and Human Rights; Literature and Performance of Women of Color; Postcolonial Theory; Critical Performance Ethnography.

Research/Teaching Specializations: Postcolonial Theory; Critical/Performance Ethnography.

Distinctions: Fulbright Senior Scholar Fellowship, University of Ghana at Legon, 1998-2000; Rockefeller Foundation Fellowship in Bellagio, Italy, 2003; 2004.

Recent Publications and Performance Projects:

African Dress: Fashion, Agency, Performance (Dress, Body, Culture). Coedited with Karen Tranberg Hansen. London: Bloomsbury Academic, 2013.

"Dressing Out of Place: From Ghana to Obama Commemorative Cloth on the USAmerican Red Carpet." In *African Dress: Fashion, Agency, Performance (Dress, Body, Culture)* eds. D. Soyini Madison and Karen T. Hansen (London: Bloomsbury Academic, 2013), 217-30.

Acts of Activism: Human Rights as Radical Performance. New York and London: Cambridge University Press 2012.

"The Mike Daisey Affair: Labor and Performance." *Text and Performance Quarterly* 34 (2014), 234-40.

"That was Then and This Is Now," *Text and Performance Quarterly* 33 (2013), 207-11.

"Lost in Translation: The Mirror or the Hammer," *Text and Performance Quarterly* 34 (2014), 111-12.

James L. Mahoney

Department/Tenure Status: Professor of Political Science and Sociology; Tenure.

Education: BA, University of Minnesota, 1990; MA, University of California at Berkeley, 1991; PhD, University of California at Berkeley, 1997.

Academic and Related Experience: Assistant Professor, Department of Sociology, Brown University, 1997-2003; Associate Professor, Department of Sociology, Brown University, 2003-05; Associate Professor, Departments of Sociology and Political Science, Northwestern University, 2005-07; Professor, Departments of Sociology and Political Science, Northwestern University, 2007 to present; Gerald F. and Marjorie G. Fitzgerald Professor of Economic History, Northwestern University, 2009 to present.

Overseas Experience: Costa Rica, Latin America.

Foreign Language Competence: Spanish (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Development.

Research/Teaching Specializations: Socioeconomic Development; Political Regimes; Methodology.

Distinctions: Supplementary Research Grant, National Science Foundation, 2010-11; Past President, American Political Science Association Section for Qualitative and Multi-Method Research; Chair-elect, American Sociology Association section for Comparative and Historical Sociology.

Recent Publications:

Colonialism and Postcolonial Development: Spanish America in Comparative Perspective. Cambridge: Cambridge University Press, 2010.

"Radical, Reformist and Aborted Liberalism: Origins of National Regimes in Central America," *America Latina Hoy* 57 (2011), 79-115.

Gregory Marchand

Department/Tenure Status: Guest Lecturer on African Business and Investment; Non-tenure track.

Education: BA, Morehouse College, 1997.

Academic and Related Experience: Management Consultant, Deloitte Consulting; Principal at Avencion; Founder and Chairman, Gizmos Solutions; Consultant, various international businesses and African governments; Founder and President of American Chamber of Commerce in Zambia, 2011-12; Speaker at Global Business Conference, Washington DC, 2011; Guest Lecturer, Global Initiatives in Management, Kellogg School of Management, current.

Overseas Experience: Zambia.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Initiatives in Management East Africa 2014.

Research/Teaching Specializations: African Trade; Global Business and Investment, Business Development; Emerging Markets; Technology Solutions; Leadership Development, Mentoring and Building Relationships.

Distinctions: Named to 40th Anniversary List of The Next 40 Business Leaders, Black Enterprise Magazine, 2010.

Thomas McDade

Department/Tenure Status: Professor of Biological Anthropology; Director, Laboratory for Human Biology Research; Tenure.

Education: BA, Pomona College, 1991; PhD, Emory University, 1999.

Academic and Related Experience: Assistant Professor, Department of Anthropology, Northwestern University, 2000-06; Associate Professor, Department of Anthropology, Northwestern University, 2006-2011; Professor, Department of Anthropology, Northwestern University, 2011 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Evolution of Life Histories; Human Growth and Development; Logic of Inquiry, Biological Anthropology.

Research/Teaching Specializations: Human Biology; Biocultural Perspectives on Health and Human Development; Medical Anthropology and Global Health; Ecological Immunology Health Disparities; Laboratory Methods.

Distinctions: Appointed Fellow, Public Affairs Residential College, 2008 to present; Appointed Member, Experience-Based Brain and Biological Development Program, Canadian Institute for Advanced Research, 2009 to present; Weinberg College of Arts and Sciences Award for Distinguished Teaching, 2010.

Recent Publications:

“Early Environments and the Ecology of Inflammation,” *Proceedings of the National Academy of Sciences* 109 (2012), 17281-8.

“Analysis of Variability of High Sensitivity C-reactive Protein in Lowland Ecuador Reveals No Evidence of Chronic Low-Grade Inflammation.” Coauthored with P. S. Tallman, F. C. Madimenos, M. A. Liebert, T. J. Cepon, L. S. Sugiyama and J.J. Snodgrass. *American Journal of Human Biology* 5 (2012), 675-81.

Ragy Halim Ibrahim Mikhaeel

Department/Tenure Status: Lecturer, Arabic Language and Literature; Non-tenure track.

Education: Diploma in African Studies, Cairo University, 1990; MRES, University of York, 1997; MPS, Cornell University, 2009.

Academic and Related Experience: Freelance Journalist, *Al-Ahram Weekly*, Cairo, 1993-2003; Teaching Assistant, American University in Cairo, 1998-2002; Member of Research team of the Egyptian National Committee of UNESCO, Natural Heritage Sites, 1999-2000; Lecturer, Department of Near Eastern Studies, Cornell University, 2005-07; Research Assistant, Islamic Studies, Cornell University, 2007-08; Lecturer, Ithaca College, 2007-08; Lecturer, Hobart and William Smith College, 2008; Lecturer, Middle East and North African Studies, Northwestern University, 2008 to present.

Overseas Experience: Egypt.

Foreign Language Competence: Arabic (5).

Language Pedagogy Training: Heritage Language Research Institute, including a Teacher Workshop, University of Illinois at Chicago, June 2013; Teaching Heritage Languages online workshop through STARTALK; Chicago Arabic Teachers Council Teaching Arabic Language and Culture Conference, Chicago, August 31, 2013

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Arabic I, II, IV; Arabic Literature; Spoken Conversation and Culture in the Arab World; Spoken Egyptian Arabic; Water and Culture in the Mediterranean: A 21st-Century Crisis.

Research/Teaching Specializations: Attitudinal Reactions of Arabic Speakers from Different Dialects toward Each Other's Dialects and toward MSA; Ideological and Linguistic Spaces of Egyptian Revolutionary Youth; Linguistics and the Construction of New Identities since the Egyptian Revolution.

Distinctions: Hubert Humphrey fellowship, 2003; CIFAD-Cornell Institute of Food and Agricultural Development, Cornell University, 2004; Cornell Language Consortium Grant, 2008.

Recent Publications:

Feature articles for *Al-Ahram Weekly*, Cairo, 1993-2002 (<http://weekly.ahram.org.eg/2000/485/tr1.html>; <http://weekly.ahram.org.eg/2000/507/tr3.htm>; and <http://weekly.ahram.org.eg/2001/521/tr2.htm> (Gabal Musa Safari).

Learn Arabic The Fast and Fun Way. Coauthored with Munther Younes. Hauppauge, NY: Barron's Educational Services Series, Inc., 2009.

Debjani Mukherjee,

Department/Tenure Status: Associate Director, Donnelley Family Disability Ethics Program, RIC; Associate Professor, Physical Medicine and Rehabilitation, Medical Humanities and Bioethics, Feinberg School of Medicine; Tenure.

Education: PhD, University of Illinois-Urbana, 2000.

Academic and Related Experience: Associate Director, Donnelley Family Disability Ethics Program, RIC; Associate Professor, Physical Medicine and Rehabilitation, Medical Humanities and Bioethics, Feinberg School of Medicine.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Disability and Global Health.

Research/Teaching Specializations: Bioethics; Brain Injury; Disability; Global Health; Rehabilitation

Recent Publications:

"Privacy and Intrusion in Ethnographic Health Research." In *Access, A Zone of Comprehension and Intrusion. Advances in Program Evaluation*, Vol 12, ed. B. Jegatheesan, 83-96. London: Emerald Publishing Group, 2008.

"Ethical Considerations," in *Manual of Traumatic Brain Injury Management*, ed. F. Zollman, 412-16 . New York: Demos Medical , 2011.

"Does Brain Injury or a Brain Disease Constitute a Sort of 'Death'?" *PM and D* 4 (2012), 52-58.

doi:10.1016/j.pmrj.2011.12.011. Coauthored with K. L. Kirschner. S. Kothari, W. Heller, and D. Morhardt.

Robert L. Murphy

Department/Tenure Status: Director, Center for Global Health-Institute for Public Health and Medicine; Professor of Medicine; Tenure.

Education: AB, Boston University, 1974; MD, Loyola Strich School of Medicine, 1978; Residency, Northwestern McGaw/Northwestern Memorial Hospital, 1981; Fellowship, Northwestern McGaw/Northwestern Memorial Hospital, 1984.

Academic and Related Experience: Professor of Medicine, Northwestern University, 1999 to present; Director, Center for Global Health, Northwestern University, John P. Phair Professor of Medicine, Northwestern University, 2011 to present; Professeur Associé de Recherche at the Pierre et Marie Curie Université-Paris in France; Special Advisor to the President's Emergency Plan for AIDS Relief (PEPFAR) program in Nigeria, sponsored by the Harvard School of Public Health; Principal Investigator for Northwestern's NIH/Fogarty International AIDS Training Grant based in Nigeria and Mali; Principal Investigator for the National Institutes for Allergy and Infectious Diseases (NIAID) Adult AIDS Clinical Trials Group (ACTG) at Northwestern.

Overseas Experience: Nigeria, Senegal, Kenya, Mali.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Global Health; HIV Infection; Public Health; Virus Diseases, Antiretroviral Drugs and Vaccines for HIV and Viral Hepatitis; Scale-up Therapy for AIDS, Tuberculosis and Malaria in Sub-Saharan Africa.

Distinctions: AIDS Physician of the Year, Chicago Magazine, 1994; John P. Phair Professor of Infectious Diseases, Northwestern University, 2001; Professeur Associe, University Pierre et Marie Curie, Paris, 2007; Global Health Humanitarian Award, Chicago Institute of Medicine, 2007; Paul Harris Fellow, Rotary Foundation of Rotary International, 2011; Honorary Doctor of Humanities, Southern Illinois University, 2013.

Recent Publications:

"Optimizing Treatment Switch for Virologic Failure during First-Line Antiretroviral Therapy in Resource-Limited Settings." Coauthored with A. A. Adetunji, C. Achenbach, J. Feinglass, K. M. Darin, K. K. Scarsi, E. Ekong, B. O. Taiwo, and I. F. Adewole. *Journal of the International Association of Providers of AIDS Care* 12 (2013).

"Tuberculosis after One Year of Combination Antiretroviral Therapy in Nigeria: A Retrospective Cohort Study." Coauthored with M. O. Akanbi, C. J. Achenbach, J. Feinglass, B. Taiwo, A. Onu, M. T. Pho, O. Agbaji, and P. Kanki *AIDS Research and Human Retroviruses*. 29 (2013), 931-37.

William P. Murphy

Department/Tenure Status: Lecturer, Anthropology; Non-tenure track.

Education: PhD, Stanford, 1976.

Overseas Experience: Sierra Leone, Liberia.

Foreign Language Competence: Mende (5), Kpelle (5) Krio (4) .

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Anthropology of Violence; Anthropology of Human Rights; The Study of Culture through Language; Youth and Politics in Sub-Saharan Africa.

Research/Teaching Specializations: Language, Culture, and Politics; Anthropology of Violence; Youth and Culture Practice; Liberia, Sierra Leone.

Recent Publications:

"Military Patrimonialism and Child Soldier Clientalism in the Liberian and Sierra Leonean Civil Wars." *Ethnic Conflict*. 3 (2009): 244-67.

"Patrimonial Logic of Centrifugal Forces in the Political History of the Upper Guinea Coast," in Jacqueline Knorr and Wilson Trajano Filho, eds., *The Powerful Presence of the Past: Integration and Conflict along the Upper Guinea Coast*, 27-54. Leiden: Brill. 2010.

Evan Mwangi

Department/Tenure Status: Associate Professor, English Department; Tenure.

Education: BA, University of Nairobi, 1994; MA, University of Nairobi, 1997; PGD, University of Nairobi, 1999; PhD, University of Nairobi, 2003.

Academic and Related Experience: Special Reporter, Nation Media Group, Nairobi, Kenya, 1999-2000; Lecturer, Department of Literature, University of Nairobi, 1999-2003; Lecturer, Department of Linguistics and Literature, University of Nairobi I, 2000-03; Assistant Professor, English Department, Ohio University, 2003-05; Assistant Professor, Department of English, Northwestern University, 2005-2011; Associate Professor, Department of English, Northwestern University, 2011 to present.

Overseas Experience: Kenya.

Foreign Language Competence: Swahili (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Postcolonial Discourse; Journalism and Mass Communication, African Literature.

Research/Teaching Specializations: 20th Century Anglophone African Literature; Intersection of Nationalism, Local Texts and Global Theories.

Distinctions: Searle Fellowship for Teaching Excellence, Northwestern University, 2008-09.

Recent Publications:

Africa Writes Back to Self: Metafiction, Gender, Sexuality. New York: State University of New York, 2009.

"The Incomplete Rebellion: Mau Mau Movement in Twenty-First Kenyan Popular Culture," *Africa Today* 57 (2010), 86-113.

Ann Shola Orloff

Department/Tenure Status: Professor of Sociology; Tenure.

Education: BA, Harvard University, 1975; PhD, Princeton University, 1985.

Academic and Related Experience: Assistant to Full Professor, Department of Sociology, University of Wisconsin-Madison, 1985-98; Professor, Department of Sociology, Northwestern University, 1998 to present; Chair, Department of Sociology, Northwestern University, 2003-04; Director, Gender Studies Program, Northwestern University, 2008-11.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Sociology of Gender; Comparative and Historical Sociology.

Research/Teaching Specializations: Comparative and Historical Sociology; Gender and Social Inequalities; Global and Transnational Sociology; Political Sociology; Social Policy.

Dissertation and Theses Supervised in the Past Five Years: 3 PhDs.

Distinctions: National Fellow, Multidisciplinary Program in Inequality and Social Policy, John F. Kennedy School of Government, Harvard University, 1998-2002; Visiting Professor, Institut d'Etudes Politiques de Paris, 2006; Elected Member of Council, American Sociological Association, 2004-07; Visiting Professor, Social Policy Research Centre, University of New South Wales, 2009; President, Social Science History Association, 2009-10.

Recent Publications:

"Rethinking Power and Politics," *Social Science History* 36 (2012), 1-21.

"Gender," in S. Liebfried et al, eds., *The Oxford Handbook of Comparative Welfare States*, 252-64. Oxford and New York: Oxford University Press, 2010.

"The Power of Gender Perspectives: Feminist Influence on Policy Paradigms, Social Science, and Social Politics." Coauthored with B. Palier. *Social Politics* 16 (2009), 405-12.

Kara Palamountain

Department/Tenure Status: Research Assistant Professor and Executive Director of Global Health Initiative, Kellogg School of Management; Tenure track.

Education: BBA, University of Texas at Austin, 1998; MBA, Kellogg School of Management, Northwestern University, 2004.

Academic and Related Experience: Management Consultant, Deloitte Consulting, 1998-2002; 2004-06; Research Assistant Professor, Kellogg School of Management, 2006 to present; President, The Northwestern Global Health Foundation, 2010 to present.

Overseas Experience: Botswana, Kenya, Mozambique, Namibia, South Africa, Uganda, Tanzania.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Initiatives in Management; Medical Technologies in Developing Countries I & II.

Research/Teaching Specializations: Cost-Effective HIV Diagnostics for Resource Limited Settings

Recent Publications:

“Perspectives on Introduction and Implementation of New Point-of-Care Diagnostic Tests.” Coauthored with Jeff Baker, Elliot P. Cowan, Shaffiq Essajee, Laura T. Mazzola, Mutsumi Metzler, Marco L. Schito, Wendy S. Stevens, Gloria J. Young, and Gonzalo J. Domingo. *The Journal of Infectious Disease* (2012): jis203v2-jis203.
“Towards the Development of Point-of-Care Diagnostics for Global Health Needs.” Coauthored with A. Nabatiyan. *Clinical Laboratory International* (2011), <http://www.cli-online.com/featured-articles/towards-the-development-of-point-of-care-diagnostics-for-global-health-needs/index.html>
“University Leadership for Innovation in Global Health and HIV/AIDS Diagnostics.” Coauthored with K. A. Stewart, A. Krauss, D. Kelso, and D. Diermeier. *Glob Public Health* 5 (2010), 189-96.

Dylan C. Penningroth

Department/Tenure Status: Professor, History; Tenure.

Education: BA, Yale University, 1993; Johns Hopkins University, 2000.

Academic and Related Experience: Assistant Professor, History Department, University of Virginia, 1999-2002; Visiting Assistant Professor, History Department, Northwestern, 2002-03; Associate Professor, History Department, Northwestern, 2003-13; Research Professor, American Bar Foundation, 2007; Professor, History Department, Northwestern, 2013 to present.

Overseas Experience: Ghana.

Foreign Language Competence: Twi (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: African American History, 1500-1870; African American History since 1860; Gender and Slavery; Slavery and Emancipation in West Africa and the U.S. South.

Research/Teaching Specializations: African American History; African American Slavery and Emancipation; African Slavery.

Distinctions: Avery O. Craven Award, Organization of American Historians, 2004; National Endowment for the Humanities Fellow, Newberry Library, 2006-07; EBSCOhost/America: History and Life Award, Organization of American Historians, 2009; National Science Foundation Award, 2009-12; Stanford Humanities Center Fellowship, 2013-14; Fellow, MacArthur Foundation, 2013-17.

Recent Publications:

The Claims of Kinfolk: African American Property and Community in the Nineteenth-Century South. Chapel Hill: University of North Carolina Press, 2003 (winner of Avery Craven Award, OAH).
“The Claims of Slaves and Ex-Slaves to Family and Property: A Transatlantic Comparison,” *American Historical Review* 112 (2007), 1039-69 (winner of biennial EBSCOhost/America: History and Life Award, Organization of American Historians).
“African American Divorce in Virginia and Washington DC, 1865-1930,” *Journal of Family History* 33 (2008), 21-35.

Carl F. Petry

Department/Tenure Status: Professor, History Department; Tenure.

Education: BA, Carleton College, 1965; MA, University of Michigan, 1966; PhD, The University of Michigan, 1974.

Academic and Related Experience: Assistant Professor, Department of History, Northwestern University, 1974-80; Associate Professor, Department of History, Northwestern University, 1980-92; Professor, Department of History, Northwestern University, 1992-2009; Hamad ibn Khalifa Al Thani Professor of Middle East Studies, Northwestern University, 2009.

Overseas Experience: Egypt.

Foreign Language Competence: Arabic (5); Colloquial Egyptian Arabic (5); French (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Islam in History (introductory survey); Ancient Egypt; The Islamic Middle East (three-quarter survey of the region from 550 A.D. to the present); Islamic Institutions (Shari'a Law, Mysticism, Modern Reform and Revival; Comparative "Fundamentalisms" in Historical Context (Buddhism, Hinduism, Islam); Revolutionary Egypt: Nasser and Sadat; Medieval Militarism: The Mamluks in Egypt; The Harem Institution.

Research/Teaching Specializations: Islamic Middle East, 550 A.D. to the present; Medieval and Modern Egypt; Islamic Urban Studies; Ethnology of the Middle East.

Distinctions: Northwestern Alumni Association Award for Excellence in Teaching, 1992; Appointment as a Charles Deering McCormick Professor of Teaching Excellence (three-year term, from 1994).

Recent Publications:

"The Politics of Insult: The Mamluk Sultanate's Response to Criminal Affronts," *Mamluk Studies Review* 15 (2011), 87-117.

The Criminal Underworld in a Medieval Islamic Society: Narratives from Cairo and Damascus under the Mamluks. Chicago: Middle East Documentation Center, University of Chicago, 2012.

Matthew Pietrus

Department/Tenure Status: Program of African Studies, Administrative Staff

Education: BA, DePaul University, 2013.

Academic and Related Experience: Pangea Educational Development, Kampala Uganda, 2011-14; Program Coordinator for Washington, DC Fellowships, Program of African Studies, Northwestern University, 2014.

Overseas Experience: Uganda.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Distinctions: Dean's Award for Scholastic Excellence, 2009-13; Kolnick Academic Scholarship, 2010-11.

Nasrin Qader

Department/Tenure Status: Associate Professor, French; Co-Director, French Interdisciplinary Group; Tenure.
Education: BA, University of Iowa, 1987; MA, University of Iowa, 1989, MA, University of Wisconsin-Madison, 1992, Ph.D., University of Wisconsin-Madison, 1999.

Academic and Related Experience: Lecturer of Arabic, Program of African and Asian Languages, Northwestern University, 1999-2001; Visiting Assistant Professor, Department of French and Italian, Northwestern University, 2001-03; Assistant Professor of French, Department of French and Italian, Northwestern University, 2003-09; Associate Professor of French, Department of French and Italian, Northwestern University, 2009 to present.

Overseas Experience: Morocco, Mali, India, France.

Foreign Language Competence: Persian (5), English (5), French (5), Modern Standard Arabic (5), Hindi (3.)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below.

Areas Studies Courses: The Contemporary French-speaking World: Writing Rwanda.

Research/Teaching Specializations: African Literature; Arabic Literature of the Maghreb; Classical Arabic Literature; Islamic Thought and Mysticism; 20th and 21st century French and Francophone Literature, Literary Theory and Criticism; Islam.

Distinctions: Alice Berline Kaplan Center for the Humanities Fellowship, Northwestern University, 2005-06; *Chevalier de l'Ordre des Palmes Académiques* (honor bestowed by the French Government for contributions to French and Francophone scholarship and culture), 2007; New Directions Fellowship, Andrew W. Mellon Foundation, 2009-11.

Recent Publications:

Hommage à Abdelkébir Khatibi (1938-2009). Introduction by Nasrin Qader and Alison Rice. *Celaan Revue/Revue Celaan* 9 (2011). Coedited with Alison Rice.

“Entre Kaboul et l’Algérie: Un cas de don littéraire?” in Proceedings from the Conference “Littérature en langue française: Histoire, mythes et création.” Presses Universitaires de Rennes. Forthcoming.

Jeff Rice

Department/Tenure Status: Senior Lecturer, History; College Adviser, Weinberg College of Arts and Sciences; Non-tenure track and Administrative staff.

Education: BA, Northwestern University, 1972; M.Sc., University of Edinburgh, 1974; Doctoral candidate, Northwestern University, 1978.

Academic and Related Experience: Instructor, Department of History, Northwestern University, 1979-80; Instructor, Department of English, Northwestern University (Freshman Seminars), c. 1985; Weinberg College Academic Adviser, 2002-present; Lecturer in History, International Studies, Political Science, School of Continuing Studies, Northwestern University, 2004-present; Senior Lecturer in History, Northwestern University, 2008-present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: 20th Century Africa; African Civil Wars; Decolonization; Genocides; Humanitarian Intervention.

Research/Teaching Specializations: Colonial Africa; Independent Africa.

Recent Publications:

Review of Fred Kaplan, “The Insurgents” in “Prisms”, *Journal of the Center for Complex Organizations*, Spring 2013

Rachel Beatty Riedl

Department/Tenure Status: Assistant Professor, Political Science, Tenure track.

Education: BA, University of Wisconsin-Madison, 2000; PhD, Princeton University, 2008.

Academic and Related Experience: Assistant Professor, Political Science, Northwestern University, 2010 to present.

Overseas Experience: Senegal, Republic of Benin, Ghana, Mozambique, Zambia.

Foreign Language Competence: French (5), Wolof (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below.

Areas Studies Courses: Comparative Politics; Decentralization and Local Governance; Inequality and Representation; Democratization.

Research/Teaching Specializations: Comparative Politics; Democratization, Inequality and Representation; Local African Governance.

Distinctions: Princeton Institute for International and Regional Studies, Postdoctoral Research Associate, 2008-10; Dispute Resolution Research Center, Kellogg School of Management, Northwestern University, 2011; John Hunwick Research Award, Northwestern University, 2011-12; Residential Visiting Fellowship, Program on Democracy, Whitney and Betty Macmillan Center, Yale University, Spring 2013.

Recent Publications:

“Political Parties and Uncertainty in Developing Democracies,” *Comparative Political Studies* 46 (2012)..
Coauthored with Noam Lupum.

“Transforming Politics, Dynamic Religion: Religion’s Political Impact in Contemporary Africa,” *African Conflict and Peacebuilding Review* 22 (2012), 29-50.

“Party Systems and Decentralization in Africa,” *Studies in Comparative International Development*, published online September 10, 2013, <http://link.springer.com/article/10.1007/s12116-013-9144-9>. Coauthored with J. Tyler Dickovick.

Authoritarian Origins of Democratic Party Systems in Africa. New York and London: Cambridge University Press, 2014.

John Rielly

Department/Tenure Status: Adjunct Professor , Political Science; Non-tenure track.

Education: PhD, Harvard University.

Academic and Related Experience: Adjunct Professor, Department of Political Science, Northwestern University, current.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Global Development.

Research/Teaching Specializations: Global Development.

Distinctions: Foreign Policy Assistant to Senator and Vice President Hubert Humphrey, 1963-69; President of Chicago Council on Foreign Relations, 1971-2001; Editor of 7 editions of *American Public Opinion and US Foreign Policy*, 1974-99, President Emeritus, Chicago Council on Global Affairs.

Sarah B. Rodriguez

Department/Tenure Status: Lecturer, Medical Humanities and Bioethics, Feinberg School of Medicine; Non-tenure track.

Education: PhD: University of Nebraska, 2005.

Academic and Related Experience: Post-doctoral fellowship, Northwestern University/Feinberg School of Medicine, 2011; Lecturer, Medical Humanities and Bioethics, Feinberg School of Medicine.

Percent Time to African Studies: 75-100% 50-74% 50-49% 24% or below

Areas Studies Courses: Gender and Global Health; Global Bioethics; Global Perspectives on Gender, Race, Medicine and Culture; International Perspectives on Reproductive and Sexual Health.

Research/Teaching Specializations: History of Medicine; Women's Health; Women's Reproductive Health.

Recent Publications:

"Female Sexuality and Consent in Public Discourse: James Burt's "Love Surgery," *Archives of Sexual Behavior* 42(2013): 343-51.

"Fertile Future? Potential Social Implications of Oncofertility," *Journal of Clinical Oncology* 31(2013), 665-67. Coauthored with L. Campo-Engelstein and L. Emanuel.

"The Organ-That-Must-Not-Be-Named: Female Genitals and Generalized References," *Hastings Center Report*, May 2012, 19-21. Coauthored with T. Schonfeld.

Galya Benarieh Ruffer

Department/Tenure Status: Director, International Studies Program; Senior Lecturer, International Studies; Non-tenure track.

Education: BA, University of Pennsylvania, 1986; JD, Northwestern University School of Law, 1989; PhD, University of Pennsylvania, 2003.

Academic and Related Experience: Visiting Assistant Professor, DePaul University, 2003-06; Associate Director, International Studies, Northwestern University, Aug. 2006-Aug 2008; Lecturer, Political Science, Northwestern University, Aug. 2006-August 2011; Faculty Director, International Studies, August 2008 to present; Founding Director, Center for Forced Migration Studies, Buffet Center for International and Comparative Studies, January 2010 to present; Senior Lecturer, Political Science, August 2011 to present.

Overseas Experience: Democratic Republic of Congo.

Foreign Language Competence: Hebrew (5), French (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Refugee Crises and Human Rights; The International Politics of Human Rights; Humanitarian Responses to Disaster Immigration; The Politics of Exclusion.

Research/Teaching Specializations: Forced Migration; Refugee and Asylum Law; Human Rights; Citizenship; Sexual Violence and Justice in Postconflict Contexts with a Regional Expertise in Eastern Africa; Immigrant/Refugee Health; International Organizations; Women's Health.

Distinctions: Social Science Research Council, Berlin Program for Advanced German and European Studies Dissertation Fellowship, 1999- 2000; Kellogg Center for Dispute Resolution Research Grant, 2010; Kaplan Humanities Scholars Program, 2012; Public Voices Thought Leadership Fellowship Program, 2013-14.

Recent Publications:

"Legal Modes and Democratic Citizens in Republican Theory," in Andreas Niederberger, *ed.*, *Republican Democracy: Liberty, Law and Politics*, 233-52. Edinburgh: Edinburgh University Press, 2012.

"Testimony of Sexual Violence in the DR Congo and the Injustice of Rape: Moral Outrage, Epistemic Injustice, and the Failures of Bearing Witness" in *Oregon Review of International Law* 15 (2013), 101-48.

David J. Scheffer

Department/Tenure Status: Mayor Brown/Robert A. Helman Professor of Law; Director, Center for International Human Rights, Northwestern University; Tenure.

Education: AB, Harvard University; BA, Oxford University; LLM, Georgetown University.

Academic and Related Experience: Senior Adviser and Counsel, Office of the US Permanent Representative to the UN, 1993-1997; U.S. Ambassador at Large for War Crimes Issues, US Department of State, 1997-2001; Adjunct Professor of Law, Georgetown University Law Center, 1992-96; Visiting Professor, Northwestern University Law School, 2005-06; Founder and Co-Managing Editor, Northwestern Law School's Cambodia Tribunal Monitor, 2006-11; Mayor Brown/Robert A. Helman Professor of Law; Director, Center for International Human Rights, Northwestern University, 2006 to present; UN Secretary General's Special Expert on UN Assistance to the Khmer Rouge Trials, 2012 to present.

Overseas Experience: Cambodia

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: International Criminal Law; International Human Rights Law; International Externship Field Placement.

Research/Teaching Specializations: Public International Law; Clinical Teaching; International Criminal Law/Law of War; International Institutions Law; International Human Rights Law; Corporate Social Responsibility.

Distinctions: Max Kampelman Award, American Bar Association, 1999; 2012 Book of the Year Award for Scholarly Contribution from the American National Section of L'Association Internationale de Droit Penal, American Academy in Berlin, Germany, 2013.

Recent Publications:

Justice League: The Case for Calling Off the Tomahawks and Bringing Muammar al-Qaddafi to The Hague," *Foreign Policy* (online ed), June 29, 2011. http://www.foreignpolicy.com/articles/2011/02/29/justice_league?page=FULL.

All the Missing Souls: A Personal History of the War Crimes Tribunals. Princeton: Princeton University Press, 2012.

David L. Schoenbrun

Department/Tenure Status: Professor, History Department; Tenure.

Education: BA, Lewis and Clark University, 1980; MA, UCLA, 1983; PhD, UCLA, 1990.

Academic and Related Experience: Assistant Professor, History Department, University of Georgia, 1990-96; Associate Professor, History Department, University of Georgia, 1996-99; Director, Program of African Studies, University of Georgia, 1996-97; Associate Professor, History Department, Northwestern University, 1999-present; Interim Director, Program of African Studies, Northwestern University, 2001-03; Visiting Associate Professor, History Department, Duke University, 2014-15.

Overseas Experience: Uganda, Ghana, Botswana, Tanzania, Rwanda, Democratic Republic of Congo, Burundi.

Foreign Language Competence: Swahili (5). French (5), German (5), Italian (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Health and Healing in African History; Famines and Africans; Violence and African history; African Civilization to 1650; East Africa to the 19th Century; African Consumers and African History; Reading Classics in African History; History and Uganda's Western Monarchies; Early History of the Zimbabwean Plateau; Colonialism in Africa; Historical Linguistics in the Great Lakes Bantu Region: Classification, Lexical, Reconstruction, and Historical Ethnography.

Research/Teaching Specializations: Historical Linguistics in the Great Lakes Bantu Region; Violence in African History; Health and Healing in African History; History of African Civilization, History of East Africa, Uganda.

Dissertation and Theses Supervised in the Past Five Years: 1 PhD.

Distinctions: NEH fellow, National Humanities Center, 2009-10; Senior fellow, Alice Berline Kaplan Center for the Humanities, Northwestern University, 2005-06.

Recent Publications:

"Mixing, Moving, Making, Meaning: Possible Futures for the Distant Past." *African Archaeological Review* 29 (2012), 293-317.

"A Mask of Calm: Emotion and Founding the Kingdom of Bunyoro in the 16th Century," *Comparative Studies in Society and History*, 55 (2013), 634-64.

Rebecca Shereikis

Department/Tenure Status: Interim Director, Institute for the Study of Islamic Thought in Africa (ISITA); Administrative staff.

Education: BA, Lawrence College, 1988; MA, Northwestern University, 1998; PhD, Northwestern University, 2003.

Academic and Related Experience: Program Coordinator for Communications, Evaluation, and Special Projects, The Rotary Foundation, 1999-2002; Program Coordinator, ISITA, 2002-11; Adjunct Professor, Department of History, DePaul University, 2005; Assistant Director, ISITA, 2011-12; Interim Director, ISITA, 2012 to present.

Overseas Experience: Gabon, Mali, Morocco, Senegal, South Africa.

Foreign Language Competence: Arabic (3) Bambara (2), French (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: African history.

Research/Teaching Specializations: Islamic West Africa; Mali.

Recent Publications:

“From Law to Custom: the Shifting Legal Status of Muslims in Kayes and Medine, 1903-1913,” *Journal of African History* 42 (2001), 261-83.

Review of Richard Roberts, *Litigants and Households: African Disputes and Colonial Courts in the French Soudan, 1895 --1912* (Portsmouth: Heinemann, 2005), *The International Journal of African Historical Studies* 39 (2006), 499-500.

Joan K. Sherman

Department/Tenure Status: Lecturer, Gender and Sexuality Studies; Non-tenure track.

Education: MA, George Washington University.

Academic and Related Experience: Director of Micro-Credit Program, CARE International; Global Security and Sustainability Program, John D. and Catherine T. MacArthur Foundation; Director of Administration and Special Projects, Office of Financial Operations, Northwestern University.

Overseas Experience: Haiti, India.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Gender and the Politics of International Development.

Research/Teaching Specializations: Gender and International Development; International Affairs.

Juliet S. Sorenson

Department/Tenure Status: Clinical Assistant Professor, Law; Not Tenure track.

Education: AB, Princeton University, 1995; JD, Columbia University School of Law, 2000.

Academic and Related Experience: Law Clerk, The Honorable George A. O'Toole, Boston, 2000-01; Litigation Associate, Foley Hoag LLP, Boston, 2001-03; Assistant US Attorney's Office, Chicago, 2003-10; Editor-in-Chief, *Eyes on the ICC*, 2012-13; Clinical Assistant Professor of Law, Center for International Human Rights, Northwestern University, 2010 to present.

Overseas Experience: Morocco.

Foreign Language Competence: French (5), Moroccan Arabic (5), Spanish (3).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: International Criminal Law; Corruption; Health and Human Rights; International Litigation and Arbitration; Public Corruption and the Law; Summer Research Internship.

Research/Teaching Specializations: International Criminal Law; Health and Human Rights.

Distinctions: Appoint to American Bar Association's Global Anti-Corruption Task Force, 2010; Northwestern University Public Voices Thought Leadership Fellow, 2013-14.

Recent Publications:

Why Corruption in Morocco Matters. American Bar Association Anti-Corruption Task Force, April 2011.

"Ideals without Illusions: Corruption and the Future of a Democratic North Africa," *Northwestern Journal of International Human Rights Law*, Summer 2012.

"Why Are Natural Disasters Breeding Grounds for Corruption?" *Talking Points Memo*, March 3, 2014.

Hendrik Spruyt

Department/Tenure Status: Professor, Political Science. Tenure.

Education: Candidate's Degree in Law, Faculty of Law, University of Leiden, 1977; Doctorandus in Political Science, Faculty of Law, University of Leiden, 1982; MA, Ohio State University, 1983; PhD, University of California, San Diego, 1991.

Academic and Related Experience: Assistant Professor, Department of Political Science, Columbia University, 1991-96; Associate Professor, Department of Political Science, Columbia University, 1996-99; Associate Professor, Department of Political Science, Arizona State University, 1999-2003; Director of Graduate Studies and Associate Chair, Department of Political Science, Arizona State University, 2001-03; Norman Dwight Harris Professor of International Relations, Department of Political Science, Northwestern University, 2003 to present; Chair, Department of Political Science, Northwestern University, 2005-08; Director of the Buffett Center for International and Comparative Studies, Northwestern University, 2008-13.

Overseas Experience: The Netherlands, France, Germany.

Foreign Language Competence: Dutch (5), German (5), French (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below.

Research/Teaching Specializations: General International Relations Theory; State Formation; International Political Economy; Global Public Goods; Regional Integration.

Dissertation and Theses Supervised in the Past Five Years: 4 PhDs.

Distinctions: Dissertation Fellow, Institute on Global Conflict and Cooperation, University of California, 1984-88; Josephine De Karman Fellowship, 1990-91; Outstanding Dissertation Award, Western Political Science Association, 1993; J. David Greenstone Award (Best book in History and Politics. History and Politics Section) American Political Science Association, 1996.

Recent Publications:

"New Institutionalism and International Relations," in Ronen Palan, ed., *Global Political Economy*, 117-28. London: Routledge, 2012.

"Empires, Past and Present: The Relevance of Empire as an Analytic Concept," in Noel Parker, ed., *Empire and International Order*, 19-40. Farnham (UK): Ashgate, 2013.

Noelle Sullivan

Department/Tenure Status: Lecturer, Anthropology, Northwestern; Tenure track.

Education: BA, University of Victoria, 2001; MA, University at Albany, State University of New York, 2002; M.A., University of Florida, 2006; PhD, University of Florida, 2011.

Academic and Related Experience: Lecturer, Global Health Studies Program and Department of Anthropology, 2012 to present.

Overseas Experience: Tanzania.

Foreign Language Competence: Swahili (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below.

Areas Studies Courses: Global Health and Indigenous Medicine; Biomedicine and Culture; Qualitative Research Methods in Global Health; HIV/AIDS in Africa, Introduction to International Public Health.

Research/Teaching Specializations: Biomedicine; Global Health Policies and Politics; Postcolonial Science Studies; Transnational Governance; Globalization and Development; Hospital Ethnography; Bureaucracy, Africa (especially Eastern Africa).

Recent Publications:

“Mediating Abundance and Scarcity: Implementing an HIV/AIDS---Targeted Project within a Government Hospital in Tanzania,” in special issue, “Global AIDS Medicine in East African Health Institutions,” *Medical Anthropology* 30 (2011), 202-21.

“Enacting Spaces of Inequality: Placing Global/State Governance within a Tanzanian Hospital,” in special issue, *Hospital Heterotopias: Comparative Ethnographies of Biomedical Places, Space and Culture* 15 (2012), 57-67. Coauthored with Dilger Hansjörg and David Garcia.

Babafemi Taiwo

Department/Tenure Status: Associate Professor in Medicine-Infectious Diseases; Director of Research in Africa, Center for Global Health; Tenure.

Education: MBBS, University of Ibadan, 1991; Residency, Berkshire Medical Center, 1996; Fellowship, Northwestern McGaw/Northwestern Memorial Hospital, 2006.

Academic and Related Experience: Associate Professor; Infectious Diseases Division; Feinberg School of Medicine, Northwestern University.

Overseas Experience: Nigeria.

Foreign Language Competence: Yoruba (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Clinical HIV/AIDS research in sub-Saharan Africa; Fungal Infections; Influenza; Lyme Disease; Malaria; Musculoskeletal Infections; Sexually Transmitted Diseases; Travel-related Infections; Tuberculosis; Viral Hepatitis.

Distinctions: Awarded the John Carey Young Investigator Award, National Institutes for Health, AIDS Clinical Trial Group, 2009.

Recent Publications:

“High-Risk Human Papillomavirus among HIV-Infected Women with Normal Cervical Cytology: A Pilot Study in Jos, Nigeria.” Coauthored with J. Musa, C. Achenbach C, S. Olugbenga, B Berzins, A. S. Sagay, J. A. Idoko, P. J. Kanki, R. L. Murphy. *Archives of Gynecology and Obstetrics* 6 (2013), 1365-70. doi:10.1007/s00404-013-2885-x.

“Virologic Response, Early HIV-1 Decay, and Maraviroc Pharmacokinetics with the Nucleos(t)ide-Free Regimen of Maraviroc Plus Darunavir/Ritonavir in a Pilot Study.” Coauthored with E. P. Acosta, P. Ryscavage, B. Berzins, D. Lu, J. Lalezari, J. Castro, O. Adeyemi, D. R. Kuritzkes, J. J. Eron, A. Tsibris, S. Swindells. *Journal of Acquired Immune Deficiency Syndromes* 64 (2013), 167-73. doi:10.1097/QAI.0b013e3182a03d95.

“Factors Associated with Remaining on Initial Randomized Efavirenz-Containing Regimens.” Coauthored with M. Smurzynski, K. Wu, J. T. Schouten, J. J. Lok, R. J. Bosch, V. A. Johnson, C. A. Collier. *AIDS* 27 (2013), 1887-97. doi:10.1097/QAD.0b013e328361645f.

Susan L. Thistle

Department/Tenure Status: Senior Lecturer, Sociology; Non-tenure track.

Education: BA, Cornell University, MA, University of Washington; PhD, University of California-Berkeley, 1992.

Academic and Related Experience: Lecturer, Sociology Department, Western Washington University, 1992; Visiting Assistant Professor, Jackson School of International Studies, University of Washington, 1996; Assistant Professor, University of Massachusetts-Amherst, 1993-98; Friday Harbor Marine Laboratories, University of Washington, 2008-11; Lecturer, Sociology Department, Northwestern University, 1998-2000; Assistant Chair and Senior Lecturer, Sociology Department, Northwestern University, 2000-06; Senior Lecturer, Sociology Department, Northwestern University, 2006 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Social Inequality; Environment and Society; Social Basis of Environmental Change; Topics: Social Change and the Environment.

Research/Teaching Specializations: Sociology of the Environment.

Recent Publications:

From Marriage to the Market: The Transformation of Women's Lives and Work. Berkeley: University of California Press, 2006.

Ana Clotilde Thomé Williams

Department/Tenure Status: Lecturer, Spanish and Portuguese; Tenure.

Education: BA, Universidade de São Paulo, 1986; MA, Universidade de São Paulo; PhD, Universidade de São Paulo, 2002.

Academic and Related Experience: Professor Assistente Mestre Faculdades Batista, São Paulo, 1999-2000; Professor Assistente Mestre Pontifícia Universidade Católica de São Paulo, 1995-2000; Part-Time Lecturer, University of Louisville, 2001-04; Lecturer, University of Illinois at Urbana-Champaign, 2004-07; Senior Lecturer, Northwestern University, 2007 to present.

Overseas Experience: Brazil.

Foreign Language Competence: Portuguese (5), French (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Beginning Portuguese; Intensive Portuguese; Intermediate Portuguese, Portuguese for Spanish Speakers, Portuguese Reading and Speaking; Discovering Brazilian Culture and Customs; Topics in Brazilian Culture.

Research/Teaching Specializations: Portuguese, French.

Distinctions: Grant from the Council for Teaching and Research of the Pontifícia, 1996-2000.

Publications:

"We Are All Cariocas Now. Global Simulation as a Teaching/Learning Strategy to Intermediate Students of Portuguese," in M. Marujo and J. Ferreira, eds., *Ensinar Português em Universidades da América do Norte. Teaching Portuguese in North-American Universities*, 151-60. Toronto: University of Toronto and Instituto Camões, 2010.

Krista A. Thompson

Department/Tenure Status: Associate Professor, Art History; Tenure.

Education: BA, McGill University, 1995; MA, McGill University, 1999; PhD, Emory University, 2002.

Academic and Related Experience: Assistant Professor, Department of African Diaspora and African Art, University of Illinois Chicago, 2005; Associate Professor, Department of Art History, Northwestern University, 2002-05; Associate Professor, Department of Art History, Northwestern University, 2005 to present.

Overseas Experience: The Bahamas.

Foreign Language Competence: French (5)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below.

Areas Studies Courses: African Diaspora Art; Caribbean Art; Contemporary African Art; Critical Race Theory; Postcolonial Theory and Visual Representation; Modern Art from the Perspective of the African Diaspora; Global Histories of Photography; Photography in Africa and the African Diaspora Seminar; Slavery and the Visual Imagination Seminar; Race and Representation.

Research/Teaching Specializations: African Diaspora Art; Visual Culture and Performance; Caribbean Art; Contemporary African Art; Critical Race Theory; Postcolonial Theory and Visual Representation; Global Histories of Photography.

Distinctions: David C. Driskell Center for the Study of the African Diaspora Fellowship, University of Maryland, College Park, 2003-04; Institute for the Humanities Fellowship, University of Illinois, Chicago, 2004; The J. Paul Getty Foundation, Postdoctoral Fellowship, 2008-09; The David C. Driskell Prize in African American Art, 2009; American Council of Learned Societies Fellowship 2012-13.

Recent Publications:

“A Sidelong Glance: The Practice of African Diaspora Art History in the United States.” *Art Journal*, Fall 2011, 6-31.

“The Evidence of Things Not Photographed: Slavery and Historical Memory in the British West Indies,” *Representations* 113 (2011), 39-71.

“On Masking and Performance Art in the Postcolonial Caribbean,” In Deborah Cullen, Elvis Fuentes, Yolanda Wood, and Derek Walcott, eds., *Caribbean: Art at the Crossroads of the World*, 284-303. New Haven, CT: Yale University Press, 2012.

Helen Tilley

Department/Tenure Status: Associate Professor, History; Tenure.

Education: BA, University of Chicago, 1990; MA, University of California-Berkeley, 1996, PhD, Oxford University, 2001.

Academic and Related Experience: Assistant Professor, History Department, Princeton University, 2002-08; Lecturer, Department of History, Classics, and Archaeology, Birkbeck College, University of London, 2009-10; Visiting Professor, Department of Medical History and Program in African Studies, University of Wisconsin-Madison, 2010-12; Associate Professor, History Department, Northwestern University, 2012 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below.

Areas Studies Courses: Africa, Epistemic Pluralism, and the Question of Science; Tropical Empires and the Biosciences: Environment, Race, Medicine, and Anthropology; African Environmental History in the Twentieth Century; Africa, Medical Pluralism, and the History of Health and Disease; Racial Medicine: the Idea of ‘Race’ in the History of the Biological, Medical, and Human Sciences, 1700-2000; Global Histories of Ecology.

Research/Teaching Specializations: Environment and Health in Global Perspective; Scientific Knowledge and Imperialism.

Distinctions: Visiting Fellow, School of Social Science, Institute for Advanced Study, Princeton, 2004-05; National Science Foundation Scholar’s Award & Supplementary Grant, 2003-08; Philip and Beulah Rollins Bicentennial Preceptorship, Princeton University, 2005-08.

Recent Publications:

“Global Histories, African Genealogies, and Vernacular Science, or, Is the History of Science Ready for the World?” *ISIS* 101 (2010), 110-19.

Africa as a Living Laboratory: Empire, Development, and the Problem of Scientific Knowledge, 1870-1950. Chicago: University of Chicago Press, 2011.

Chikwendu Christian Ukaegbu

Department/Tenure Status: Lecturer, Sociology; Non-tenure track.

Education: BSc, University of Nigeria (Nsukka), 1975; MA, Sociology, Northwestern University, 1978; PhD, Northwestern University, 1982.

Academic and Related Experience: Senior Lecturer, University of Nigeria, Nsukka. 1987-95; Visiting Assistant Professor of Sociology, University of Wyoming, 1995-97; Director, International Studies, University of Wyoming, 2001-02; Visiting Associate Professor of Sociology and International Studies, Saratov State University (Russia), Fall 2003; Visiting Associate Professor of Sociology and International Studies, Academy of International Economic Affairs, Hsin Chu (Taiwan), Summer 2005; Associate Professor and Head of Sociology, University of Wyoming, 2005-06; Professor and Head of Sociology, University of Wyoming, 2006-08; Distinguished Senior Lecturer, Sociology Department, Northwestern University, 2008 to present.

Overseas Experience: Nigeria, Russia, China, Taiwan.

Foreign Language Competence: Igbo (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below.

Areas Studies Courses: Cities and Society; Global Inequality; Work and Occupations: A Global Perspective; Diasporas and Diversity.

Research/Teaching Specializations: Sociology of Development; Ethnicity and Politics in Nigeria; Entrepreneurship and Industrial Development; African Social Institutions; Science, Technology and Development; Leadership and Public Policy.

Distinctions: Ford Foundation/Social Science Council of Nigeria Grant, 1989; Fulbright Senior African Research Scholar, University of California, Berkeley, 1991-92; Rockefeller Foundation Grant, University of Nigeria, Nsukka, 1994; Ford Foundation/Social Science Council of Nigeria Grant, 1994.

Recent Publications:

“Development Lag: Imperative of Transformational Leadership in Sub-Saharan Africa”, in Egodi Uchendu, Pat Uche Okpoko, and Edlyne Anugwom, eds., *Perspectives on Leadership in Africa*. Nsukka: Afro-Orbis Publications Limited, 2010.

“War and the Making of a Scientific and Technological Intelligentsia,” in A. Nwauwa and C. Korieh, eds., *Against All Odds: Igbos in Post Colonial Nigeria*. Glassboro, NJ: Goldline & Jacobs, 2011.

Richard Walker

Department/Tenure Status: Lecturer, Economics; Non-tenure track.

Education: BSc, London School of Economics, 1994; MSc, London School of Economics; PhD, London School of Economics, 2002.

Academic and Related Experience: Consultant economist, H.M. Treasury, 1998-99; Lecturer, University College, Oxford, 2002-03; Chief examiner for Macroeconomics, University of London External Programme, 2006; Consultant Economist, The Cambridge Group, 2006-07; Lecturer, Economics Department, Northwestern University, 2007 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Monetary Economics; International Finance and Econometrics; Macroeconomics.

Research/Teaching Specializations: Macroeconomics; Political Economy.

Erin B. Waxenbaum Dennison

Department/Tenure Status: Assistant Professor, Anthropology Department; Tenure track.

Education: PhD, University of Florida, 2007.

Academic and Related Experience: Visiting Scientist in Forensic Anthropology, New York City Medical Examiner's Office, 2008; Chief Forensic Anthropologist, DuPage County Coroner's Office, Current; Lecturer, Anthropology Department, Northwestern University, 2007 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Human Origins; Evolution of Life Histories; Global Health in Human History; Human Growth and Development.

Research/Teaching Specializations: Physical Anthropology; Human Variation; Growth and Development.

Recent Publications:

"Skeletal Limb Proportion Differences between East and West African Pygmy Groups Support a Complex Scenario of Microevolutionary Change in Body Shape." Coauthored with B. T. Shea. In preparation.

"Worldwide Variation in Pygmy Phenotype." Coauthored with B. T. Shea. In preparation.

Alexander G. Weheliye

Department/Tenure Status: Associate Professor, English and African American Studies; Vice chair, African American Studies; Tenure.

Education: BA, Free University, Berlin, 1992; MA, Rutgers, The State University of New Jersey, 1995; PhD, Rutgers, The State University of New Jersey, 1999.

Academic and Related Experience: Assistant Professor of English, The State University of New York, Stony, NY, 1993-99; Assistant Professor of English and African American Studies, Northwestern, 2000-06; Associate Professor of African American Studies and English, Northwestern University, 2006 to present.

Overseas Experience: Germany.

Foreign Language Competence: French (5); Somali (4), German (3); Arabic (1).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below.

Areas Studies Courses: Diaspora Theory and Diaspora Tropes; Contemporary Black Popular Music; Literatures of the Black World; Afrofuturism; Hip-Hop Studies; Transnational Black Culture; Afro-Modernity; Nuruddin Farah: A Case Study in Post-Colonial Literature.

Research/Teaching Specializations: African American and Afro-Diasporic Literatures and Cultures; Critical Ethnic Studies.

Distinctions: Winner of the Modern Language Association's William Sanders Scarborough Prize, 2006.

Recent Publications:

Phonographies: Grooves in Sonic Afro-Modernity. Durham, NC: Duke University Press, 2005; reprinted 2012
"Post-Integration Blues: Black Geeks and Afro-Diasporic Humanism," in Lovalerie King and Shirley Moody-Turner, eds., *Contemporary African American Literature: The Living Canon*, 213-34. Bloomington: Indiana University Press, 2013.

Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human. Durham, NC: Duke University Press, 2014.

Lynn Whitcomb

Department/Tenure Status: Senior Lecturer, Arabic; Non-tenure track.

Education: BA, Kalamazoo College, 1990; MA, Northwestern University, 1996; PhD, Northwestern University, 2001.

Academic and Related Experience: Instructor and Tutor, English as a Second Language Program, Northwestern University, 1992-99; Adjunct Instructor, Northwestern University, Summer 1994; Teaching Assistant/Grader, Beginning Arabic, Northwestern University, 1996; Adjunct Instructor, University College/School of Continuing Studies, Northwestern University, 1998; Lecturer and Coordinator of Arabic Language Instruction, Northwestern University, 2001-07; Senior Lecturer and Coordinator of Arabic Language Instruction, Program of African and Asian Languages, Northwestern University, 2007 to present.

Overseas Experience: Egypt.

Foreign Language Competence: Arabic (5).

Language Pedagogy Training: Chicago Language Symposium, University of Chicago, April 2010, April 2011, April 2012, April 2013, April 2014; ACTFL Annual Convention, Boston, November 2010; Philadelphia, November 2012; Orlando, November 2013.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below.

Areas Studies Courses: Arabic I, II, III.

Research/Teaching Specializations: Arabic, English as a Second Language.

Distinctions: Fellowship, Center for Arabic Studies Abroad, 1997.

Ivy Wilson

Department/Tenure Status: Associate Professor, English; Tenure.

Education: BA, Stanford University, 1995; MA, Yale University, 1998; MPhil, Yale University, 1999; PhD, Yale University, 2002.

Academic and Related Experience: Assistant Professor, Department of English, University of Notre Dame, 2002-06; John Cardinal O'Hara Assistant Professor, Department of English, University of Notre Dame, 2006-08; Assistant Professor, Department of English, Northwestern University, 2008-10; Director, Program in American Studies, Northwestern University, 2011 to present.

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: African American Studies, Black Diaspora Studies, Postcolonial Literature.

Distinctions: Ford Foundation Dissertation Fellowship, 2000-01; Woodrow Wilson National Fellowship Foundation, Summer 2001; Post-Doctoral Fellowship, Department of African American Studies, University of Illinois at Chicago, 2003-04; Career Enhancement Fellowship, Woodrow Wilson National Fellowship Foundation, 2006-07.

Recent Publications:

The Works of James M. Whitfield America and Other Writings by a Nineteenth-Century African American Poet. Chapel Hill: University of North Carolina Press, 2011. <<http://site.ebrary.com/id/10442134>>. Coedited with Robert S. Levine.

"The Brief Wondrous Life of the Anglo-African Magazine; or, Early African American Editorial Practice and Its Afterlives," in G. B. Hutchinson and J. K. Young, eds., *Publishing Blackness: Textual Constructions of Race since 1850*, 18-38. Ann Arbor: University of Michigan Press, 2013.

Jessica Winegar

Department/Tenure Status: Associate Professor, Anthropology; Tenure.

Education: BA, University of Pennsylvania, 1993; MA, New York University, 1995; MPhil, New York University, 2001; PhD, New York University, 2003.

Academic and Related Experience: Associate Professor, Department of Anthropology, Northwestern University, Current appointment.

Overseas Experience: Egypt.

Foreign Language Competence: Arabic (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Anthropology of the Middle East; Middle Eastern Popular Culture; Art and Material Culture; Culture and Consumption.

Research/Teaching Specializations: Sociocultural Anthropology; Cultural Politics and Culture Industries; Material and Visual Culture; Class, Gender, and Islam; The Middle East and North Africa.

Distinctions: Albert Hourani Book Award, Middle East Studies Association, 2007; Arnold Rubin Outstanding Publication Award, Arts Council of the African Studies Association, 2007.

Recent Publications:

Creative Reckonings: The Politics of Art and Culture in Contemporary Egypt. Stanford, CA: Stanford University Press, 2006.

"Taking Out the Trash: Youth Clean Up Egypt After Mubarak," *Middle East Report* 259 (2011), 32-35; reprinted in *Revolution, Protest and Social Change in Egypt, 1999-2011* (Verso, 2012).

"Egypt: A Multigenerational Revolt," *Jadaliyya*, 2011, http://www.jadaliyya.com/pages/index/703/egypt_a-multi-generational-revolt.

"The Politics of Middle East Anthropology," Co-authored with Lara Deeb. *Annual Review of Anthropology* 41 (2012), 537-58.

"The Privilege of Revolution: Gender, Class, Space, and Affect in Cairo," *American Ethnologist* 39(2012), 67-70.

Jane Bradley Winston

Department/Tenure Status: Associate Professor of French and Gender Studies; Chair, French and Italian; Tenure.

Education: PhD, Duke University, 1993.

Academic and Related Experience: Associate Professor, Department of French and Italian, Current.

Overseas Experience: Tunisia.

Foreign Language Competence: French (5).

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: Contemporary Literature and Theory; Marxist Critical Tradition; Gender and Race; Orientalism; Feminist Thought and Political Theory; Transnational and Globalization Studies.

Distinctions: ASG Faculty Honor Roll Award; Gerald Kahan Award; Jean Gimbel Lane Professor, Alice Berline Kaplan Center for the Humanities, Northwestern University.

Recent Publications:

Postcolonial Duras: Cultural Memory in Postwar France. New York: Palgrave/Macmillan, 2001.

Of Vietnam: Identities in Dialogue. Coeditor with Leakthina Chau-Pech Ollier. New York: Palgrave/Macmillan, 2001.

Michelle Maria Wright

Department/Tenure Status: Associate Professor of English; Tenure.

Education: BA, Oberlin College, 1992; PhD, University of Michigan, 1997.

Academic and Related Experience: Assistant Professor, Literary and Cultural Studies/English, Carnegie Mellon University, 1997-2001; Assistant/Associate Professor, English Department, 2001-05, Northwestern University; Associate Professor, English Department, University of Minnesota, 2005-09; Associate Professor, Department of African American Studies, Northwestern University, 2009 to present.

Overseas Experience: Germany, Morocco.

Foreign Language Competence: German (5); Arabic (1)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Literatures of the Black World; Queer Literatures of the African Diaspora.

Research/Teaching Specializations: Identity and Subject Formation in the African Diaspora; Blackness intersected with Gender and Sexuality; Theories of Blackness.

Distinctions: SSRC Postdoctoral Research Grant, 1997; Educator of the Year Award, Macalester College, 2005; Fulbright Senior Lecturer and Scholar, Amerika-Institut, Ludwig Maxillans-Universität, University of Munich, 2006; Department of African American Studies Teaching Award, Northwestern University, 2009, 2011.

Recent Publications:

Becoming Black: Creating Identity in the African Diaspora. Durham: Duke University Press, 2004.

Blackness and Sexualities. Edited volume for FORECAAST (Forum for European Contributions in African American Studies). Berlin: Lit Verlag, 2007. Coedited with Antje Schuhmann.

UI-NU MIS COMMUNITY COLLEGE COLLABORATOR FACULTY PROFILES

Edward C. Davis

Department/Tenure Status: Professor, African American Studies & Anthropology, City Colleges of Chicago, Malcolm X College

Education: B.A., New York University, 2003; M.A., African American Studies, University of California Berkeley, 2006; M. Phil., Social Anthropology, University of Cambridge, 2009

Academic and Related Experience: Bridge 2 Freedom, Board Member, Secretary, Education Coordinator, January 2013- present; Elementary School Coordinator & Full-time Classroom Teacher, The American School of Kinshasa, Democratic Republic of Congo, 2006-2008

Foreign Language Competence: French (5), Portuguese (5), Lingala (5), Spanish (3), Haitian & French West Indian Creoles (3), Swahili (3)

Overseas Experience: Brazil, France, Democratic Republic of Congo

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Research/Teaching Specializations: African American Studies, Anthropology, French

Distinctions: Gates Cambridge Scholarship, 2008, 2009; University of California, Berkeley Graduate Opportunity Fellowship, 2004; Foreign Language & Area Studies Fellowship: Lingala, 2005; New York University Founders' Scholar, 2004

Recent Publications:

“Kabila: The First Family of the Democratic Republic of Congo” book chapter in *The Places We've Been: Field Notes From Travelers Under 35*, 2013

“Liberation and Transformation through Education: Black Studies at Malcolm X College, Chicago” in book chapter in *Malcolm X and the Black Studies Discipline*, Michigan State University Press, 2014

Ibrahima Ndoye

Department/Tenure Status: Associate Professor of Humanities, Parkland College

Education: Baccalaureate, Lycée Blaise Diagne of Dakar, Senegal, 1983; Certificate of Literary Studies (D.U.E.L.), University of Dakar, 1986; B.A. in English, University of Dakar, 1992; M.A. in French, University of Illinois Urbana Champaign, 1996.

Academic and Related Experience: French Instructor, University of Illinois Urbana-Champaign, 1994-2002; Wolof Instructor, University of Illinois Urbana-Champaign, 1994-2002; French Instructor, Parkland College, Spring 2005; Humanities Instructor, Parkland College, 1997-2005; Coordinator of Wolof Program, Beloit College, Fall 2006-2008; Humanities and Foreign Language Instructor, Parkland College, 2005-2008

Overseas Experience:

Foreign Language Competence: Wolof (5); French (5); Italian (3); Classical Arabic (1)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Recent Publications:

“L'identité noire outré la négritude.” *The French Interdisciplinary: Graduate Journal for French and Francophone Studies*, 2003

Jeanine Ntahirageza

Department/Tenure Status: Associate Professor, TESL Program; Chair, Department Anthropology, English Language Program, Philosophy and Teaching English as a Second Language, Northeastern Illinois University; Tenure

Education: BA, University of Burundi, 1987; MA, Southern Illinois University at Carbondale, 1993; PhD, University of Chicago, 2001

Academic and Related Experience: Instructor, Teacher Training Institute, University of Burundi, 1989-91; Lecturer, Department of Romance Languages and Literature, University of Chicago, 1995-96; Part-time Instructor, Department of English and Speech, Daley College, Fall 1999; ESL Instructor, International House, University of Chicago, 1999; Visiting Lecturer, Linguistics Department, Northeastern Illinois University, 2001-06; Member of Core Faculty, African and African American Studies Program, 2004-11; Founder and Coordinator, Physical Education English Summer Institute, 2012; Founder and Coordinator, Business English Summer Institute, 2012; Founder and Coordinator, Culture Connections Institute, 2012; Co-founder and Coordinator, African Summer Institute, 2004-11; Coordinator, English Language Program, Northeastern Illinois University, 2006-11; Chair, Department of Anthropology, English Language Program, Philosophy and TESL, 2012 to present; Associate Professor, TESL Program, Northeastern Illinois University, current; Curriculum Consultant to Illinois Institute of Chicago, Chicago Public Schools, and City of Chicago Colleges

Overseas Experience: Burundi

Foreign Language Competence: Kirundi (5), French (5), Swahili (4)

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Linguistics (including Bantu Linguistics); Contact Linguistics; TESL; African Studies;

Research/Teaching Specializations: African Linguistics; Curriculum Development

Distinctions: Andrew W. Mellon Fellowship for the Workshop in Technology and Language Instruction, Summer 1997; Fulbright Fellowship from the Institute of International Education, 1991-93; Phi Kappa Phi Honor Society Award for exceptional academic achievements, Spring 1993; Gamma Beta Phi Society Award for outstanding scholastic achievement, Spring 1992; Office of International Programs award for outstanding organization and participation in international programs, 1992

Recent Publications:

Kirundi- English Bilingual Online Learner's Dictionary. <http://neiu.edu/~kirundi/dictionary/> Coauthored with Teddy Bofman and Paul Prez. Online since 2010.

Marshall W Thompson

Department/Tenure Status: Associate Professor of Political Science; Coordinator of African and African American Studies, Northeastern Illinois University; Tenure

Education: BA, University of South Carolina, 1997; PhD, Washington University, St. Louis, 2007

Academic and Related Experience: Assistant Professor, Department of Political Science, Northeastern Illinois University, 2007-13; Coordinator of African and African American Studies, 2013 to present; Associate Professor, Department of Political Science, 2013 to present

Overseas Experience: Ethiopia, South Africa, Kenya

Percent Time to African Studies: 75-100% 50-74% 25-49% 24% or below

Areas Studies Courses: Comparative Political Systems; Introduction to African and African American Studies; International Political Economy; Politics of Sub-Saharan Africa; Democracy, Responsiveness, and Accountability

Research/Teaching Specializations: Political Economy; Democracy and Accountability; Kenyan Political Economy; Ethiopian Political Economy

Distinctions: Ceney Walker Fellowship, Walker Institute of International Studies, University of South Carolina, 1995-97; Danforth Scholarship, Washington University in St. Louis, 2002-05; Chancellor's Fellowship, Washington University in St. Louis, 2002-07

Recent Publications:

"Parties, Presidents, and State Consolidation: Cross-National Evidence with Illustrations from Kenya," *African and Asian Studies* 8 (2009), 345-74.

"The Middle Class: A New Conceptual Framework and a Brief Application to the Caucasus," *The Caucasus and Globalization* 4 (2010), 106-17.

"The State, Property Rights, and the Middle class: Empirical Support for an Aristotelean Observation," *The Indiana Journal of Political Science* 14 (2013), 61-85. Coauthored with Itai Sened and Robert Walker

University of Illinois Course Descriptions

Course#	Course Title/Description	Section	Xlisted Courses	Content	Instructor	Credits	12-13			13-14			14-15												
							Term	UG #	G #	Term	UG #	G #	Term	UG #	G #										
COLLEGE OF AGRICULTURE																									
ACE 251	The World Food Economy- Covers the production and distribution of food, globally, with special attention to insecure regions.	AL1		25%	Baylis	3	FA	138	0		X	X													
ACE 251	The World Food Economy- Covers the production and distribution of food, globally, with special attention to insecure regions.	AL1		25%	Winter-Nelson	3	SP	134	0		X	X													
ACE 254	Economic Systems in Africa-- Title conveys content.	AL1	AF:ST 254	100%	Allen-Smith	3	SP	26	0		X	X													
ACE 411	Environment & Development-- Relationship between economic development and environmental sustainability through application of cost-benefit analysis and environmental economics. Partial focus on Africa	TR		100%	Allen-Smith		SP				X	X													
ACE 435	Global Agribusiness Management-- Examination of the economic and strategic management of food, textile, and agribusiness firms within a global business environment. Partial focus on Africa.	G		25%	Khanna		SP				X	X													
ACE 451	Agriculture in Intl Dev- Economics of agricultural dev. & the relationships between agriculture & other sectors of the economy in dev. Nations. Incld. case studies from several African countries.	TR		25%	McNamara	3/4	SP	26	3		X	X													
ACE 454	Econ Dev of Tropical Africa-- Title conveys content.	UG		100%	Allen-Smith	2	FA	44	1		X	X													
ACE 455	Intl Trade in Food and Agr-- Economic theory used to analyze trends and patterns of international trade in major agricultural commodities and to understand interaction between economic development, policy, and trade. Partial focus on Africa.	M		25%	Elosegui and Sanchez		FA, SP				X	X													
ACE 499	Seminar: ACES in Sierra Leone-- Title conveys content.	SL		100%	McNamara		FA				X	X													
IID'S 379	Study Abroad/Internship--South Africa-- Title conveys content.			100%	Brooks		FA	14	0																
IID'S 379	Study Abroad/Internship--South Africa-- Title conveys content.			100%	Brooks		SP	5	0																
Total Agriculture courses: 11							Total Enrollment:			387	4	0													
COLLEGE OF BUSINESS																									
BADM 380	International Business-- Analyzes differences in financial management, marketing, and management practices for firms doing business abroad. Partial focus on Africa.	A,B		100%	Ndimande		FA	45	0		X	X													
BADM 380	International Business-- Analyzes differences in financial management, marketing, and management practices for firms doing business abroad. Partial focus on Africa.	A,C		100%	Clougherty, Buchelli		SP				X	X													
BADM 380	International Business-- Analyzes differences in financial management, marketing, and management practices for firms doing business abroad. Partial focus on Africa.	OL		100%	Bucheli		SU	22	0																

Course#	Course Title/Description	Section	Xlisted Courses	12-13				13-14				14-15										
				UG #	Term	Credits	Instructor	Content	Instructor	Content	UG #	Term	Credits	Instructor	Content	UG #	Term	Credits				
BADM 381	Multinational Management --Examines critical issues facing managers who work in multinational firms. Designed to develop students' skills for working in a global business environment.	A, B			25%	Cheng												X	X			
BADM 382	International Marketing --Examines critical issues facing managers who work in multinational firms. Designed to develop students' skills for working in a global business environment. Partial focus on Africa.	A			25%	Koo												X	X			
BADM 583	International Mergers & Acquisitions --Examines topics related to management and integration of multinational firms. Partial focus on Africa.	A			25%	Clougherty												X	X			
Total Business Courses: 6				67				0				0										
COLLEGE OF APPLIED HEALTH SCIENCES																						
CHLH 415	International Health --Explores the various factors that impact the health of populations around the world. Partial focus on Africa.	ASG/A SU			75%	Schwengel												F/A, SP	X	X		
Total Applied Health Sciences: 1				0				0				0										
COLLEGE OF EDUCATION																						
CI 501	Fundamentals of Curr. Dev. --Examines a variety of definitions of curriculum developments. Partial focus on Africa.	A			75%	Ndimande												SP	0	10	X	X
CI 501	Fundamentals of Curr.Dev. --Examines a variety of definitions of curriculum developments. Partial focus on Africa.	A			25%	Nofke												FA			X	X
CI 512	Mult Edu/Global Perspectives --Examines important topics in the area of multicultural education in the United States and around the world. Partial focus on Africa.	L/D			50%	Ndimande												F/A	0	14		X
EPS 310	Race and Cultural Diversity --Study of race and cultural diversity from Colonial era to present. Partial focus on Africa.	A/B			33%	Anderson												SP			X	X
EPS 413	Aesthetic Education --Theoretical introduction to the problems involved in teaching critical appreciation of the arts. Includes case studies from select African countries.	OL			33%	Dhillon												SP			X	X
EPS 530	Education and Globalization --Includes content on South Africa	ONC			25%	Greenhalgh- Spencer												F/A, SP			X	X
EPS 533	Global Youth & Citizenship --focuses on social movements in Egypt.	ONC			75%	L. Herrera												F/A, SP			X	X

Course#	Course Title/Description	X-listed Courses				12-13		13-14		14-15	
		Section	Content	Instructor	Credits	Term	LG #	G #	Term	LG #	G #
FPS 590	Human Rights Education --Seminar in educational policy studies, focusing on comparative education with case studies from select African countries.	OL	25%	Dhillon	3	SP			X		X
Total Education courses: 3											
COLLEGE OF ENGINEERING											
CVE: 499	Environmental Engineering Lab --Traditional analysis tools and techniques in analysis, control, and design of natural and engineered environmental systems including air, water, wastewater, solid and hazardous waste, and ecological systems. Partial focus on Africa.	RAM	25%	Marinas	3	SP	30	7			X
ENG 315	Learning in Community --Learning in Community with COVE Alliance Uganda (Children's Outreach and Vocational Education).	CAU, MWP	100%	Litchfield, Werpinski		FA					X
Total Engineering courses: 2											
COLLEGE OF FINE AND APPLIED ARTS											
ARTII 115	Art in a Global Context --It orients students to the visual arts in a variety of international contexts, and in particular in our current globalizing world. Partial focus on Africa.	AL1	25%	O'Brien		SP			X		X
ARTII 310	African Art and Society I --Title conveys content.	PM	100%	Meier		SP	30	0	X		X
ARTII 447	France and Its Others --Examines the relationship between art and colonialism in nineteenth-century France. Topics include orientalism, primitivism, and exoticism; the central figures include Delacroix, Flaubert, Gerome, and Gauguin.Examines the relationship between art and colonialism in nineteenth-century France. Topics include orientalism, primitivism, and exoticism; the central figures include Delacroix, Flaubert, Gerome, and Gauguin.	DOG	75%	O'Brien					X		X
ARTII 510	Seminar in African Art --Title conveys content.	Conf.	100%	Meier	4	SP	2	6	X		X
DANC 310	World Dance Forms --Topics reflect specializations of faculty in various West African dance forms.	TC	25%	Johnston		FA	7	1			X
DANC 310	World Dance Forms --Topics reflect specializations of faculty in various West African dance forms.	A	33%	Chiaramonte	1	SP	26	3			X
DANC 310	World Dance Forms --Topics reflect specializations of faculty in various West African dance forms.	HI1	33%	Gibson, Kinsman	1	FA			X		X
LA 220	Exploring African Cities --Title conveys content.	A	100%	Ginsburg		SP			X		X

Course#	Course Title/Description	Xlisted Courses									
		Section	Content	Instructor	Credits	Term	UG #	12-13 G #	13-14	14-15	
I.A.222	Islamic Gardens & Architecture --focuses primarily on North Africa	A	75%	Ruggles		SP			X	X	
MUS 133	Introduction to World Music --A survey of various musical traditions from different regions and peoples of the world. Partial focus on Africa.	AL1	25%	Gordon	3	SP	194	0		X	
MUS 133	Intro to World Music --A survey of various musical traditions from different regions and peoples of the world. Partial focus on Africa.	AL1	25%	Gordon	3	FA			X	X	
MUS 252	Ethnomusicology Perf Ensembles - Topic: African Mbria	S1	100%	Buchanan	1	FA	9	0	X	X	
MUS 261	University Chorus --Black Chorus, open to all majors.	F5	25%	Davis		FA	58	1		X	
MUS 261	University Chorus --Black Chorus, open to all majors.	F5	25%	Davis		SP	60	0		X	
MUS 450	Advanced Ensemble Music --Black Chorus.	F5	100%	Davis	1	FA	0	2	X	X	
MUS 450	Advanced Ensemble Music --Black Chorus.	F5	100%	Davis	1	SP	0	3		X	
MUS 532	Global Perspectives on Music Education --Examines current issues and trends within music education from both a local and global perspective. Partial focus on Africa.	A	25%	Donardo		SU	0	13		X	
UP 260	Social Inequality and Planning --focuses primarily on South Africa	I	100%	Salo		FA			X	X	
UP 423	Intro International Planning --Introduces students to the main theoretical frameworks and conceptual building blocks of urban and community development in the Third World.	L	75%	Kilgore	4	FA	29	10	X	X	
Total Fine and Applied Arts courses: 19											
COLLEGE OF LAW											
LAW 653	International Business Transactions --Doing business abroad. Partial focus on Africa.	A, G	25%	Wright		FA, SP			X	X	
LAW 654	International Trade Policy --Analysis of the regulation of trade between nations by international agreement (e.g., the GATT), by multinational organizations (e.g., the European Communities), and by individual countries. Partial focus on Africa.	A, G	25%	Davy		SP			X	X	
Total Enrollment:							415	39	0		

Course#	Course Title/Description	Section	X/Related Courses	Instructor	Credit	12-13			13-14			14-15		
						Term	UG #	G #	Term	UG #	G #	Term	UG #	G #
LAW 656	International Law --The nature, sources, and subjects of international law and its place in the control of international society. Partial focus on Africa.	A, G		Boyle		FA					X			X
LAW 792M	The constitutional Law of US Foreign Affairs --Con Law of US Foreign Affairs. Partial focus on Africa.	M		Boyle		FA					X			X
Total Law courses: 4						Total Enrollment: 0 0 0								
COLLEGE OF LIBERAL ARTS AND SCIENCES														
AFRO 100	Intro to African American St- Materials concern Africa and the diaspora.	AD1		McKee	3	FA	47	0			X			X
AFRO 100	Intro to African American St- Materials concern Africa and the diaspora.	AD1		Russell	3	SP	44	0			X			X
AFRO 103	Black Women in the Diaspora- Interdisciplinary study of black women's multiple histories and varied cultures including black women from North America, Africa, and the Caribbean.	A	AFST 103, GWS 103	Praylow	3	FA	24	0						X
AFRO 103	Black Women in the Diaspora- Interdisciplinary study of black women's multiple histories and varied cultures including black women from North America, Africa, and the Caribbean.	A	GWS 103, AFST 103	Flynn	3	SP	19	0			X			X
AFRO 380	Black Women Hist & Cultures --Interdisciplinary study of black women's multiple histories and varied cultures including black women from North America, Africa, and the Caribbean.	A	GWS 380	Barnes		FA					X			X
AFRO 460	Slavery in the United States --This course will engage students in an interdisciplinary exploration of the role of slavery and the slave trade world in U.S. history. Central to the course will be examining the debate over the number of Africans enslaved.	G/U1		Bailey		SP					X			X
AFRO 531	Race and Cultural Critique --Introduction to graduate level theoretical and methodological approaches in Comparative Race Studies. Partial focus on Africans.	A		Kosby		SP					X			X
AFST 254	Economic Systems in Africa --Title conveys content.	AL1	ACTIS 254	Allen-Smith		SP	26	0			X			X
AFST 266	African Film and Society --Title conveys content.	L/D	ANTH 266	Saul		FA	39	0			X			X

Course#	Course Title/Description	Section	X-listed Courses	Content	Instructor	Credits	12-13			13-14		14-15	
							Term	UG #	G #	Term	UG #	Term	UG #
ANTH 448	The Prehistory of Africa --Title conveys content.	1G		100%	Ambrose		FA			X		X	
ATMS 323	Air Pollution to Global Change --Develops the science of air pollution across spatial scales with an Earth-systems approach. Partial focus on Africa.	A		25%	Jain		SP			X		X	
CPSC 116	The Global Food Production Web --Selected ecosystems of plants, people, and cultures in Asia, Africa, and Latin America are studied based on involvement with various crops.	A		33%	Bohn		SP			X		X	
CPSC 431	Plants and Global Change --The science of global atmospheric and climate change in the 21st Century. Partial focus on Africa.	A		25%	Ainsworth		SP			X		X	
CWL 114	Global Consciousness and Lit - Course materials including literary texts, articles, historical accounts, and paintings focus on the mutual perception of, and historical relationships among Europe, the Arab world, and Africa.	A		25%	Hassan	3	SP	167	0	X		X	
CWL 151	Cross-Cultural Thematics --Explores a combination of western and non-western literature through the focus on a shared theme, exploring differences in treatment both within and among different cultures. Partial focus on Africa.	JB		25%	Bliss		FA			X		X	
CWL 189	Lit of Asia & Africa I --Title conveys content.	AL1		50%	Mehta	3	FA			X		X	
CWL 190	Lit of Asia & Africa II --Title conveys content.	AL1		50%	Stein	3	SP	9	0			X	
CWL 223	Qur'an Structure and Exegesis --Introduction to the Qur'an (Koran), the holy scripture of Islam, examining its major doctrines, thematic development, literary style, and its relationship to pre-Qur'anic, especially Biblical, traditions.	A	RLST 223	50%	Khan		FA	30	0	X		X	
CWL 226	Humanist Persp of Afro-Am Exp --This interdisciplinary survey course explores the rich history, aesthetics, and politics of African American culture from its very genesis to the present day; in other words, from West African cultural traditions to Hip Hop.	I		50%	Meghelli		FA			X		X	
CWL 434	Studies in Francophonie --Studies of various genres, periods, and topics of French literature outside of France, with a different geographical emphasis each term. Regions include black Africa, the Caribbean, Canada, North Africa, the Middle East, and Switzerland.	GG, UG		50%	Proulx		FA			X		X	
CWL 461	Lit Genres and Forms --Theater in the Arab World.	G3, G4		75%	Khamis		FA			X		X	
ECON 220	Intl Economic Principles -- Economic issues relating to globalization is studied. Partial focus on Africa.	I		25%	Amaral		FA			X		X	

Course#	Course Title/Description	Section	Xlisted Courses	Content	Instructor	Credits	12-13			
							Term	UG #	G #	
							12-13	13-14	14-15	
ECON 420	International Economics --Introduction to the theory of international trade and finance with partial focus on Africa.	G4/U3		25%	Baer		FA		X	X
ECON 450	Development Economics - Includes instructor's research in Burkina Faso. *Title VI funded	UGA		33%	Akresh	3	I/A	52	0	X
ECON 450	Development Economics - Includes instructor's research in Burkina Faso. *Title VI funded	G2		33%	Akresh	3	F/A	0	4	X
ECON 520	International Trade Theory --The pure theory of international trade, general equilibrium income and welfare, tariffs, the theory of policy ranking, strategic trade policy, customs unions, international trade law and the WTO. Partial focus on Africa.	I/M		25%	Schmidl-Eisenlohr		FA			X
ENGL 285	Postcolonial Lit in English --Examination of selected postcolonial literature, theory, and film as texts that "write back" to dominant European representations of power, identity, gender and the Other. Postcolonial writers, critics and filmmakers studied may include Franz Fanon, Edward Said, Aime Cesaire, Ousmane Sembene, Chinua Achebe, Michelle Cliff, Mahesweta Devi, Buchi Emecheta, Derek Walcott and Marlene Nourbese-Philip.			50%	Basu		FA	30	0	X
ENGL 374	Anglophone World Cinema --Course systematically addresses cinema movements and films of different periods, genres, themes and styles produced in one or two Anglophone countries other than the U.S. (e.g., Great Britain, Ireland, Australia, New Zealand, Canada, and South Africa.	Q		50%	Camargo		FA			X
ENGL 460	Lit. of Amer. Minorities: Arabs and the New World --Title conveys content.	U3/G4		50%	Hassan		FA	2	0	X
ESE 140	Climate & Global Change --Introduces climate change and its interactions with the global environment. Partial focus on Africa.	A		25%	Schlesinger		SP			X
ESE 320	Water Planet, Water Crisis --Study of the science of water on planet earth, the developing water crisis, and some possible solutions to it. Partial focus on Africa.	AL1		25%	Grimm		SP			X
ESI 481	Intl Environ Cooperation --Examines the problems, politics and policies related to environmental issues that require international cooperation to address effectively. Partial focus on Africa.	100		25%	Chhatre		SP			X
FIN 451	International Financial Markets --This course covers the three major international financial markets: the foreign exchange market, the eurocurrency market, and the international equity and bond market. Partial focus on Africa.	C/E		25%	Hackbarth		SP			X

Course#	Course Title/Description	Section	Listed Courses	Content	Instructor	Credits	12-13			13-14			14-15		
							Term	UG #	G #	Term	UG #	G #	Term	UG #	G #
FIN 551	International Finance --Explores the characteristics of the international financial market. Topics may include international parity conditions, cross-border investment analysis, multi national firm budgeting, hedging in foreign currency markets, accessing international financial markets for financing, and competitive strategy in a global marketplace. Partial focus on Africa.	C		25%	Chan	3	SP					X			X
GEOG 101	Geog of Developing Countries - How climate, landforms, and cultural factors promote and inhibit change in Egypt, Nigeria, and Kenya.	AL1		33%	Chhaire	3	FA	287	0			X			X
GEOG 101	Geog of Developing Countries - How climate, landforms, and cultural factors promote and inhibit change in Egypt, Nigeria, and Kenya	AL1		33%	Bassett	3	SP	240	0			X			X
GEOG 106	Geographies of Globalization --A survey of major world regions by systematically considering five themes: environment, population and settlement patterns, cultural coherence and diversity, geopolitical fragmentation and unity, and economic and social development. Partial focus on Africa.	A	ESE 106		Bernazzoli & Lakhanpal		FA					X			X
GEOG 110	Geography of Intl Conflicts - Draws upon concepts of political, cultural and economic geography in order to examine international conflicts, including Africa	AE1	GLBL 110	25%	Chi		FA	159	0			X			X
GE:OG 110	Geography of Intl Conflicts - Draws upon concepts of political, cultural and economic geography in order to examine international conflicts, including Africa.	AL1	GLBL 110	25%	Flint	3	SP	166	0			X			X
GEOG 204	Cities of the World --In-depth exploration of global urbanization. Partial focus on Africa.	A		50%	Kalipeni		SP					X			X
GEOG 384	Population Geography --Problems and issues surrounding the geographic distribution of populations at the world, regional, and local levels with partial focus on Africa.			100%	Kalipeni		SP	15	0						X
GE:OG 491	Research in Geography --Problems and issues surrounding the geographic distribution of populations at the world, regional, and local levels. Partial focus on Africa.	A		100%	Ribot		SP					X			X

Course#	Course Title/Description	X-listed Courses										
		Section	Content	Instructor	Credits	Term	UG #	12-13 G #	13-14	14-15		
GEOG 496	Climate & Social Vulnerability --Students will explore: 1) causes of climate related stress and disaster; 2) theories of vulnerability and adaptation; 3) practices and policies designed to reduce economic loss, hunger, famine and displacement in the face of climate trends and events. Focus on multiple policy scales affecting poor and marginal populations, who are disproportionately vulnerable when facing climate stress, drawing on case examples primarily from the developing world. Partial focus on Africa.	GI/01	100%	Ribot		FA				X		X
GLBL 100	Introduction to Global Studies --Students consider globalizing trends within themes of wealth and poverty; population, cultures, and human rights; environment and sustainability; and governance, conflict, and cooperation. Partial focus on Africa.		25%			FA	98	0		X		X
GLBL 100	Introduction to Global Studies --Students consider globalizing trends within themes of wealth and poverty; population, cultures, and human rights; environment and sustainability; and governance, conflict, and cooperation. Partial focus on Africa.		25%			SP	49	0		X		X
GLBL 100	Introduction to Global Studies Students consider globalizing trends within themes of wealth and poverty; population, cultures, and human rights; environment and sustainability; and governance, conflict, and cooperation. Partial focus on Africa.	TW	25%	Wedig		SU	15	0				X
GLBL 283	Intro to International Security --Surveys the major issues associated with arms control, disarmament and international security. Partial focus on Africa.	CLI	25%	Robinson	PS 283	FA, SP				X		X
GLBL 296	Global St. Foundation Seminar --Examination of current controversies and larger ethical issues in today's global society. Partial focus on Africa.	FNR	25%	Ford		FA	114	0				X
GLBL 296	Global Politics of Africa		100%	Gottlieb		SP	147	0				X
GLBL 392	International Diplomacy & Negotiation --Examines the complexities of international diplomacy and negotiations among states and other actors. Partial focus on Africa.	ALI	33%	Wedig		SP				X		X
GWS 261	Gender Transnational Perspective --Examines how gender inequality is structured on a transnational level. Partial focus on Africa.	A	25%	Gresh	SOC 261	FA				X		X
GWS 385	Transnational Sexualities --Interrogates how national and transnational identities (at home and abroad), modernities, histories, and colonial and global narratives are built on ideas of racialized sexualities, and as such, is particularly interested in the study of queer diaspora. Partial focus on Africa.	A	25%	Gust		FA				X		X

Course#	Course Title/Description	Section	Listed Courses	Content	Instructor	Credits	12-13			13-14			14-15		
							Term	UG #	G #	Term	UG #	G #	Term	UG #	G #
GWS 459	Gender, Sex, & Postcoloniality --Explores the relationship of imperialism, sexuality, and race through the lens of postcolonial theory. Partial focus on Africa.	CWG, CNU	HIST 459	25%	Nadeau		FA					X			X
HCD 595	Families in Flux --The purpose of this advanced seminar is to examine the phenomenon of acculturation in youth and families with partial focus on African families.	LD		33%	Ferguson		SP	0	3			X			X
IIDS 220	Africa in World Perspective --Title conveys content.	ALI		25%	Raffaelli		SP					X			X
IIDS 426	Family Conflict Management --Examines processes of conflict management in family and community disputes.	TR		25%	Ferguson		SP					X			X
HIST 100	Global History - Explores the global structures and transnational forces that have shaped human history.	ALI		25%	McLaughlin	3	FA	190	0			X			X
HIST 100	Global History - Explores the global structures and transnational forces that have shaped human history.	ALI		25%	Koslofsky	3	SP	189	1			X			X
HIST 100	Global History - Explores the global structures and transnational forces that have shaped human history.	A		25%	Tallie	3	SU	24	0			X			X
HIST 211	History of Southern Africa --Title conveys content.	A		100%	Barnes		FA					X			X
HIST 396	Multint Corp, Global, & Hist -- Students examine musical creations pioneered by Africans and individuals of African descent over several centuries and across hemispheres. Doing so will allow them to consider the unity of the African Diaspora and its music, and also examine internal differences and diversity.	C		25%	Hertzman		SP					X			X
HIST 401	History of Terrorism --Historical examination of strategies of terror, their relationship to conventional warfare, and their political, social, cultural, and religious contexts.	G4/U3		25%	Lynn		FA					X			X
HIST 502	Problems in Comparative History: Comparative Working Class History --Intensive comparative examinations of particular issues in the histories of multiple countries with partial focus on African countries.	B		25%	Barrett and Koemaker		SP	1	8			X			X
HORT 464	International Hort Products --Survey of the international trade in and production of horticultural foods, beverages, herbs, spices, floricultural crops, interior plants, and landscape plants.	AEI		25%	Maisunas		FA					X			X
IB 107	Global Warming, Biofuels, Food --Introduction for non-science majors to the biology and ecology underlying the likely impacts of global change on our society this century.	ALI		25%	Leakay		FA					X			X

Course#	Course Title/Description	Xlisted Courses									
		Section	Content	Instructor	Credits	Term	U.G.#	12-13	12-13	13-14	14-15
LIER 200	Globalization & Workers --Students will learn the basics about globalization and its institutions from the perspective of workers' right in the U.S. and the Third World.	A	25%	Ashby		SP			X		X
LIER 330	Comparative Labor Relations --Develops a framework for understanding union formation and the development of industrial relations system in a variety of countries around the world.	A	25%	Ashby		SP			X		X
LIER 566	International Human Resource --Human resource management issues examined from the perspective of the multinational firm. Topics include globalization, human resource strategy, management, and the structure of multinational firms dealing with intercultural differences.	M	25%	Chen		SP			X		X
LING 100	Intro to Language Science --Introduction to the theory and methodology of general linguistics.	ALI	25%	Cole		FA			X		X
LING 111	Language in Globalization --Introduction to the role of language in globalization by examining communication issues concerning language use across cultural, political and geographic boundaries.	A	25%	Bhatt		FA	110	0	X		X
LING 111	Language in Globalization --Introduction to the role of language in globalization by examining communication issues concerning language use across cultural, political and geographic boundaries.	A	25%	Bhatt		SP	70	0	X		X
LING 302	Elements of Phonology --Introduces elements of phonological theory and data analysis.	A	50%	Shosted		SP			X		X
LING 400	Intro to Linguistic Structure --Introduction to the theory and methodology of the science of linguistics with special reference to phonology, morphology, syntax and semantics.	G2, U3	100%	Bokamba		FA, SP			X		X
LING 450	Sociolinguistics I --Introduction to the fundamental concepts, philosophy, and research methods of the study of language in its social contexts.	FNR	100%	Bokamba		FA, SP			X		X
LING 591	Seminar in Linguistic Analysis --Quantitative Methods in Phonetics and Phonology	RS	50%	Shosted		SP			X		X
MACS 389	International Communications --Provides an interdisciplinary approach to international communications; its structure and content; the role of international communications in conflict and conflict resolution; the semantics of international communications; the technical and economic aspects of international mass communications; and government-industry relations in communications.	A	25%	Chen	PS 389	SP			X		X
PHIL 110	World Religions --Survey of the leading living religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.	ALI	25%	Ebel	RLST 110	SU	65	0			X

Course#	Course Title/Description	Section	Xlisted Courses	Content	Instructor	Credits	12-13				13-14				14-15			
							Term	UG #	G #		Term	UG #	G #		Term	UG #	G #	
PHIL 110	World Religions --Survey of the leading living religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.	AL1	RLST 110	25%	Ebel		FA	331	0			X						X
PHIL 110	World Religions --Survey of the leading living religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.	AL1	RLST 110	25%	Weiss		SP	539	0			X						X
PS 180	Intro Politics of Globalization --Introduction to the politics of globalization; identification of the principal actors, properties, and patterns of the politics of globalization that distinguish global politics from other forms of politics between and within groups, communities, states, and international organizations.	A		25%	Martinez		SP					X						X
PS 240	Intro to Comp Politics --Surveys the basic concepts and principles of political analysis from a comparative perspective.	AL1		25%	Cheibub		FA					X						X
PS 241	Comp Politics in Dev Nations - Introduces students to development studies with an emphasis on the politics of Africa, Asia and Latin America.	AL1		33%	Winters	3	FA	154	0			X						X
PS 280	Intro to Intl Relations --Structure and processes of international relations, trends in international politics, and the future of the international system with partial focus on Africa.	ONL		25%	Martinez	3	SU	52	0			X						X
PS 280	Intro to Intl Relations --Structure and processes of international relations, trends in international politics, and the future of the international system with partial focus on Africa.	BL1		25%	Mizell	3	FA, SP					X						X
PS 282	Governing Globalization --Examines the historical, socio-economic, political, and moral dimensions associated with the rise of a global society and its governance.	AL1		25%	Kourtikakis		SP					X						X
PS 341	Gov & Pol in Africa --Title conveys content.	A		100%	Bowen	3	FA	18	0			X						X
PS 341	Gov & Pol in Africa --Title conveys content.			100%	Seitz	3	SP	24	0			X						X
PS 358	Comparative Political Behavior --Examines themes of political behavior such as political participation, electoral politics, political culture, and contentious politics from a cross-national perspective.	G		25%	Canache		FA					X						X
PS 379	Intl Relations & Domestic Politics --Examines conceptual linkages between international relations and domestic politics.	A		25%	Dai		FA					X						X
PS 380	International Cooperation --A study of cooperation among states.	A		25%	Dai		FA					X						X
PS 381	International Conflict --Examines the conditions that promote war and peace between states.	B		25%	Rudkevich		FA					X						X
PS 386	International Law --Analyzes the concepts and bases of public international law.	A		25%	Diehl		FA					X						X

Course#	Course Title/Description	Section	X-listed Courses	Content	Instructor	Credits	12-13 12-13 12-13 12-13			
							Term	UG #	G #	
							12-13	13-14	14-15	
PS 392	Intl Organizations & Regionalisms --Examines regionalism and regional international organizations and their consequences for multilateralism cooperation, and conflict.	A		25%	Hastings		FA		X	X
PS 341	Gov & Pol in Africa Title conveys content.	A		100%	Seitz		SP		X	X
PS 395	International Organization --Examines the development of basic principles underlying world organization with partial focus on Africa.	A		25%	Miller		SP		X	X
PS 397	Authoritarian Regimes --Examines the various aspects of the politics in authoritarian regimes.	MSI		25%	Svolik		SP		X	X
RLST 214	Introduction to Islam - Includes North Africa and Tanzania.	A1		50%	Sobh	3	FA	25	0	X
RLST 260	Mystics & Saints in Islam --Examines mystical concepts and practices in Islam through the ages, through the lives and writings of important mystics and Sufi holy men and women.	INR		50%	Osborne		SP			X
RLST 481	Muslim Ethics in Global Age --Exploration of contemporary, often revisionist Muslim ideas on a broad range of ethical issues that face societies today, such as human rights, democracy, gender equality, just war, pluralism, and bioethics.	AG		100%	Hoffman		FA			X
RLST 482	Muslim-Christian Interactions --Explores the complexity of Muslim-Christian interactions since early Islam, including theological and philosophical exchanges, debates, polemics, interfaith dialogue, perceptions of each other, Muslim minorities in the West, and Christian minorities in the Muslim world, and the relationship of religion to culture.	A3/A4		100%	Hoffman		SP		X	X
SAMI: 150	Lang & Culture of the Arab World -- Interdisciplinary overview of the major aspects of the contemporary Arab culture.	A1		100%	Hoffman		FA, SP			X
SAMI: 564	Global Religion and Politics --Explores the reasons behind the world-wide rise of religion as a key player in the public sphere, and the implications for politics in the contemporary world.	AB	SOC 564		Bayat		FA		X	X
SOC 122	Africa in World Perspective --Title conveys content.	BD		100%	Dill	3	FA			X
SOC 122	Africa in World Perspective --Title conveys content.	BD		100%	Dill	3	SP	49	0	X
SOC 160	Global Ineq and Social Change --Introduces sociological concepts of poverty, inequality, and social change within a global context. Course approach is historical and transnational, and includes case studies from Africa.	NHS		25%	Holtzclaw-Stone	3	FA	76	0	X
SOC 160	Global Ineq & Social Change --Introduces sociological concepts of poverty, inequality, and social change within a global context. Course approach is historical and transnational, and includes case studies from Africa.	RG		25%	Ghadge		SP	79	0	X

Course#	Course Title/Description	X-listed Courses				12-13				13-14				14-15			
		Section	Content	Instructor	Credits	Term	UG #	G #	12-13	13-14	14-15	Term	UG #	G #	13-14	14-15	
SOC 162	Intro to Intl Health Policy --Students learn how health policy and foreign policy decisions in the developed world influence health policy and health care delivery in the developing world with partial focus on Africa.	NS	25%	Fieseler		FA								X		X	
SOC 364	Impacts of Globalization --Introduces sociological theory and research on globalization, in debate with the literature on modernization, world-systems, and development/underdevelopment.	BD	100%	Dill		SP	59	0						X		X	
SOC 367	Globalization Dynamics Debate --Study of the multidimensional character of globalization with partial focus on Africa.	MS	25%	Schulz		FA, SP								X		X	
SOC 480	Methods of Field Research --Instruction, training, and supervised practice in methods of field research as a basic tool of sociology with partial focus on Africa.	AZ	75%	Zerai		SU	11	0								X	
SOC 480	Methods of Field Research --Instruction, training, and supervised practice in methods of field research as a basic tool of sociology with partial focus on Africa.	G2,G4, UG2	75%	Zerai		FA, SP								X		X	
SOC 483	Middle Eastern Societies & Culture --Overview of the contemporary Middle East from social, political, and cultural perspectives. Explores how the internal dynamics together with the forces of globalization shape the societies of the Middle East today.	AB	50%	Bayat		FA								X		X	
SOC 496	Advanced Special Topics --Race, Class and Gender with particular focus on Africa.	AZ	75%	Zerai		FA	1	0						X		X	
SOC 496	Advanced Special Topics --Race, Class and Gender with particular focus on Africa.	AZ	75%	Inda		SP								X		X	
SOC 561	Development Theories/Strategies --Addresses ongoing challenges and debates such as globalization and democratization, and trends in social science, such as discourse analysis. Partial focus on Africa.	BD	100%	Dill		FA								X		X	
SOC 562	Seminar in Transnational Studies --Intensive study of a selected area in transnational sociology, e.g., diasporas, global political economy, global environmental studies, transnational racial stratification, etc. Focus on Africa provided.	AB	25%	Bayat		SP								X		X	
SOC 596	Recent Developments in SOC - Topic: Race, Class and Gender	AZ	50%	Zerai		FA	0	7						X		X	
SOC 596	Recent Developments in SOC --Globalization and Health with partial focus on Africa.	KA	100%	Allendorf		SP								X		X	

Course#	Course Title/Description	Section	Xlisted Courses	Content	Instructor	Credits	12-13			13-14			14-15					
							Term	UG #	G #	Term	UG #	G #	Term	UG #	G #			
SOC 596	Nature and Technology from Transnational Perspectives--Nature and Technology from a Transnational Perspective with partial focus on Africa.	ZG		25%	Gille	4	SP	0	9						X			
Total Liberal Arts and Sciences courses: 131													4,653	57	0			
LIBRARY AND INFORMATION SCIENCES																		
LIS 490	Social Media & Global Change--Topics may include the new social media, the politics and culture of the internet, hacktivism, cyber warfare, and mobile telephony and their role in the formation, dissemination, manipulation, and suppression of public opinion with partial focus on Africa.	SMG		25%	Bruce	3	SP	0	19						X			
LIS 530	Info Needs of Part Communities--Topic: Bibliography of Africa.	M		100%	Kagan	4	FA	0	2						X			
LIS 590Gl	Advanced Problems in LIS: Global Perspectives--This course is designed to acquaint students with the issues in international and comparative librarianship.	GL		33%	Montague	4	SP								X			
Total Library and Information Sciences courses: 3													0	21	0			
TOTAL COURSES: 185													TOTAL ENROLLMENTS			5,552	152	0

Northwestern University Course Descriptions

Course#	Course Title/Description	X-listed Courses	Content	Instructor	Units				12-13 G #	13-14	14-15 UG
					Term	UG #	12-13 G #	quarter (courses)			
WEINBERG COLLEGE OF ARTS AND SCIENCES											
AF AM_ST 110-0	Freshman Seminar: Diaspora Studies. Introduction to selected topics relating to the spread and impact of African culture throughout the world.		50%	Iton	I	SP	15	0			
AF AM_ST 211-0	Reading World Literatures: Literatures of the Black World. Introduction to literary forms of Africa and the African Diaspora.		50%	Wright	I	FA					X
AF AM_ST 213-0	History of the Black World. Surveys history of Africans and their descendants around the globe, including precolonial African civilization, African encounters with Europe, movements of Africans to the Americas and elsewhere.		50%	Bryant	I	WI	40	0	X		X
AF AM_ST 245-0	The Black Diaspora and Transnationality. Examination of events, movements, theories and nexis shaping development of the African diaspora, including slavery, abolitionism, and Pan-Africanism		50%	Iton	I	SP	30	0			X
AF AM_ST 261	Queer Literatures of the African Diaspora. Title conveys content.		50%	Wright	I	FA					X
AF AM_ST 315	Religion in the Black Atlantic. Surveys African origins of key diasporic religions (Santeria, Candomble, Vodun) and their spread throughout the Americas.		25%	Johnson	I	FA					X
AF AM_ST 342-0	Comparative Slavery. Examines structure of slavery in Africa, the Americas, and elsewhere.		25%	Bryant	I	SP	4	0	X		X
AF AM_ST 345-0	Afro-Latin America. Explores African-influenced cultural dynamics in Latin American.		25%	Bryant	I	SP	19	0			
AF AM_ST 348	Africans in Colonial Latin America. Title conveys content.		25%	Bryant	I	WI					X
AFST 101-6	Freshman Seminar in African Studies: The Image of Africa. Title conveys content.		100%	Rice	I	SP			X		
AFST 101-6	Freshman Seminar in African Studies: Africa in Fact, Fiction and Film. Title conveys content.		100%	Rice	I	FA					X
AFST 359	Politics of Africa. Title conveys content.	POLI_SCI 359-0	100%	Reno	I	FA					X
AFST 360-SA	Culture, Language and Identity in South Africa. Title conveys content.		100%	Grynspan	I	SP			X		
AFST 390-0	Why Nations Succeed. Considers factors in building successful modern states in Africa.	POLI_SCI 390; INTL_ST 390	100%	Joseph	I	SP			X		
AFST 376-0	Civil Wars. In-depth studies of important African civil wars, including Biafra, Sudan, South Sudan and others.	POLI_SCI 376-0	100%	Reno	I	WI					X
AFST 390-0	Politics and Paradox of Humanitarian Aid in Africa. Title conveys content.	POLI_SCI 390-0	100%	Rice	I	FA	49	0	X		X

Course#	Course Title/Description	X-listed Courses	Units (quarter courses)				12-13 UG #	12-13 G #	13-14	14-15 UG
			Instructor	Content	Term	UG #				
AFST 390-0	Politics and Development in Africa. Title conveys content.	POLI_SCI 290-0	Asante	100%	I	SP	8			
AFST 390-0	Democracy and Development in the New Global Economy. Examines economic trends in African nations.	INTL_ST 390-0 & POLI_SCI 390-0	Joseph	100%	I	SP	6			
AFST 390-0	Youth and Politics in Sub-Saharan Africa. Title conveys content.	ANTHRO 390-0	Murphy	100%	I	SP	77	X		
AFST 390-SA	Topics in African Studies. South Africa--Political Economic Perspectives. Title conveys content.		Gynspan	100%	I	SP	20			
AFST 390-SA	Topics in African Studies: Culture, Language and Identity in South Africa. Title conveys content.		Gynspan	100%	I	SP	14			
AFST 392-1	Herskovits Undergraduate Research Award. Independent research on an African topic.		Rice		I	WI		X		
AFST 394-0	Professional Linkage Seminar: Rights and Wrongs in Africa. Uses African example to explore questions about universality of human rights.		McKinnon	100%	I	SP	10			
AFST 395-0	Senior Research Seminar: Politics of Democracy, Development and the New Global Economy. Focuses entirely on African examples.		Joseph	100%	I	WI		X		
AFST 395-0	Senior Research Seminar: Politics of Conflict in Africa. Title conveys content.		Reno	100%	I	WI		X		
ANTHRO 213-0	Human Origins. Emergence of human species from earliest beginnings in Africa through the process of organic evolution, emphasizing genetics, the fossil record, comparison with our nearest living relatives.		Waxenbaum Dennison	25%	I	WI	127	X		
ANTHRO 214-0	Archaeology: Unearthing History. Evolution of culture from earliest beginnings in Africa through development of urbanism and state formation.		Hauser	25%	I	FA		X		
ANTHRO 255-0	Contemporary African Worlds. Title conveys content.		Hill	100%	I	FA		X		
ANTHRO 320-0	Peoples of Africa. Title conveys content.		Bledsoe	100%	I	FA		X		
ANTHRO 330-0	Peoples of the World: Language and Society in the Middle East and North Africa. Title conveys content.		Terc	50%	I	WI		X		
ANTHRO 390-0	Transnational and African Family Life. Title conveys content.		Bledsoe	100%	I	WI	6			
ANTHRO 390-0	Topics in Anthropology: Anthropology of Violence. Focus on the logic of violence in various countries, including Kenya, Sierra Leone, Sudan, and Somalia.		Murphy	100%	I	FA		X		
ART_HIST 220-0	Introduction to African Art. Title conveys content.		Wilson	100%	I	FA		X		
ART_HIST 220-0	Art of Africa: Postcolonial Urban Art and Aesthetic Practice. Title conveys content.	HUM 302-2	Thompson	100%	I	WI			X	

Course#	Course Title/Description	Listed Courses	Units					14-15 UG		
			Content	Instructor	Term	12-13 UG #	12-13 G #		13-14	
ECON 326-0	Economics of Developing Countries. Examines structure, performance and problems in developing economies, including Africa.		50%	Kinnan	I	WI	23	0		
ECON 326-0	Economics of Developing Countries. Examines structure, performance and problems in developing economies, including Africa.		50%	Beaman	I	SP	32	0		
ENG 101-0	Humanity of Animals in Global Literature Cultures. Includes examination of the depiction of various animals in African folktales and modern literature.		25%	Mwangi	I	SP	16	0		
ENG 101-6	Freshman Seminar: Representations of Violence. Examines the depiction of violence in selected African novels.		100%	Mwangi	I	FA			X	
ENG 365-0	Studies in Postcolonial Literature. Includes works by Zimbabwean and other African writers.		100%	Dangarembga	I	SP	12	0		
ENG 365-0	Studies in Postcolonial Literature: Postcolonial Animal. Examines representation of animals in texts from Africa, India, the Caribbean and New Zealand.		50%	Mwangi	I	SP			X	
ENG 369	Studies in Theme: Uhuntu and Queer Africa. Title conveys content.		100%	Mwangi	I	WI				X
ENG 369-0	Studies in African Literature: Borders in African Literature		100%	Mwangi	I	FA			X	
ENG 369-0	Studies in African Literature: The Other African Literature. Title conveys content.		100%	Abani	I	WI			X	
ENG 369	Studies in African Literature. Title conveys content.		100%	Mwangi	I	SP				X
ENG 386-0	Studies in Literature and Film: 20/21st c. Literature & Film from N. Africa & the Middle East. Films and novels of Moroccan and Egypt feature in the course.	MENA 301-3	50%	Edwards	I	SP			X	
GBL_HL 301-0	Introduction to International Public Health. Explores structural underpinnings and culture-specific interpretations of health and sickness in resource-poor settings. Cairo (Egypt) and other African cities provide important illustrations.		25%	Sullivan	I	FA	40	0	X	X
GBL_HL 301-0	Introduction to International Public Health. Explores structural underpinnings and culture-specific interpretations of health and sickness in resource-poor settings. Cairo (Egypt) and other African cities provide important illustrations.		25%	Leonard	I	SP	36	0		X
GBL_HL 302-0	Global Bioethics. Examines intersection between bioethics and culture in various research contexts, including Africa.		25%	Stewart	I	FA	15	0		

Course#	Course Title/Description	X-listed Courses	Units				12-13 UG #	12-13 G #	13-14	14-15 UG
			Content	Instructor	Units (quarter courses)	Term				
GBL_HL 302-0	Global Bioethics. Examines intersection between bioethics and culture in various research contexts, including Africa.		25%	Rodriguez	I	SP	15	0	X	X
GBL_HL 308-0	Global Health in Human History. Investigates patterns of evidence and change in disease transmission and treatment from Paleolithic times to present, with examples from Africa.	ANTHRO 308-0	25%	Waxenbaum	I	FA	10	0	X	
GBL_HL 303-0	Gender and Global Health. Explores how different cultural constructions of gender, sex, and sexuality shape public policies concerning the inequitable distribution of health and disease in Africa, US, Japan, South America and Europe.		25%	Rodriguez	I	WI	25	0		
GBL_HL 309-0	Biomedicine and World History. Historical overview of the unification of the globe by disease, the spread of biomedicine, the rise of institutions of transnational and global health governance, with examples from Africa.	HIS 379-0	25%	Tilley	I	SP			X	
GLB_HL 313-SA	International Organizations and Health: A Research Seminar. Surveys role of international organizations in global health care, including in Africa.		25%	Grynspan	I	FA				X
GLB_HL 314-SA	Health and Community Development in South Africa. Title conveys content.		100%	Kelso, Glucksberg, and Poluta	I	WI	12	0	X	X
GBL_HL 315-SA	Public Health in South Africa. Title conveys content.		100%	Grynspan	I	SP	20	0		
GBL_HL 316-SA	Development Perspectives on Health in South Africa through Community Engagement. Title conveys content.		100%	Grynspan	I	SP	20	0	X	
GBL_HL 390-0	Special Topics in Global Health: HIV/AIDS in Africa. Title conveys content.		100%	Sullivan	I	WI	19	0		
GBL_HL 390-0	Special Topics in Global Health: HIV/AIDS in Africa. Title conveys content.		100%	Sullivan	I	FA	13	0		
GBL_HL 390-0	Special Topics in Global Health: Qualitative Research Methods. Provides tools necessary to design, conduct, and write qualitative research projects relating to global health topics, including African.		25%	Sullivan	I	WI	10	0	X	
GBL_HL 390-0	Special Topics in Global Health: Biomedicine and Culture. Explores cultural aspects of biomedicine; partial African content.		25%	Sullivan	I	WI	13	0	X	
GBL_HL 390-0	Special Topics in Global Health: Disability and Global Health. Addresses biopsychological impact of disability in locations around the world, including Africa.		25%	Mukherjee	I				X	

Course#	Course Title/Description	X-listed Courses	Units					14-15 UG		
			Content	Instructor	quarter (courses)	Term	12-13 UG #		12-13 G #	13-14
GBL_HL 390-0	Special Topics in Global Health: Global Health & Indigenous Medicine. Assesses how indigenous medicine in Africa and other geographic areas applies to global health strategies.		25%	Sullivan	1	SP	13	0	X	
GBL_HL 390-0	Special Topics in Global Health: Hospital Cultures. Examines differences in hospital cultures, including African.		25%	Sullivan	1	SP	13	0		
GBL_HL 390-0	Special Topics in Global Health: Refugee/Immigrant Health. Introduction to interactions and health among different refugee and immigrant communities; partial Africa content.		25%	Choucair	1	WI			X	
GBL_HL 390-0	Special Topics in Global Health: HIV/AIDS in Africa. Title conveys content.		100%	Sullivan	1	SP	12	0	X	X
FRENCH 362-0	African Literatures and Cultures: The Detective Novel. Title conveys content.		100%	Qader	1	FA			X	
FRENCH 365-0	The Maghreb and the Middle East. In-depth examination of the French translation of "A Thousand and One Nights." Includes commentaries from North Africa.		50%	Qader	1	WI			X	
HIS 103-6	Freshman Seminar: Africa in Fiction and Film. Title conveys content.		100%	Glassman	1	WI			X	
HIS 106-20	Freshman Seminar: Women in Islam. Explores historical position of women with Islamic societies, including in Africa.		25%	Lauziere	1	SP			X	
HIS 255-0	Background to African Civilization and Culture, Part I. Title conveys content.		100%	Schoenbrun	1	WI	26	0		
HIS 255-1	Background to African Civilization and Culture: Origins to 17th C. Title conveys content.		100%	Schoenbrun	1	SP			X	
HIS 255-3	Background to African Civilization and Culture, 1875-1994. Title conveys content.		100%	Glassman	1				X	
HIS 300-0	Global History of Death and Dying. Includes African topics.		50%	Hanretta	1					X
HIS 350-0	History of South Africa, 1879-1994. Title conveys content.		100%	Glassman	1	WI	38	0	X	
HIS 357-0	History of East Africa. Title conveys content.		100%	Schoenbrun	1	FA				X
HIS 358-1	Topics in West African History. Title conveys content.		100%	Rice	1	SP	48	0		
HIS 372-0	Ancient Egypt 3100-c.100.		100%	Petry	1	FA			X	
HIS 376-0	Global Environments and World History. Partial African content.	ENVR_POL 340-0	25%	Tilley	1	FA				X
HIS 392-0	Topics in History: Egypt's First Revolution: Nasser/Sadat. Title conveys content.		100%	Petry	1	WI			X	
HIS 392-0	Topics in History: History of African Health and Disease. Title conveys content.		100%	Tilley	1	WI	16	0		

Course#	Course Title/Description	X-listed Courses	Content	Instructor	Units				14-15 UG	
					(quarter courses)	Term	12-13 UG #	12-13 G #		13-14
HIS 393-0	Approaches to History: Violence and History. Investigates causes and violence in African state-building, slave trading, imperial conquest and resistance, and genocide in modern Rwanda.		100%	Schoenbrun	1	FA	14	0		
HIS 393-0	Approaches to History: Islamic Thought and Political Activism in the Modern Middle East. Explores modern political thought in Middle East, including North Africa.		25%	Lauzere	1	FA				X
HIS 450-0	General Field Seminar in African History. Title conveys content.		100%	Schoenbrun	1	WI	0	6	X	
HIS 465	History without Documents. Explores the use of non-traditional sources of African history.		100%	Schoenbrun	1	FA				X
HUM 210	Humanities in the World: Global Orient. Explores invention and reinvention of "the Orient" in art, literature, film, and media. Includes examples from Egypt.		25%	Feldman, Johnson, Winegar	1	FA			X	
HUM 302-0	New Perspectives: Science, Decolonization and the Global Cold War. Explores the 20th c. interplay among science, decolonization, and the Cold War; partial African content		25%	Tilley	1	FA				X
INTL.ST 290-0	Topics in International Studies: International Development: Issues and Practice. African examples inform discussion.		25%	Hansen	1	WI			X	
INTL.ST 390-0	Special Topics in Int'l Studies: Refugee Crisis and Human Rights. Surveys crises of forced migration due to war, famine, development, and climate change. The extended mandate of the Organization for African Unity Convention Governing Refugees is extensively studied.	POLI_SCI 390-0	25%	Ruffler	1	FA			X	
MENA 390-3-20	Advanced Topics in Middle East and North African Studies: Islam and Contemporary Constitutional Developments in North Africa. Title conveys content.	POLI_SCI 390-9 LEGAL_ST 376-0		Ferrari	1	FA				X
MENA 390-4-20	Advanced Topics in Middle East and North African Studies: New Lectures in History: Islam, Science & Modernity. Survey of the sciences in Islamic societies, including examples from Egypt.	HIS 300-32	25%	Stolz	1	WI			X	
POLI_SCI 101	Armed Intervention. Considers debates concerning international intervention in Libya, Sudan, Iraq and Kosovo.		50%	Reno	1	FA	16	0		
POLI_SCI 101-6	Freshman Seminar: How Do Nations Succeed? Compares economic growth in Asia and Africa.		50%	Joséph	1	SP	13	0		
POLI_SCI 250-0	Introduction to Comparative Politics. Includes extensive African examples.		75%	Reno	1	WI	70	0	X	

Course#	Course Title/Description	X-listed Courses	Content	Instructor	Units (quarter courses)	12-13				14-15			
						UG #	G #	12-13 UG #	12-13 G #	13-14	14-15 UG		
POLI SCI 259-0.	Contemporary African Politics. Title conveys content.		100%	Joseph	1						X		
POLI SCI 376-0	Internal Wars and the State: Counterinsurgencies in Africa. Title conveys content.		100%	Rice	1						X		
POLI SCI 390-0	Special Topics in Political Science: Global Development. Explores socioeconomic changes that have constituted development in Africa, Asia, and Latin American.		25%	Ricly	1						X		
POLI SCI 453-0	Modern Africa. Title conveys content.		100%	Reno	1			0	21				
POLI SCI 490	Special Topics in Political Science: Examines civil wars since World War II, including Somalia.		50%	Reno	1						X		
POLI SCI 490	African Politics. Title conveys content.		100%	Joseph	1							X	
RELIGION 250-0	Introduction to Islam. Includes selected African examples.		25%	Ingram	1			74	0		X	X	
RELIGION 359-0	Topics in Islam. Examines debates over relationship between Islam and politics, the meaning of Islamism and radicalism, and the position in Islam. Egypt and Nigeria constitute two of the three case studies considered		75%	Thurston	1			13	0				
RELIGION 359-0	Topics in Islam: Reform and Revival in Modern Islam. Egypt constitutes one of the three case studies examined.	MENA 301-1	25%	Ingram	1						X		
SOCIOL 250-0	Industrialization and Development. Compares industrialization and development in Europe and the US with Africa, China and India.		25%	Ukaegbu	1			28	0				
SOCIOL 276-0	Global Inequalities. Considers patterns of continuing inequalities in the global economy. Selected African examples used.		25%	Ukaegbu	1			9	0				
SOCIOL 317-0	Global Development. Advanced introduction to global development, including discussion of African processes.		25%	Mahoney	1						X		
Total WCAS courses: 105						Total Enrollment: 1,159						27	
MEDILL SCHOOL OF JOURNALISM													
JOUR 372-0	Global Journalism: South Africa. Focus on South African newspapers and magazines as well as specific topics such as HIV/AIDS.		100%	Ghigione						WI			
Total Medill courses: 1						Total Enrollment: 14						0	
KELLOGG SCHOOL OF MANAGEMENT													
INTL 473-0	Global Health Initiative GIM: Mozambique. Course includes in-country research trip.		100%	Palamountain						WI		24	
INTL 473-0	Global Health Initiative: East Africa. Includes a two-week trip to Uganda, Tanzania and Rwanda.		100%	Buck and Marchand								X	

Course#	Course Title/Description	X-listed Courses	Content	Instructor	Units (quarter courses)	Units				
						Term	12-13 UG #	12-13 G #	13-14	14-15 UG
KPPI 973-A	Medical Technologies in Developing Countries. Surveys the available methods to diagnose and treat HIV/AIDS, TB, and other endemic diseases in Africa and other developing areas.		50%	Palamountain					X	
Total Kellogg Courses: 3						Total Enrollment 0 24				
LAW SCHOOL										
CONPUB 690	International Law. Introduction to custom, treaty and general principles of international law as well as UN resolutions. African cases discussed.		25%	D'Amato		SP				
CONPUB 694	International Human Rights I. Surveys aspects of international human rights, including codification of human rights principles; post-World War II treaties, terrorism, the UN human rights system and the African Convention systems.		25%	Scheffer		FA	24			
CONPUB 694	International Human Rights I. Surveys aspects of international human rights, including codification of human rights principles; post-World War II treaties, terrorism, the UN human rights system and the African Convention systems.		25%	Babcock		FA				X
CONPUB 695	International Criminal Law. Includes study of the international tribunal mechanism used for Rwanda and Sierra Leone.		25%	Scheffer		SP				X
CONPUB 803 I	International Human Rights Law I. Surveys aspects of international human rights, including codification of human rights principles; post-World War II treaties, terrorism, the UN human rights system and the African Convention systems.		25%	Scheffer		SUM	32			
LITARB 604	International Business Law Negotiation. Simulated negotiation exercise in which students represent an African agricultural production company and a similar class at Stanford University School of Law represent a US pharmaceutical company; students collaborate to develop a new technology based on an African agricultural product.		100%	Chadha		FA	11			X
Total Law School Courses: 6						Total Enrollment 0 67				
TOTAL COURSES: 115						TOTAL ENROLLMENTS 1,173 118				

CENTER FOR AFRICAN STUDIES LANGUAGE COURSE LIST

Course #	Course Title	Section	Xlisted Courses		Instructor	Credits	Term	12-13	12-13	13-14	13-14
			UG #	09 G#				UG #	09 G#		
ARAB 150	Language and Culture of the Arab World	A1	SAME 150		Saadah		FA	20	0		X
ARAB 150	Language and Culture of the Arab World	VH	SAME 150		Hoffman		SP	74	1		X
ARAB 201	Elementary Standard Arabic I	BE1-EE1			Hermes, Saadah, Yaseen, Zemmahi	5	FA	59	6	X	X
ARAB 201	Elementary Standard Arabic I	A1			Balci, Hermes, Luchkina, Saadah	5	SU	6	4		X
ARAB 202	Elementary Standard Arabic II	BE1-DE1			Hermes, Saadah, Zemmahi	5	SP	32	7	X	X
ARAB 202	Elementary Standard Arabic II	A1			Balci, Hermes, Luchkina, Saadah	5	SU	5	3		X
ARAB 210	Colloquial Arabic I	A1			Saadah, Shalash	4	FA	8	1	X	X
ARAB 211	Colloquial Arabic II	A			Saadah, Yaseen	4	SP	7	1	X	X
ARAB 403	Intermediate Stand Arabic I	A1, C			Bidaoui, Saadah	4	FA	29	2	X	X
ARAB 403	Intermediate Stand Arabic I	A1			Balci, Bidaoui, Luchkina, Saadah	4	SU	6	2		X
ARAB 404	Intermediate Stand Arabic II	A,B			Bidaoui, Saadah, Yaseen	4	SP	24	1	X	X
ARAB 404	Intermediate Stand Arabic II	B1			Balci, Bidaoui, Luchkina, Saadah	4	SU	5	2		X
ARAB 405	Advanced Standard Arabic I	B			Saadah	3	FA	16		X	X
ARAB 405	Advanced Standard Arabic I	A1			Balci, Luchkina, Saadah	3	SU	5	0		X
ARAB 406	Advanced Standard Arabic II	A			Saadah	3	SP	17	0	X	X
ARAB 406	Advanced Standard Arabic II	A1			Balci, Luchkina, Saadah	3	SU	4	0		X
ARAB 407	Topics Stand Arabic Lang & Lit I	A			Saadah	3	FA	3	3	X	X
ARAB 407	Topics Stand Arabic Lang & Lit I	A2			Balci, Luchkina, Saadah		SU	1	0		X
ARAB 408	Topics Stand Arabic Lang & Lit II	C1			Saadah	3	SP	2	3	X	X
ARAB 408	Topics Stand Arabic Lang & Lit II	A2			Balci, Luchkina, Saadah		SU	1	0		X
ARAB 409	Adv topics Stand Arab Lang & Lit I--5th year Arabic course	A			Saadah		FA	1	2	X	X
ARAB 410	Adv Topics Stand Arab Lang & Lit II--5th year Arabic course	A			Saadah		SP	1	1	X	X

Course #	Course Title	Section	Xlisted Courses	Instructor	Credits	Term	12-13			13-14		
							UG #	09 G#	12-13	UG #	10 G#	13-14
Total Courses: 22							Total Enrollments:	326	39	0	0	0
SWAH 201	Elementary Swahili I	AE1, BE1, CB1	AFST 231	Kabasele, Kiramba, Riedel	5	FA	45	0	0	X	X	X
SWAH 201	Elementary Swahili I	C1	AFST 231	Balci, Luchkina, Lutomia, Riedel	5	SU	4	1				X
SWAH 202	Elementary Swahili II	BE1, CE1	AFST 232	Kiramba, Lutomia, Riedel	5	SP	36	0	0	X	X	X
SWAH 202	Elementary Swahili II	C1	AFST 232	Balci, Luchkina, Lutomia, Riedel	5	SU	1	0				X
SWAH 403	Intermediate Swahili I	G1, G4	AFST 433	Kiramba, Riedel	4	FA	39	4	4	X	X	X
SWAH 403	Intermediate Swahili I	C1	AFST 433	Balci, Kiramba, Luchkina, Riedel	4	SU	11	1				X
SWAH 404	Intermediate Swahili II	A, B	AFST 434	Riedel	4	SP	11	4	4	X	X	X
SWAH 404	Intermediate Swahili II	C1	AFST 434	Balci, Kiramba, Luchkina, Riedel	4	SU	9	1				X
SWAH 405	Advanced Swahili I	A	AFST 435	Riedel	3	FA	2	2	2	X	X	X
SWAH 406	Advanced Swahili II	A	AFST 436	Riedel	3	SP	3	2	2	X	X	X
SWAH 407	Topics Swahili Lang & Lit I	A	AFST 405	Lutomia, Riedel	3	FA	0	1	1	X	X	X
SWAH 409	Adv Topics Swahili Lang & Lit I	A	AFST 407	Lutomia, Riedel	4	FA	0	0	0	X	X	X
Total Courses: 12							Total Enrollments:	161	16	0	0	0
WLOF 201	Elementary Wolof I	AE1	AFST 241	Bokamba, Gueye	5	FA	4	1	1	X	X	X
WLOF 201	Elementary Wolof I	A1	AFST 241	Balci, Gueye, Luchkina		SU	5	0				X
WLOF 201	Elementary Wolof I	AE1	AFST 241	Bokamba, Gueye	5	SP				X	X	X
WLOF 202	Elementary Wolof II	AE1	AFST 242	Gueye	5	SP	5	1	1	X	X	X
WLOF 202	Elementary Wolof II	AD1	AFST 242	Balci, Gueye, Luchkina		SU	5	0				X
WLOF 403	Intermediate Wolof I	A	AFST 443	Bokamba, Wane	4	FA	4	0	0	X	X	X
WLOF 404	Intermediate Wolof II	A	AFST 444	Wane	4	SP	3	0	0	X	X	X
ZULU 494	Intermediate Zulu	A	AFST 452	Balci, Mkhathshwa, Riedel		FA				X	X	X
Total Courses: 69							Total Enrollments:	26	2	0	0	0
TOTAL LANGUAGE COURSES:							TOTAL ENROLLMENTS	513	57	0	0	0

PROGRAM OF AFRICAN STUDIES LANGUAGE COURSE LIST

Course #	Course Title	Section	Courses	Instructor	Units	Term	12-13			13-14			14-15		
							UG #	G#		UG #	G#		UG #	G#	
ARAB 111-1	Arabic I	20,21,22, 23		Whitcomb, Antabali, Mikhaeel, Khan	1	FA	68	2		X		X		X	
ARAB 121-1	Arabic II	20,21,22		Khan, Antabali, Mikhaeel	1	FA	41	1		X		X		X	
ARAB 211-1	Arabic III	20		Whitcomb	1	FA	16	2		X		X		X	
ARAB 311-1	Arabic IV	20		Mikhaeel	1	FA	2	2		X		X		X	
ARAB 399-	Independent Study	20		Mikhaeel	1	FA	1	0		X		X		X	
ARAB 111-2	Arabic I	21,22,23		Antabali, Mikhaeel, Khan	1	WI	48	3		X		X		X	
ARAB 121-2	Arabic II	20,21,22		Antabali, Mikhaeel, Khan	1	WI	39	1		X		X		X	
ARAB 211-2	Arabic III	20		Whitcomb	1	WI	11	2		X		X		X	
ARAB 311-2	Arabic IV	20		Mikhaeel	1	WI	2	2		X		X		X	
ARAB 316-2	Arabic V: Reading Classical Arabic Texts in Arabic	20		Mikhaeel	1	WI	3	2		X		X		X	
ARAB 111-3	Arabic I	20,22,23		Antabali, Mikhaeel, Whitcomb	1	SP	39	2		X		X		X	
ARAB 114-0	Conversation & Culture in the Arab World: Spoken Egyptian Arabic	20		Mikhaeel	1	SP	14	1		X		X		X	
ARAB 121-3	Arabic II	20,21		Antabali	1	SP	30	0		X		X		X	
ARAB 211-3	Arabic III	20		Whitcomb	1	SP	10	2		X		X		X	
ARAB 316-3	Arabic V: Reading Modern Arabic Prose	20		Mikhaeel	1	SP	4	1		X		X		X	
ARAB 399-0	Independent Study	20		Mikhaeel	1	SP	2	0		X		X		X	
Total Courses: 16							Total Enrollment: 330			23					
SWAH 111-1	Swahili I	20,21,22		Lepine	1	FA	50	3		X		X		X	
SWAH 121-1	Swahili II	20,21		Lepine	1	FA	35	0		X		X		X	
SWAH 216-1	Swahili III: Introduction to Swahili Literature	20		Lepine	1	FA	2	0							
SWAH 111-2	Swahili I	20,21,22		Lepine	1	WI	33	3		X		X		X	
SWAH 121-2	Swahili II	20,21		Lepine	1	WI	25	0		X		X		X	
SWAH 111-3	Swahili I	20,21,22		Lepine	1	SP	30	3		X		X		X	
SWAH 121-3	Swahili II	20,21		Lepine	1	SP	26	0		X		X		X	
SWAH 216-3	Swahili III: Introduction to Swahili Literature	20		Lepine	1	SP	0	2							
Total Courses: 8							Total Enrollments: 201			11					
TOTAL LANGUAGE COURSES: 24							531			34					
							ENROLLMENTS								

1. Project Goal Statement: Promote global understandings of African Security, Global Health, and Education in Africa for cross disciplinary engagement, leading to the dissemination of new African pedagogies.

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 5% the number of courses with a contemporary focus, inter/cross-disciplinary approach, bi/multi-national perspective, and at least 75% African content, offered on the graduate and undergraduate levels each year.	<p>A.1 Organize and host major symposia annually to generate new pedagogies in China-Africa relations, Africa-Brazil, and Islam and Africa leading to curriculum and course development.</p> <p>A.2 Develop a concentration on Islam and Education in Africa.</p> <p>A.3 Develop a concentration in Africa-Brazil Studies to address cross-cultural issues stemming from the African Diaspora.</p> <p>A.4 Develop a course "China-Africa Trade and Investment."</p>	# of courses with at least 75% African content	Annual	Review of syllabi	0	5%	10%	15%	20%

		# of courses with at least 75% African content	Annual	Review of syllabi	0	1	2	3	5
<p>B) Increase by 5% the number of courses with at least 75% African content that blend the study of the continent with disciplines in the biological and physical sciences at the graduate and undergraduate levels each year.</p>	<p>B.1 Organize and host major symposia and lecture series annually that generate new pedagogies in global health leading to course development.</p> <p>B.2 Develop an undergraduate Global Health minor at UI with an emphasis on cross-disciplinary learning to address the intersection of social, biological, and chemical sciences in African public health issues.</p> <p>B.3 Develop an NU "Global Security in Africa" concentration to explore the social, political, and economic issues connected to public health, the diaspora, Islam in Africa, and education in new African development.</p> <p>B.4 Develop hybrid social science/biological science courses in "Maternal and Child Health in Sub-Saharan Africa," "Global Health Technology Design," and "Boundaries of Water and Health."</p>								

C) Increase by 5% the number of students taking courses with at least 75% African Studies content each year.	<p>C.1 Increase the number and type of field sites in Africa for student practicums in Global Health and African Security.</p> <p>C.2 Develop new experiential short-term study tour opportunities to Africa to attract students in programs outside of African Studies.</p> <p>C.3 Host visiting scholars from Africa (Cadbury fellows) to teach short-courses on Islam and Education in Africa.</p> <p>C.4 Hold inter-institutional Global Health simulations to generate student interest in African science and health issues.</p>	# of students taking courses with at least 75% African content	Annual	Enrollment data	0	1	2	3	5

	0	2	4	8	10
<p>D) Internationalize Community College and MSI curriculum by providing at least 10% more student opportunities for in-class and experiential study of Africa.</p>	<p>D.1 Provide mobility training for differently abled study abroad opportunity to have experiences in Africa.</p> <p>D.2 Organize an annual Colloquium course on topical Africa issues in collaboration with community college partners.</p> <p>D.3 Hold collaborative workshops to revise, update, and expand CC African courses and content.</p> <p>D.4 Work with CC partners to ensure accreditation of new courses for dissemination in the Chicago community college system.</p>	<p># of students with in-class or experiential study of Africa</p>	<p>Annual</p>	<p>Enrollment and Study Abroad data</p>	

2. Project Goal Statement: Increase by 10% the number of graduating students with African LCTL proficiency entering professional fields and/or government service .

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 10% students entering professional fields with Africa-based careers or that require 50% time or more use of an African LCTL (Arabic, Swahili, Wolof, Zulu).	A.1 Provide content-based classes in LCTL languages with linked field experiences in Africa (“Girls Education: Kenya,” “National Language Policy: Swahili in Kenya,” “Media Arabic,” “Business Arabic,” Swahili for Research and the Professions”). A.2 Develop new field practicum sites for Global Health and LCTL training: Global Health AOSC, Field Research in Public Health, Access to Health, Tanzanian Homestays. A.3 Develop international service learning platform (including coordinator) to promote Africa-Based internships. A.4 Organize an Emerging Markets Business and LCTL	% students entering professional fields with Africa based careers % students entering fields requiring more than 50% use of African LCTL	Annual	Alumni survey	TBD	+2	+4	+8	+10

	<p>instruments.</p> <p>C.4 Hold professional development workshops for Arabic instructors.</p> <p>C.5 Hold LCTL train-the-trainer workshops.</p>								
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3. Project Goal Statement: Develop a comprehensive and sustainable collaboration with the K-12 teacher training units to integrate African Studies and LCTLs into the regular preparation and professional development of elementary, secondary, and in-service teachers.

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Increase by 10% every 2 years the number of K-8 student teachers graduating from the UI COE, NU COE, and UI Ag Ed program with comprehensive African Studies and global perspectives training.</p>	<p>A.1 African Studies TAs collaborate with the C&I faculty and students to integrate African Studies into methodological and pedagogical training.</p> <p>A.2 Graduate students and faculty (from LAS, SCLS, ACES Ag Ed, Applied Health, FAA) collaborate with C&I to develop middle school African studies curriculum and 3 levels of Arabic and Swahili for in field training in the university's laboratory middle school.</p> <p>A.3 Student teaching practicums use piloted African Studies curriculum in community field placements and the lab school.</p> <p>A.4. New 'Global Perspectives' Study Strand at UI COE is developed.</p>	# teachers graduating	Annual	Graduation roles	0	10%	20%	30%	40%

<p>B) Disseminate new African studies curriculum and pedagogies across the state. Integrate within, or replace, current curriculum in at least 5% of school district K-8 classrooms over 4 years.</p>	<p>B.1 Develop summer institute with lab school faculty, piloted curriculum, student-teachers, and UI-NU COEs to provide Illinois teachers professional development in African Studies pedagogy.</p> <p>B.2 Develop virtual exchanges between in-service Illinois and African secondary level teachers for cross cultural dialogue to develop new pedagogies.</p> <p>B.3 Develop intensive African summer institute for teachers for professional development and credit.</p>	<p># classrooms implementing</p>	<p>Annual</p>	<p>Teacher follow up surveys</p>	<p>TBD</p>	<p>1%</p>	<p>2%</p>	<p>3%</p>	<p>5%</p>
<p>C) Double every four years the number of graduating teachers receiving state certification to teach an African LCTL at the K-8 level.</p>	<p>C.1 Develop 3 levels of middle grades Arabic curriculum; develop 3 levels of middle grades Swahili.</p> <p>C.2 Develop Arabic and Swahili teaching practicums in the lab school to satisfy state licensure requirements.</p> <p>C.3 Develop LCTL Professional Development Certificate Program for teachers K-12.</p> <p>C.4 Develop in-Africa experiences for students in teacher certifying programs: "Teaching Sustainable Practices; Ag and Ed in Africa" and</p>	<p># teachers graduating</p>	<p>Annual</p>	<p>Graduation rates</p>	<p>TBD</p>	<p>+25%</p>	<p>+50%</p>	<p>+75%</p>	<p>+100%</p>

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Chancellor

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



June 27, 2014

Dr. Lenore Yaffee Garcia
Acting Senior Director
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Dr. Garcia,

Re: Title VI CAS Letter of Support

We are writing to express our fullest support for the Center for African Studies' (CAS) application for Title VI funding and status as a National Resource Center (NRC) from the U.S. Department of Education.

CAS's efforts to internationalize education, research, and public engagement are central to one of the most important goals of this institution, namely to strengthen the University of Illinois at Urbana-Champaign (Illinois) as a pre-eminent public research university with a land-grant mission and global impact. We recognize the many valuable contributions made by our Area Studies Centers in support of internationalizing our curricula, providing research support for our globally active faculty, strengthening important partnerships with educational institutions abroad, and for their comprehensive outreach and public engagement to the state of Illinois and the Midwest, which help link our constituents to the world.

We are especially glad to see strong cross-campus collaboration among our NRCs with Illinois' colleges, such as the Colleges of Education and Liberal Arts and Sciences, as well as with our professional schools. We also recognize the value National Resource Centers provide in training globally competent students in areas of national need, including vitally important language training in less commonly taught languages. At Illinois, we are proud of our longstanding institutional support for these areas, and we value our strong legacy of language and area studies instruction and recognize these as central to our institution.

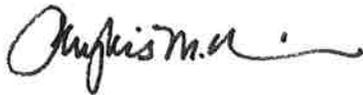
NRCs provide one of the most comprehensive opportunities for international public engagement and outreach offered by our institution. CAS's proposed activities fully align with our campus' core strategic goals in this area, as outlined in the recent Strategic Plan for 2013-17.

Dr. Lenore Yaffee Garcia
June 27, 2014
Page 2

We are very glad to note the ways in which CAS's curricular and outreach activities emphasize campus diversity and inclusion initiatives, which are both central to the Title VI funding program objectives, and hallmarks of the University of Illinois at Urbana-Champaign.

CAS is a campus leader in fulfilling the international strategic mission of this university and this proposal is evidence of its forward looking, global viewpoint. We believe that to succeed as an institution, we must integrate the international dimension in all facets of our campus and to do this will require cross-cutting, interdisciplinary international initiatives and programs like this Title VI NRC. Please allow us to express our fullest support for this proposal and confirm the value Illinois places on area and language studies and our commitment to helping CAS realize the full potential of any funding granted.

Sincerely,



Phyllis M. Wise
Chancellor



Ilesanmi Adesida
Vice Chancellor for Academic Affairs and Provost

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Literatures, Cultures and Linguistics

Office of the Director
4088 Foreign Languages Building, MC 171
707 South Mathews Avenue
Urbana, IL 61801-3675
USA



June 18, 2014

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

RE: Title VI NRC/FLAS Applications

On behalf of the School of Literatures, Cultures, and Linguistics (SLCL) at the University of Illinois, I would like to express my full support for the Title VI NRC/FLAS applications from our international and area studies centers.

SLCL is home to the university's foreign language instruction programs, and in cooperation with the international and area studies centers and the College of Education, is tasked with preparing the next generation of foreign language experts and educators. Title VI funding has been vital to our language instruction program, allowing us to offer more than 30 languages in addition to French, German and Spanish.

Over the next four years SLCL and Illinois area centers will collaborate on several new LCTL initiatives, including a Business and LCTL Symposium, a LCTL workshop series, and a Language Program Management Certificate, available to K-12 and post-secondary language teachers and pre-service teachers.

A new initiative will promote the development of proficiency assessment capacity across all FLAS languages at Illinois, investing in faculty and instructor capacity to conduct Oral Proficiency Interviews (OPI) and the development of instruments for testing listening, reading, and writing proficiency in priority languages over the coming four years. Together SLCL and area centers will fund numerous professional development activities for our language faculty, including ACTFL workshops for instructors wishing to pursue certification as OPI testers.

SLCL plans to hire a tenure line faculty member specialized in language assessment by 2015. This new hire will work on teaching and development in language assessment/testing standards for LCTLs and teach courses in Linguistics.

The above activities represent a significant investment in the professional development of language staff and will result in the creation of many new instruments, a major expansion of institutional capacity in proficiency testing across the language skills, and the further integration of proficiency assessment into the language curricula.

Sincerely,

A handwritten signature in black ink, reading "Jean-Philippe Mathy". The signature is written in a cursive, flowing style.

Jean-Philippe Mathy, Professor and Director

Dr. Merle Bowen, Director
Center for African Studies
University of Illinois at Urbana-Champaign
910 S. Fifth St., Rm. 210
Champaign, IL 61820

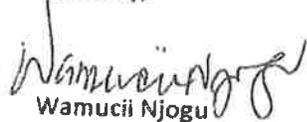
Dr. Will Reno, Director
Program of African Studies
Northwestern University
620 Library Place
Evanston, IL 60201

June 20, 2014

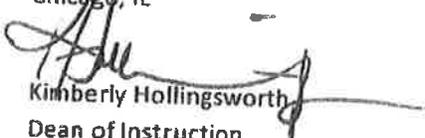
Dear Professors Bowen and Reno:

As representatives of the institutions listed below (Northeastern Illinois University, Malcolm X College, and Parkland Community College) we are happy to collaborate in a National Resource Center Grant from the US Department of Education in support of the "University of Illinois-Northwestern University Consortium for African Studies" project from 2014-2018. We welcome this opportunity to collaboratively develop new curriculum on "A Changing Africa in a Changing World" and "Islam in Africa" (Malcolm X and Parkland) and enhance our Africa Summer Institute for Teachers (NEIU) in partnership with these two flagship African Studies Centers.

Sincerely,



Wamucii Njogu
Dean, College of Arts and Sciences
Northeastern Illinois University
Chicago, IL



Kimberly Hollingsworth
Dean of Instruction
Malcolm X College
Chicago, IL

Sincerely,



Thomas R. Ramage, Ed.D.
President, Parkland College