

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 #      P015A140101      P015B140101

**University of Minnesota/Regents**

**University of Minnesota  
African Studies Initiative**

Proposal for Comprehensive NRC and FLAS  
in African Studies

# UNIVERSITY OF MINNESOTA

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*Twin Cities Campus*

*Sponsored Projects Administration*

*450 McNamara Alumni Center  
200 Oak Street S.E.  
Minneapolis, MN 55455*

*Office: 612-624-5599  
Fax: 612-624-4843*

June 26, 2014  
U.S. Department of Education  
Application Control Center  
Attention: (CFDA Numbers 84.015A and 84.015B)  
LBJ Basement Level 1  
400 Maryland Avenue, SW.  
Washington, DC 20202-4260  
202.502.7634

Proposal for the project entitled: Comprehensive NRC and FLAS in African Studies  
Shaden Tageldin, University of Minnesota Principal Investigator  
EIN/TIN: 416007513  
DUNS: 555917996  
Congressional District: MN-005

Dear Dr. McKissic:

A proposal for the above referenced project in the amount of \$1,652,000.00 is hereby submitted on behalf of Shaden Tageldin for the period 08/15/14-08/14/18.

The University of Minnesota certifies that it is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

The University of Minnesota certifies that it has a compliant conflict of interest policy.

This proposal has been administratively approved on behalf of the Board of Regents. Questions concerning programmatic aspects of the project should be directed to the Principal Investigator. Those having to do with contractual and budgetary matters should be directed to Danielle Billington, Senior Grant & Contract Administrator, Sponsored Projects Administration, at (612) 624-9567 or by email, [billi015@umn.edu](mailto:billi015@umn.edu)

Sincerely,



J. Krzyzek, , K. McKoskey, April Coon, D. Hagen  
Authorized Official  
Assoc Dir., Senior Assoc Dir., Assoc, Dir., Asst. Dir.



AP

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2014"/>	4. Applicant Identifier: <input type="text" value="792230 792218 Tageldin"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Regents of the University of Minnesota"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="41-6007513"/>	* c. Organizational DUNS: <input type="text" value="5559179960000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="200 Oak St SE Suite 450"/>	<input type="text"/>	
Street2: <input type="text" value="McNamara Alumni Center"/>	<input type="text"/>	
* City: <input type="text" value="Minneapolis"/>	<input type="text"/>	
County/Parish: <input type="text" value="Hennepin"/>	<input type="text"/>	
* State: <input type="text" value="MN: Minnesota"/>	<input type="text"/>	
Province: <input type="text"/>	<input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	<input type="text"/>	
* Zip / Postal Code: <input type="text" value="55455-2070"/>	<input type="text"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Sponsored Projects Admin"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Shaden"/>	
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: <input type="text" value="Tageldin"/>	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: <input type="text" value="Associate Professor"/>		
Organizational Affiliation: <input type="text" value="Institute for Global Studies"/>		
* Telephone Number: <input type="text" value="612-626-1821"/>	Fax Number: <input type="text" value="612-626-2242"/>	
* Email: <input type="text" value="tageldin@umn.edu"/>		

**Application for Federal Assistance SF-424**

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

#: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

US Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-015A.B

\* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Program

**13. Competition Identification Number:**

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers and Foreign Language and Area Studies Fellowships Program

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="413,000.00"/>
* b. Applicant	<input type="text" value="124,945.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="537,945.00"/>

**\* 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:

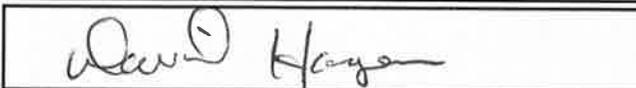
\* Last Name:

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 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: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization  
University of Minnesota

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	\$ 94,125	\$ 93,604	\$ 95,112	\$ 97,650		\$ 380,491
2. Fringe Benefits	\$ 31,814	\$ 31,638	\$ 32,148	\$ 33,006		\$ 128,606
3. Travel	\$ 12,240	\$ 9,800	\$ 9,000	\$ 9,800		\$ 40,840
4. Equipment						
5. Supplies	\$ 11,845	\$ 13,982	\$ 13,264	\$ 11,068		\$ 50,159
6. Contractual						
7. Construction						
8. Other	\$ 24,050	\$ 25,050	\$ 24,550	\$ 22,550		\$ 96,200
9. Total Direct Costs (lines 1-8)	\$ 174,074	\$ 174,074	\$ 174,074	\$ 174,074		\$ 696,296
10. Indirect Costs*	\$ 13,926	\$ 13,926	\$ 13,926	\$ 13,926		\$ 55,704
11. Training Stipends	\$ 225,000	\$ 225,000	\$ 225,000	\$ 225,000		\$ 900,000
12. Total Costs (lines 9-11)	\$ 413,000	\$ 413,000	\$ 413,000	\$ 413,000		\$1,652,000

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? \_\_\_ Yes \_\_\_ No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)  
 Approving Federal agency: \_\_\_ ED X Other (please specify): DHHS, Arif Kareem, 214-767-3700 The Indirect Cost Rate is 8&  
 (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 X Is included in your approved Indirect Cost Rate Agreement? or \_\_\_ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_ %

Name of Institution/Organization  
University of Minnesota

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	\$ 72,549	\$ 74,727	\$ 76,967	\$ 79,277		\$ 303,520
2. Fringe Benefits	\$ 24,523	\$ 25,257	\$ 26,014	\$ 26,795		\$ 102,589
3. Travel	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000		\$ 16,000
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	\$ 23,873	\$ 22,789	\$ 21,675	\$ 20,524		\$ 88,861
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)	\$ 124,945	\$ 126,773	\$ 128,656	\$ 130,596		\$ 510,970

**SECTION C - BUDGET NARRATIVE (see instructions)**

**Budget - African Studies NRC, University of Minnesota  
African Studies Initiative**

<b>Item</b>	<b>Year 1: Funds requested</b>	<b>Year 2: Funds requested</b>	<b>Year 3: Funds requested</b>	<b>Year 4: Funds requested</b>	<b>Narrative Page Number</b>
<b>I. Personnel</b>					
<b>a. Administrative</b>					
1. Program coordinator, ( <25% of annual salary)	\$ 13,500	\$ 13,905	\$ 14,322	\$ 14,752	
2. Outreach coordinator, Deborah Jane ( <25% of annual salary)	\$ 13,500	\$ 13,905	\$ 14,322	\$ 14,752	App. II p.10
3. External Evaluator (12.5% of annual salary)	\$ 5,625	\$ 5,794	\$ 5,968	\$ 6,147	p.36
<b>b. Language Projects</b>					
1. African Summer Intensive Courses Somali, Swahili, Arabic, Portuguese	\$ 15,000	\$ 16,000	\$ 14,000	\$ 15,000	p.35
2. SCALI Collaboration	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	p.35
3. Articulation for 3rd Yr. Heritage-Non-Hertige tracks for Somali	\$ 4,000		\$ 4,000		p.35
4. Somali for Health Care Professionals	\$ 5,000	\$ 5,000			p.35
5. Articulation from 3rd to 4th Yr. Arabic			\$ 5,000	\$ 4,000	p.35
6. CBI: Arabic Culture and History		\$ 5,000		\$ 5,000	p.35
7. Teaching Material development for Somali (all levels), Swahili (Advanced), and Arabic (Advanced)	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	p.35
<b>c. Curriculum Development Projects</b>					
<b>Global Africa: Rethinking African Studies</b>					
Goals: * Undergraduate Certificate in African Studies					
* Graduate Minor in African Studies					
<u>Course Clusters</u>					
<u>Theme: Pluralizing &amp; Deconstructing Africa</u>					
1. Deconstructing "Africa:" The History and Critique of a Eurocentric Concept	\$ 3,500				p.33
2. Contructing a Pluralized Africa:		\$ 3,500			p.33
3. Religions Across a Continent: Religion and Politics in Africa	\$ 3,500				p.33
<u>Theme: Geographies of Disparity in Africa: Public Health</u>					
4. Public Health Across the Continent		\$ 3,500			p.33
5. Women and Public Health in Africa	\$ 3,500				p.33
6. SUGAR: Adapting SUGAR Modules for medical students	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	p.33

**Budget - African Studies NRC, University of Minnesota  
African Studies Initiative**

Item	Year 1: Funds requested	Year 2: Funds requested	Year 3: Funds requested	Year 4: Funds requested	Narrative Page Number
7. ICGC: Faculty-Student Seminars:Public Health in Africa  <u>Theme: Food and the Green Revolution in Africa</u>			\$ 3,500		p.33
8. Agricultural Revolutions across Africa			\$ 3,500		p.33
9. Agroecosystems on the African Continent			\$ 3,500		p.33
10. ICGC Faculty -Student Seminar: Food and the Green Revolution in Africa  <u>Theme: Reframing Mass Violence: Social Memory and Social Justice</u>		\$ 3,500			p.33
11. Political Upheavals in the Magreb				\$ 3,500	p.33
12. Algerian Independence : Decolonizing a Historical Memory.  <u>Theme: Communicating Across Borders: Translation and Interpretation</u>				\$ 3,500	p.33
13. Multilingualism in Africa.			\$ 3,500		p.33
14. Intracontinental Translations: African & Colonial Languages and the Formation of a African Literary Canon	\$ 3,500				p.33
15. Collaboration with College of Education: Geographies of Disparity - Pre-Service Educator Training Fall: Economic Imbalances and Health Care Access - Pre-Service Educator Training Spring: Regional conflicts and Diaspoas <i>Competitive Priority 2</i>		\$ 3,500 \$ 3,500			p.34
<b>d. Outreach Projects</b> <u>21st Century Schools Collaborative</u>					p.34
1. Summer Institutes (2 sections): Social Studies Focus Migration in Africa: Politics, Economy and Culture Instruction AY Follow-up Focus Groups <i>Absolute Priority and Competitive Priorities 1 &amp; 2</i>				\$ 5,000 \$ 2,500	
<u>Theme: Global Africa: Rethinking African Studies</u>					p.34
2. Summer Teacher Training Institutes - Economic Imbalances and Social Inequalities - Indigenous Film and Media in Africa <i>Absolute Priority and Competitive Priorities 1 &amp; 2</i>	\$ 3,500 \$ 3,500				
<u>Theme: Food and the Green Revolution in Africa</u>					p.34
3. Summer Teacher Training Institutes - Natural Resources and Sustainability - Economies of Food in Africa (CIBER Collaboration)			\$ 3,500 \$ 3,500		

**Budget - African Studies NRC, University of Minnesota**  
**African Studies Initiative**

<b>Item</b>	<b>Year 1: Funds requested</b>	<b>Year 2: Funds requested</b>	<b>Year 3: Funds requested</b>	<b>Year 4: Funds requested</b>	<b>Narrative Page Number</b>
<i>Absolute Priority and Competitive Priorities 1 &amp; 2</i>					
<u>Theme: Reframing Mass Violence: Social Memory and Social Justice</u>					p.34
4. Summer Teacher Training Institutes					
- Migrations and Cultural Change in Africa:				\$ 3,500	
- Taking Action in the Global South: Trends in Social				\$ 3,500	
<i>Absolute Priority and Competitive Priorities 1 &amp; 2</i>					
<b>Total Personnel</b>	<b>\$ 94,125</b>	<b>\$ 93,604</b>	<b>\$ 95,112</b>	<b>\$ 97,650</b>	
<b>II. Fringe benefits</b>					
a. Academic Fringe @ 33.8%	\$ 31,814	\$ 31,638	\$ 32,148	\$ 33,006	
<b>Total Fringe</b>	<b>\$ 31,814</b>	<b>\$ 31,638</b>	<b>\$ 32,148</b>	<b>\$ 33,006</b>	
<b>III. Travel</b>					
<b>a. International</b>					
Faculty Travel Initiatives					
3 groups @ \$3,000 (Airfare: \$1,500 + per diem)	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	p.36
<b>b. Domestic</b>					
1. Administrative travel: DC Meeting 2014					
Airfare 3 @ \$500					
per diem 3 x 2 days @ \$290	\$ 3,240				
2. Outreach Coordinator to travel to K-14 Educator Conferences					
Mileage/airfare \$300					
Per diem \$250 for 2 days		\$ 800		\$ 800	
<b>Total Travel</b>	<b>\$ 12,240</b>	<b>\$ 9,800</b>	<b>\$ 9,000</b>	<b>\$ 9,800</b>	
<b>IV. Equipment - none requested</b>					
<b>V. Supplies</b>					
<b>a. Library acquisitions</b>	\$ 9,000	\$ 10,500	\$ 9,500	\$ 8,500	p.35
<b>b. LCTL: Teaching Resource Library</b>	\$ 1,345	\$ 982	\$ 1,264	\$ 1,068	p.35
<b>c. Outreach Summer Institutes: Educational Materials</b>	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	p.36
<i>Absolute Priority and Competitive Priorities 1 &amp; 2</i>					
<b>d. African Language Materials Archive</b>		\$ 1,000	\$ 1,000		p.35
<b>Total Supplies</b>	<b>\$ 11,845</b>	<b>\$ 13,982</b>	<b>\$ 13,264</b>	<b>\$ 11,068</b>	

**Budget - African Studies NRC, University of Minnesota**  
**African Studies Initiative**

Item	Year 1: Funds requested	Year 2: Funds requested	Year 3: Funds requested	Year 4: Funds requested	Narrative Page Number
<b>VI. Contractual</b> - none requested					
<b>VII. Construction</b> - none requested					
<b>VIII. Other</b>					
<b>a. Building intellectual strength</b>					
1. <u>Theme: Pluralizing and Deconstructing Africa</u> Workshop & Educator Dialogues <i>Absolute Priority and Competitive Priority 1</i> Capstone/Anchor Event participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem @ \$200 per day Speaker Fee 6 @ \$200	\$ 8,000	\$ 5,000			p.32
2. <u>Theme: Geographies of Disparity in Africa: Public Health</u> Workshop & Educator Dialogues <i>Absolute Priority and Competitive Priority 1</i> Capstone/Anchor Event participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem @ \$200 per day Speaker Fee 6 @ \$200	\$ 5,000	\$ 8,000			p.32
3. <u>Theme: Food and the Green Revolution in Africa</u> Workshop & Educator Dialogues <i>Absolute Priority and Competitive Priority 1</i> Capstone/Anchor Event participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem @ \$200 per day Speaker Fee 6 @ \$200				\$ 4,000	p.32
4. <u>Theme: Reframing Mass Violence: Social Memory and Social Justice</u> Workshop & Educator Dialogues <i>Absolute Priority and Competitive Priority 1</i> Colloquia /Symposia Capstone/Anchor Event participant air fare 2 international @ \$1,000 participant air fare 4 domestic @ \$500 participant lodging & per diem @ \$200 per day Speaker Fee 6 @ \$200			\$ 5,000	\$ 8,500	p.33
5. Indigeneity and the Global: Lectures Series in Collaboration with Tribal Colleges <i>Absolute Priority and Competitive Priority 1</i>	\$ 2,000	\$ 2,000	\$ 2,000	\$ 1,000	p.34

**Budget - African Studies NRC, University of Minnesota  
African Studies Initiative**

<b>Item</b>	<b>Year 1: Funds requested</b>	<b>Year 2: Funds requested</b>	<b>Year 3: Funds requested</b>	<b>Year 4: Funds requested</b>	<b>Narrative Page Number</b>
<b>b. Outreach projects</b>					
1.K-12 /Community College Educators Training Stipends for Summer Institutes and Educator Dialogues Educator Access Stipends @ \$500 <i>Absolute Priority and Competitive Priority 1</i>	\$ 3,000	\$ 4,000	\$ 4,000	\$ 3,000	p.34
2. LCTL Access Scholarships for K-14 Language Teachers to attend CARLA workshops	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	p.34
3. Production of Web based K-14 Teaching Resources <i>Absolute Priority and Competitive Priority 1</i>	\$ 2,500	\$ 2,500	\$ 2,000	\$ 2,500	p.34
4. African Studies Outreach Council Collaboration Educator Workshop @ ASA meeting Educator Workshop @ NCSS National Children's Africana Book Award <i>Absolute Priority</i>	\$ 350 \$ 350 \$ 350	p.34			
<b>Total Other</b>	<b>\$ 24,050</b>	<b>\$ 25,050</b>	<b>\$ 24,550</b>	<b>\$ 22,550</b>	
<b>Total project</b>	<b>\$ 174,074</b>	<b>\$ 174,074</b>	<b>\$ 174,074</b>	<b>\$ 174,074</b>	
<b>Indirect cost @ 8%</b>	<b>\$ 13,926</b>	<b>\$ 13,926</b>	<b>\$ 13,926</b>	<b>\$ 13,926</b>	
<b>Total - NRC</b>	<b>\$ 188,000</b>	<b>\$ 188,000</b>	<b>\$ 188,000</b>	<b>\$ 188,000</b>	
<b>FLAS Fellowships</b>					
5 Academic Year Graduate Student Fellowships 5 Subsistence Allowances @ \$15,000 5 Tuition/Fee Allowances @ \$18,000 <i>FLAS Competitive Priority 1&amp;2</i>	\$ 75,000 \$ 90,000	\$ 75,000 \$ 90,000	\$ 75,000 \$ 90,000	\$ 75,000 \$ 90,000	
2 Academic Year Undergraduate Fellowships 2 Subsistence Allowances @ \$5,000 2 Tuition/Fee Allowances @ \$10,000 <i>FLAS Competitive Priority 1&amp;2</i>	\$ 10,000 \$ 20,000	\$ 10,000 \$ 20,000	\$ 10,000 \$ 20,000	\$ 10,000 \$ 20,000	
4 Summer Fellowships 4 Subsistence Allowances @ \$2,500 4 Tuition/Fee Allowances @ \$5,000 <i>FLAS Competitive Priority 1&amp;2</i>	\$ 10,000 \$ 20,000	\$ 10,000 \$ 20,000	\$ 10,000 \$ 20,000	\$ 10,000 \$ 20,000	
<b>Total FLAS Fellowships</b>	<b>\$ 225,000</b>	<b>\$ 225,000</b>	<b>\$ 225,000</b>	<b>\$ 225,000</b>	
<b>Total NRC &amp; FLAS</b>	<b>\$ 413,000</b>	<b>\$ 413,000</b>	<b>\$ 413,000</b>	<b>\$ 413,000</b>	

Budget - African NRC, University of Minnesota  
UMN Matching Funds

Item	Year 1: 2014-15			Year 2: 2015-16			Year 3: 2016-17			Year 4: 2017-18		
	CLA	Provost	OIP	CLA	Provost	OIP	CLA	Provost	OIP	CLA	Provost	OIP
<b>I. Personnel</b>												
<b>a. Administrative</b>												
1. Center director: Prof. Dr. Shaden Tageldin	\$ 18,549			\$ 19,106			\$ 19,679			\$ 20,269		
2. Program Coordinator	\$ 27,000			\$ 27,810			\$ 28,644			\$ 29,504		
3. FLAS Coordinator	\$ 13,500			\$ 13,905			\$ 14,322			\$ 14,752		
<b>b. Language Projects</b>												
1. African Summer Intensive Courses Somali, Swahili, Arabic, Portuguese 2. SCALI Collaboration	No matching requested											
3. Articulation for 3rd Yr. Heritage-Non-Heritage tracks for Somali												
4. Articulation from 3rd to 4th Yr. Arabic												
5. CBY: Arabic Culture and History												
6. Teaching Material development for Somali (all levels), Swahili (Advanced), and Arabic (Advanced)												
7. Somali for Health Care Professionals												
<b>c. Curriculum Development Projects</b>												
Themes:	No matching requested											
1. Pluralizing and Deconstructing Africa												
2. Geographies of Disparity, Public Health												
3. Food and the Green Revolution in Africa												
4. reframing Mass Violence: Social Memory and Social Justice												
<b>d. Outreach Projects</b>												
1. Outreach Coordinator	\$ 6,750		\$ 6,750	\$ 6,953		\$ 6,953	\$ 7,161		\$ 7,161	\$ 7,376		\$ 7,376
2. Summer Teacher Training Institutes	no matching requested											
<b>Total Personnel</b>												
<b>II. Fringe Benefits</b>												
b. Academic Fringe @ 33.8%	\$ 15,396	\$ 6,845	\$ 2,282	\$ 15,857	\$ 7,050	\$ 2,350	\$ 16,333	\$ 7,261	\$ 2,420	\$ 16,823	\$ 7,479	\$ 2,493
<b>Total Fringe</b>												
<b>III. Travel</b>												
a. International			\$ 4,000			\$ 4,000			\$ 4,000			\$ 4,000
1. Faculty travel initiatives (GFSA)												
b. Domestic												
1. Administrative travel	no matching requested											
<b>Total Travel</b>			\$ 4,000			\$ 4,000			\$ 4,000			\$ 4,000
<b>IV. Equipment</b>	no matching requested											
<b>V. Supplies</b>	no matching requested											
<b>VI. Contractual</b>	no matching requested											
<b>VII. Construction</b>	no matching requested											
<b>VIII. Other</b>												
a. Building intellectual strength Faculty Working Groups, Symposia, workshops	\$ 905	\$ 16,968		\$ 92	\$ 16,697		\$ 15,675		\$ 15,524			\$ 15,524
b. Outreach projects Professional Development: UMN LCTL Instructors		\$ 4,000			\$ 4,000		\$ 4,000		\$ 4,000			\$ 4,000
c. Access Stipends for MSI Educators/21st C. Schools	\$ 2,000			\$ 2,000			\$ 1,256	\$ 744		\$ 393	\$ 1,607	
<b>Total Project</b>	\$ 60,945	\$ 30,000	\$ -4,000	\$ 62,773	\$ 30,000	\$ 4,000	\$ 64,656	\$ 30,000	\$ 4,000	\$ 66,596	\$ 30,000	\$ 4,000

# UNIVERSITY OF MINNESOTA

*Office of the Senior Vice President  
for Academic Affairs and Provost*

234 Morrill Hall  
100 Church Street S.E.  
Minneapolis, MN 55455-0110  
Office: 612-625-0051  
Fax: 612-624-3814

June 20, 2014

TO: Prof. Shaden Tageldin

FROM: Karen Hanson, Senior Vice President for Academic Affairs and Provost



RE: University Contribution in Support of Proposal for NRC/FLAS in International Studies

I am pleased to confirm the University of Minnesota's commitment of funds to support the proposal of the African Studies Initiative to the US Department of Education for funding as a National Resource Center in African Studies as well as for Foreign Language and Area Studies Fellowships under the Department's Title VI program. Pending the award of the grant, the University funds will be provided over four years as follows:

<b>Source of Funding</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>Total</b>
CLA	\$60,945	\$62,773	\$64,656	\$66,596	<b>\$254,970</b>
OVPR	\$30,000	\$30,000	\$30,000	\$30,000	<b>\$120,000</b>
Provost	\$30,000	\$30,000	\$30,000	\$30,000	<b>\$120,000</b>
GPS-Alliance	\$4,000	\$4,000	\$4,000	\$4,000	<b>\$16,000</b>
<b>Total</b>	<b>\$124,945</b>	<b>\$126,773</b>	<b>\$128,656</b>	<b>\$130,596</b>	<b>\$510,970</b>

The University looks forward with enthusiasm to the development of the projects described in the proposal and expects that these projects will have a significant impact on our students and faculty.



## Office of the President

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June 20, 2014

Dear Dr. Davidheiser,

Leech Lake Tribal College is pleased to collaborate with the Title VI National Resource Centers housed in the Institute for Global Studies. As a Title III institution, we have found our partnership with IGS to be successful and look forward to continued and sustained activities such as the Speaker Series planned for faculty meetings at Leech Lake Tribal College. Such activities will help incorporate international issues of indigenous identity into the curriculum for our students.

*Donald R. Day*  
Dr. Don Day, President  
Leech Lake Tribal College



June 20, 2014

Dear Dr. Davidheiser;

Minnesota West Community and Technical College is pleased to collaborate with the Title VI National Resource Centers housed in the Institute for Global Studies. As a Community College, we look forward to continued and sustained activities such as the Articulation Workshop series planned for the next four years of the grant cycle. Such activities will help incorporate international issues into the curriculum for our students and better prepare our students for transferring credits.

Sincerely,

A handwritten signature in black ink that reads "Richard G. Shrubbs".

Richard G. Shrubbs, Ph.D  
President

RGS/si

## **Section 427 of the GEPA**

“The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.”

The African Studies Initiative (ASI) takes seriously the University’s commitment to diversity and non-discriminatory employment practices. ASI embraces all University policies regarding non-discrimination. Search committees for all positions are carefully designed to be gender-balanced and to have strong representation of ethnic and racial minorities. For all faculty and professional positions, the committee’s composition must be approved by the institution’s EEO officer before the search can begin. The chair of the committee develops a job description which is reviewed to ensure that it is neutral in terms of gender, race, ethnicity, and sexual orientation. Plans for advertising the position opening must also be approved to ensure that EEO goals are considered. Targeted publication of the position announcement in specialized publications and other media outlets (including electronic outlets) serving ethnic and racial minorities as well as women is required. Whenever possible, individuals from underrepresented populations are contacted personally and encouraged to apply. ASI works with CLA human resources to ensure that the pool of candidates is as racially, ethnically, and gender diverse as possible. The search committee then reviews all applications and selects a group of candidates for interviews. All applications from protected populations receive special review, and if any member of these groups is not chosen for an interview, ASI documents the reasons for exclusion. A key component of the interview is a discussion of the candidate’s commitment to diversity. If the candidate selected is not a member of a protected group, written justification must accompany ASI’ request to extend an offer of employment.

All classes offered at UMN must comply with University policy requiring reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. The Disability Services Center assists in ensuring equal access for students with disabilities by documenting disabilities and providing or arranging reasonable accommodations, academic adjustments, auxiliary aids and services, training, consultation, and technical assistance.

To increase study abroad participation among historically underrepresented groups, the Learning Abroad Center at UMN has established the Accessibility Abroad program for students with disabilities, the Multiculturalism Abroad program for students of color, and GLBT Abroad program to encourage participation regardless of sexual orientation. The first program has developed a comprehensive list of sites abroad with access for the disabled. All three programs provide special advising to encourage students to embark on learning abroad programs and to counsel them on how to manage the special challenges that they may encounter abroad.

All on and off campus outreach programs sponsored by ASI must be accessible and provide reasonable accommodations for disabled participants. Furthermore, ASI develops outreach programs specifically targeted for teachers in minority serving institutions, such as Title III institutions, community colleges, tribal colleges, and 21<sup>st</sup> Century Schools.

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

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

**APPLICATION TYPE**

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



## 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*

The African Studies Initiative has processes in place to ensure that the activities of the center reflect diverse perspectives and encourage debate about significant issues in international studies. Beginning with the planning process for activities to be funded by the grant, continuing through execution of those activities, and finishing with the evaluation of activities by participants, the center encourages the expression of a range of views and active engagement in respectful debate about issues of national significance.

The planning process for the activities proposed in chapter 8 begins with an announcement to faculty across the University, inviting them to participate project planning. The NRC Director and the Assistant Dean for International Programs convene groups of faculty that encourage broad participation without exclusion. As planning continues, themes emerge that become the focus of funded activities. These activities are developed by faculty teams which include a range of approaches. The workshops, symposia, and conferences that develop these themes and build intellectual community bring guest scholars and practitioners to campus with expertise and perspectives not available in our own institution. While it is impractical to have every view represented at every event, over the course of the project diversity is developed. Moreover, at every event, debate is encouraged through question and answer sessions, which ensure that debate over the perspective presented is possible. On particularly contentious issues, ASI develops faculty reading groups under the broad label *Difficult Dialogues*. These groups bring together faculty with divergent views on issues to read relevant texts and discuss divergent perspectives in a respectful and collegial manner. The groups are not designed to alter perspectives but rather to create the space to explore these differences and to maintain open debate.

The processes that ensure that diverse perspectives are included in the building of intellectual community also contribute to the development of new curriculum. From the activities just described come new components for the University curriculum that reflect the development of the community and the input of visitors. Curricula are constructed to familiarize students with significant positions in the debates on the issues examined. Equivalent processes are in place in the development and delivery of outreach programs. In addition, center outreach programs link community groups with university experts in dialogues that bring perspectives of these communities into the conversation, thus further expanding the diversity of perspectives presented.

Finally, the emphasis on funded activities which support the teaching of less commonly taught languages results in student access to perspectives not available in the English language alone, again expanding the diversity of perspectives to which our students are exposed.

- 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.

To “encourage government service in areas of national need...as well as in areas of need in the education, business, and nonprofit sectors” ASI will collaborate with career offices across UMN to recruit LCTL students as well as students who have developed international expertise through the programs supported by the center. Given the critical African languages offered at UMN and the carefully developed thematic foci of our activities (see chapter 8), our students have ample opportunity to develop skills that address national needs as identified by the Secretary of Education. Moreover, the FLAS selection process awards competitive priority to those students studying national priority languages at the advanced level and to those student evidencing high probability of pursuing government service.

UMN offers special recruitment strategies designed to channel students with African studies expertise and LCTL competencies into professions identified as areas of national need:

1. Several job fairs across colleges are held on campus each year. The UMN Jobs and Internship fair is the largest attracting over 200 local, national and international employers including a large number of government agencies and nonprofit sectors. Students, alumni and employers have access to listings of job fairs on the UMN Career Services website.
2. Students and alumni have access to prospective employers, internships and volunteer organizations by registering for GoldPASS, an online job-posting site that also includes a section for employers seeking qualified individuals for open positions in their companies and organizations. In addition to COM, the Law School, HHH and the School for Public Health all have their own job-listing websites.
3. Employers from all sectors organize independent visits to campus on a regular basis and are encouraged to contact Career Services to arrange focused meetings with small groups of students.
4. Government agencies plan annual visits to both HHH and the Law School, to recruit students with special expertise in public policy and law.
5. CEHD houses a career services office and a website supporting the recruitment and hiring of students for positions in education throughout the state.

To ensure that students benefiting from ASI programs will be employer’s top recruiting prospects, ASI will employ the following strategies:

1. Recruitment in African LCTL classes
2. Recruitment in advanced African studies classes
3. Recruitment of students to apply for African FLAS fellowships
4. Encouragement of study abroad opportunities in Africa
5. Special career preparatory workshops that focus on resume writing and interview skills, focusing on the presentation of language and African studies expertise for prospective employers
6. Including links to job opportunities in areas of national need on the ASI web site.

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: Regents of the University of Minnesota, Institute for Global Studies

Name/Title of Authorized Representative (Printed): David Hagen

Title: Associate Director

Telephone: 612-624-5599

Signature:

Handwritten signature of David Hagen in cursive script.

E-mail: [awards@umn.edu](mailto:awards@umn.edu)

Date: 6/25/14

**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 	TITLE Associate Director
APPLICANT ORGANIZATION Regents of the University of Minnesota	DATE SUBMITTED 6/25/14

## 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	
Regents of the University of Minnesota	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="David"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Hagen"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Associate Director"/>	
* SIGNATURE: <input type="text" value="David Hagen"/>	* DATE: <input type="text" value="6/25/14"/>



## Commonly Used Acronyms

AA&AS	African American & African Studies
ACTFL	American Council on the Teaching of Foreign Languages
AHC	Academic Health Center
ALL	Asian Languages & Literatures
CARLA	Center for Advanced Research on Language Acquisition
CD	College of Design
CEHD	College of Education and Human Development
CFANS	College of Agriculture and Natural Sciences
CHGS	Center for Holocaust and Genocide Studies
CIBER	Center for International Business Education & Research
CIC	Committee on Institutional Cooperation (Big Ten + Uchicago)
CLA	College of Liberal Arts
CSA	Consortium for the Study of the Asias
CSE	College of Science and Engineering
CSOM	Carlson School of Management
CTL	Center for Teaching and Learning
DGS	Director of Graduate Study
DUS	Director of Undergraduate Study
FLAC	Foreign Language Across the Curriculum
FLAS	Foreign Language and Area Studies (fellowship)
GLOS	Global Studies
GPS-A	Global Programs & Strategy Alliance
HHH	Hubert H. Humphrey Institute for Public Affairs
HRP	Human Rights Program
ICGC	Interdisciplinary Center for the Study of Global Change
IGS	Institute for Global studies
LAC	Learning Abroad Center
LC	Language Center
LCTL	Less Commonly Taught Language
LPE	Language Proficiency Exam
MCTL	More Commonly Taught Language
MSI	Minority Serving Institution
NLRC	National Language Resource Center
NRC	National Resource Center
OVPR	Office of the Vice Provost for Research
SLO	Student Learning Outcome
SPH	School of Public Health
UMN	University of Minnesota
UROP	Undergraduate Research Opportunities Program
US/ED	United States Department of Education

**University of Minnesota  
African Studies NRC & FLAS  
African Studies Initiative**

*Abstract*

The African Studies Initiative (ASI) was founded in 2012 to foster collaboration across disparate/diffuse UMN units with strength in African studies. These include a unique program in Somali language and culture, the department of African American & African Studies, the Institute for Global Studies, the Human Rights Program, the Interdisciplinary Center for the Study of Global Change (ICGC), collaborative programs with Moroccan academic institutions working in the areas of agriculture and development, and extensive curricular and research projects in the fields of public health and family medicine. ASI provides a structure in which faculty engage in conversations across disparate disciplines and methodologies to explore themes such as global health and food security, migration and cultural production, and human rights and mass atrocities. ASI offers instruction in Arabic, Portuguese, Somali, and Swahili on the UMN campus and 20 additional African languages through CIC CourseShare.

As a relatively new center, ASI has the opportunity to launch new programs that will have a clear and significant impact on our faculty and students. The return on investment will be much greater than if projects were developed at the margins. To build new strengths ASI proposes the following activities.

ASI will build new intellectual strength by linking African studies to areas where UMN claim significant interdisciplinary capacity. Symposia, curriculum development, and outreach are centered on the following themes:

<b>Project Theme: Global Asia: Rethinking the African Studies Curriculum</b>				
*Undergraduate Certificate in African Studies		* New Arabic Studies Subplan		
*Strengthened Graduate Minor in African Studies		*Certificate in Translation & Interpretation		
<b>Pluralizing &amp; Deconstructing Africa</b>	<b>Geographies of Disparity: Public Health</b>	<b>Food &amp; the Green Revolution in Africa</b>	<b>Mass Violence: Social Memory &amp; Social Justice</b>	<b>Communication across Borders: Translation &amp; Interpretation</b>
3 new courses 2 educator institutes	3 new courses 4 new med. modules 1 educator institute	3 new courses 2 educator institutes	2 new courses 2 educator institute	4 new courses

ASI also proposes a series of language projects designed to expand and enhance LCTL instruction:

- African language summer intensive courses
- Collaboration with SCALI
- CBI in Arabic
- Articulation heritage/non-heritage Somali program
- Development of new materials for LCTL courses

Through these activities ASI addresses the competitive priorities announced by the US Department of Education by strengthening an existing collaboration with Leech Lake Tribal College (MSI) and expanding this collaboration to other MSIs; by strengthening an existing collaboration with Riverland Community College to develop articulation agreements and expanding this collaboration to other Community Colleges; and by collaborating with UMN's College of Education and Human Development to offer workshops for pre-service teachers, LCTL training, and educator institutes.

ASI requests funding for 5 AY graduate FLAS fellowships, 2 AY undergraduate FLAS fellowships, and 4 summer FLAS fellowships. ASI responds to FLAS competitive priorities by committing to include student financial need and student intent to study a priority language in awarding fellowships. Because all of the center languages are designated as serving a national need, ASI anticipates that nearly 100% of awards will meet this criterion.

CSA has developed a comprehensive evaluation plan to assess the impact of these activities on achieving project goals that include

- New competencies in African studies
- Enhanced African studies content in UMN curriculum
- Enhanced African studies content educator outreach
- Enhanced instruction of priority LCTLs
- Improved cadre of advanced level speakers of priority LCTLs

## Chapter One: Commitment to Subject Area

As a land grant university redefining its role for the 21<sup>st</sup> century, the University of Minnesota has articulated a strong commitment to international education. For decades, engagement with Africa has played an integral role in these efforts. This engagement is captured by the depth of expertise in the College of Liberal Arts (CLA), the College of Food, Agriculture, and Natural Resource Sciences (CFANS) and in the Academic Health Center (AHC). The African Studies Initiative (ASI) was founded in 2012 to leverage these disparate programs and to establish a mechanism that fosters collaboration amongst faculty from a diversity of departments and professional schools, to redesign curriculum, and to enhance the visibility of Minnesota's deep expertise in African studies to audiences beyond the University. For this Title VI NRC proposal, the project director, Professor Shaden Tageldin (app.II,p.7), initiated a year-long series of conversations among faculty and staff across the University on the instructional and scholarly activities and programs in African Studies that would complement and build on our current strengths and that will help us to create new curricula and enhance outreach activities in the area of African studies, producing graduates with deeper area expertise. The innovative institution-building projects in our proposed plan of action for the coming four years (as described in Chapter 8) will significantly enhance the University's capacity in African studies.

**1.A Institutional Support:** UMN's recognition of the importance of ASI's mission is reflected in the direct support it receives. (See table 1.1) In addition to these financial resources, institutional commitment to African Studies is evident in the number of faculty and instructors at UMN who specialize in African area studies and languages. 46 specialized individuals form the core ASI faculty, while an additional 177 contribute to the programs. These faculty members are drawn from 52 different disciplines across 10 colleges. The UMN Libraries include extensive holdings

that support African studies (see below ch.5), and UMN maintains collaborative and exchange programs with 29 institutions in 10 African countries. In addition, as a land grant institution, UMN invests considerable resources in outreach, to make African expertise available to broader communities (see below chapter 7). UMN has committed an additional \$510,970 to ASI if this proposal is successful

Area	Salaries	Student Support	Faculty Initiatives Support	Other
ASI Direct Funding (excluding external funding sources)	\$755,338	\$198,000	\$36,000	\$44,526
Teaching Staff				
Non-Language	\$3,608,994		\$158,000	
Language	\$1,289,287		\$59,000	
Library Resources	\$261,670			\$37,000
Language Center	\$900,000		\$150,487	\$100,000
International Linkages (29 in Africa)			\$150,000	
Outreach	\$60,774		\$27,000	
GPS-Alliance (includes LAC & ISSS)	\$6,650,000	\$86,638	\$264,000	
<b>TOTAL</b>	<b>\$13,526,063</b>	<b>\$284,638</b>	<b>\$844,487</b>	<b>\$181,526</b>

**1.B Student Support:** As a major teaching and research university, providing support for undergraduate and graduate students is essential to attracting the very best students and keeping higher education affordable. In 2012-13, UMN’s budget for undergraduate student scholarship support exceeded \$140 million, and 72% of students received some form of financial support. The list of scholarships supporting study abroad in Africa illustrates the opportunities available to students (see table 1.2).

Billman Family International Scholarship Fund	Kathryn E. Sullivan Scholarships for Study Abroad
Dunn Peace Research Fellowships	Student Project for Amity Among Nations (SPAN)
Fulbright Scholarships	Study Abroad Scholarship
Glen L. Hendricks International Study Fund	The Alliance for Global Education
Global Spotlight Scholarship	UMN Diversity Scholarship
International Thesis Research Grants	Undergraduate Research Opportunity Program
Joshua Haglund Memorial Peace Scholarship	Upper Midwest Human Rights Fellowship Program

Support for graduate students is equally strong. Typically, graduate students at the MA level receive two to three years of support, while students pursuing a PhD receive five years of

support. For graduate students, the bulk of support comes in the form of teaching and research assistantships (72.9% in FY13) and fellowships (16.8%), totaling an estimated support of \$9.1 million in assistantships and \$2.1 million in fellowships. ICGC has been a particularly strong source of support for graduate students pursuing African Studies, awarding approximately \$200,000 in graduate student support each year. Additional fellowship opportunities that have been used by students in African studies are listed in Table 1.3.

Graduate School Fellowships	Global Spotlight Grant	Mark and Judy Yudof Fellowships
Departmental Endowed Fellowships	Graduate Humanities Fellowships	NSEP David L. Boren Fellowships
Doctoral Dissertation Fellowships	Judd International Fellowships	Smith International Graduate Fellowships
Dunn Peace Research Fellowships	Leonard Memorial Fellowships	Stanwood Johnson Fellowships
Education Opportunity Fellows	Louis T. Dosdall Fellowships	Thomas F. Wallace Fellowships
Fulbright Program	MacArthur Fellowships	

## **Chapter Two: Quality of Curriculum Design**

**2A.i. Curriculum Design (Undergraduate):** This strong UMN commitment to the study of Africa is reflected in the range of degrees and concentrations that incorporate content supported by ASI. These are offered across a number of departments and colleges at UMN particularly in CLA and CFANS. The **College of Liberal Arts** is UMN's largest college with a 2012-13 enrollment of 15,690 and 3,833 degrees earned. CLA's 33 departments offer more than 60 undergraduate degrees in the social sciences, arts and humanities. Three units provide curriculum specifically designed to further training in African studies. The undergraduate major in **African American & African Studies**, housed in the department of the same name, provides students with a systematic understanding of the cultural and historical experiences of African peoples and peoples of the African Diaspora by emphasizing five areas of concentration of the African World: Literature and Arts, Histories and Historiography, Social and Behavioral Science Perspectives, the African Continent, and the African Diaspora. Combined with language training and learning abroad opportunities, these areas of concentration integrate the global study of African peoples

by engaging students inside and outside the classroom and by teaching the tools of inquiry from the liberal arts disciplines. Currently AA&AS has 41 majors and minors. The **Global Studies** (GLOS) major offers students another opportunity to focus on African studies. GLOS majors choose both a thematic concentration (Global Cultural Analysis; Environment and Sustainable Development; Human Rights; Global Political Economy; Population, Migration, and Identity) and a regional concentration to develop deeper area expertise. For the latter, students may elect an African Regional Concentration. Students complete a minimum of twelve area studies credits focusing on the region paired with at least four semesters of region specific language at the university level. GLOS majors must complete an experiential learning requirement, which 90% of the majors fulfill through a semester or year-long study abroad program. Numerous opportunities for internships or service learning enhance the experience abroad and deepen students' facility with the language and culture of the region. Finally, students complete a senior project, most often a research paper incorporating elements of their thematic and area studies concentrations. During spring 2014, 49 students (or 15% of all GLOS students) were pursuing a major in GLOS with an African concentration. The Department of Spanish & Portuguese houses the **Program in Portuguese Studies**, which is one of the few programs in the nation to emphasize the historical and cultural interconnections that have shaped the development of the Portuguese-speaking world. The program pays particular attention to the experience of colonialism and slavery that are at the root of modernity. The Portuguese studies track offers rich opportunities for study of Lusophone Africa (Angola, Mozambique, Cape Verde, Guinea-Bissau, São Tomé and Príncipe) and encourages students to take courses in AA&AS as well. ASI also supports the incorporation of significant African content into majors in History, Geography, Political Science, and CFANS. **History** majors may pursue a concentration in

Africa, with courses evidencing a geographic and chronological breadth coupled with three upper division courses that unify a theme, world area, and historical period. The rich course offerings in African history (see ch.3) make this major particularly well suited to students with an interest in African studies. 4 of the 5 tracks of the **Geography** major allow students to develop African regional expertise linked to a broader thematic focus: Urban Worlds, Environmental Systems, Environment & Society, Regional Analysis, and Globalization & Uneven Development. All tracks require students to study the interconnectedness between the local, the national and the global by incorporating place-based concentrations, including Africa. The capstone project incorporates the student's regional concentration. **Political Science** offers two options for students interested in linking deep study of Africa with broader course work: concentrations in international relations or comparative politics. These subfields incorporate significant regional content into the curriculum (e.g., POL4478 or POL4487). The major requires a significant capstone project, usually a 20-30 page senior paper.

Outside of CLA, **CFANS** offers significant African studies opportunities. CFANS has 1,800 undergraduate students in 16 majors and 26 minors. Food and agricultural systems are inherently international in nature as is the interdependence of environmental systems. Thus CFANS students are strongly encouraged to incorporate an international experience during their academic degree program, and they have the option to minor in International Agriculture. The minor is structured to include a general overview of international agriculture, followed by area, culture, or language studies, and an international experience through study abroad. Minnesota Studies in International Development (MSID) programs in Kenya or Senegal provide particularly rich opportunities. CFANS makes travel grants for overseas experience available through the Academic Enrichment Program. **The MAST Experience Abroad (MEA)** program is an

international agricultural exchange program in CFANS providing practical and academic training in international agricultural and horticultural production. In Africa, MEA students may take advantage of 50 years of linkages between CFANS and agricultural institutions in Morocco. An additional opportunity for CFANS students is offered by the **International Trade and Development** track in the Applied Economics department, which also requires a regional concentration.

**2.A.ii Undergraduate Language Requirement** All undergraduate students in CLA are required to demonstrate knowledge equivalent to four college-level semesters of a second language through an independently administered Language Proficiency Exam (LPE). For African languages, students must reach a language proficiency equivalent to the ACTFL intermediate low criteria in speaking and writing and intermediate mid in listening and reading to fulfill the CLA requirement. The Global Studies language requirement goes beyond that of CLA. To encourage students to reach higher levels of proficiency or to move to a less commonly taught language, majors may not “test out” of the language requirement, and more than 50% of GLOS students complete at least six semesters of language study.

**2.A.iii. Curriculum Design (Graduate):** Graduate and professional degree programs at UMN offer a wide range of opportunities to develop expertise in African studies. In CLA the most concentrated African studies graduate coursework can be found in **Anthropology, Geography, History, and Sociology** (see below, table 3.1 p. 12), and these departments have particularly strong cohorts of graduate students who focus on Africa. MA and PhD candidates in these fields may connect strong disciplinary training with in depth regional expertise through African area studies courses. While precise requirements vary across disciplines, all require supporting coursework outside of the home department, allowing students to draw on area expertise from a

number of complementary disciplines. Each of these graduate programs requires proficiency in at least one foreign language related to the student's regional specialization. The humanities graduate programs in **Lusophone Literatures and Cultures** as well as programs in **English and French** provide an opportunity for students to focus course work and research on Africa through a focus on post-colonial literature with degrees at both the MA and PhD level offered. Graduate programs in the humanities, such as these, require proficiency in at least two languages.

Many of UMN's greatest strengths in the field of African Studies are housed in the professional schools. The **Humphrey Institute of Public Affairs (HHH)** offers students a concentration in Global Public Policy as part of the Masters of Public Administration or a Masters of Development Practice. Course work focuses on international development, conflict, cross-cultural communication, international economic policy, and the management of international organizations. Within each program, students elect a regional focus, including a focus on an African region (e.g., N. Africa, sub-Saharan Africa). The MDP requires students to complete an internship in an appropriate location abroad. **CFANS** students pursuing MAs or PhDs in Agronomy, Conservation Biology, Development & Trade Economics, and Natural Resource Science & Management complete supporting program coursework in African studies before pursuing field work in a number of African locations including Morocco, Ghana, South Africa, Tanzania, and Uganda. **CFANS** also offers the Peace Corps Master's International program, which allows students to link one year of course work to a subsequent two year Peace Corps experience to earn an MA. Students complete academic work while engaged with the Peace Corps, ensuring that experiential learning is linked to rigorous curriculum. Similarly in **CEHD**, the MA and PhD in Comparative & International Development Studies (CIDE) explore the relationship between education and development in specific world regions. The CIDE program is

a leader in the field in International Education, including intercultural education with a focus on Africa. Courses provide historical and comparative perspectives on educational policies in Africa and the United States. Particular strengths of this curriculum focus on East African youth and operate in close connection with UMN’s Somali language program.

Finally the **AHC** offers multiple opportunities for concentration on Africa. The International Medical Education and Research Program allows medical students to pursue a summer abroad between their first and second years, including sites in Africa where medical school faculty conduct research. Electives in subsequent years allow students to develop expertise in Global Health, Infectious Disease, and Tropical Medicine. Family Medicine and Community Health is also global in its approach and offers a concentration in Global Pediatrics that is based in clinical work in East Africa. The School of Public Health offers a concentration in Global Public Health for MPH students and explores the relationships between health, environment, politics, culture and economic pressures. The concentration requires students to ground study in a particular region through a significant experience abroad (usually a summer).

A number of interdisciplinary programs provide a forum for graduate students from across these colleges to form cohorts around shared thematic and regional foci.

<b>Table 2.1: Cross College Graduate Minor Programs (All available at the MA and PhD level)</b>
<p><b>Studies in Africa &amp; the African Diaspora</b> (housed in AA&amp;AS)</p> <ul style="list-style-type: none"> <li>-Focus: A structured graduate curriculum that offers a systematic understanding of the contemporary and historical experiences of peoples of Africa and of the African diaspora</li> <li>-Must complete requirements of degree program plus one core course (AFRO5101) and 2 (MA) or 4 (PhD) approved courses</li> <li>- Draws on courses from social sciences &amp; humanities</li> </ul> <p><b>Development Studies/Social Change</b> (housed in ICGC)</p> <ul style="list-style-type: none"> <li>-Focuses on the social basis of change in the developing world</li> <li>-Must complete requirements of degree program plus 3 designated graduate-level program courses</li> <li>-Draws on courses from social sciences, humanities, and biological sciences</li> </ul> <p><b>Human Rights</b> (housed in IGS)</p> <ul style="list-style-type: none"> <li>- Interdisciplinary foundation in human rights studies and practical experience in human rights work</li> <li>- 2 common core courses, a relevant internship, and relevant graduate-level courses outside their major field from a designated course list</li> </ul>

**2.A.iv. Graduate language requirement:** CLA requires all students in its graduate programs to show proficiency in one foreign language either through a Foreign Language Certification or through a Certification of Foreign Language Proficiency by a UMN language department. The level of proficiency required is determined by the degree program. CLA graduate programs with African studies concentrations often require proficiency in two languages (e.g., History, Lusophone Studies). Available languages and levels are presented in table 4.1 (p.16).

**2.B.i. Academic and Career Advising:** UMN uses an advising model that provides each undergraduate student comprehensive services throughout their academic career. All students are advised by college-specific advisers (e.g., CLA, CSOM, Honors) when they enter the University and then by a major adviser once they have selected their course of study. Both the major adviser and the college adviser work closely with students to ensure requirements are fulfilled and that students know where and how to access advising on career development. This two pronged approach contributes to a breadth in advising that facilitates the incorporation of area studies concentrations into students' coursework. A set of online resources, including the *Graduation Planner*, helps students determine a path to graduate in four years, and the *Academic Progress Audit System* allows them to see what requirements remain in order to complete their degrees. Graduate advising operates as a mentorship program. Graduate students are advised within their departments by faculty whose expertise aligns with the student's individual career and academic goals. They are first advised by the departmental Director of Graduate Studies (DGS) until the student has determined his/her research focus – usually by the end of the first year – when the student is assigned a faculty mentor. The mentor works with the student to develop a committee that must include at least one member from outside of the department. This requirement allows students to broaden the disciplines with area studies relevance included on

the committee. To ensure strong mentorships, the Graduate School offers workshops for faculty and their advisees on best practices and maintains a list of resources supporting effective graduate advising.

The office of Career Services provides comprehensive advising on major selection, the job search, and the job application process as students prepare for the workforce. These resources include assistance with internship and service learning placements, allowing students to incorporate experiential learning and build their resumes. In a similar vein, students are connected to mentors in professional fields related to their areas of interest. Career Services also supports students in resume writing, job search strategies, and interviewing. These resources are available to alumni as well as current students. In addition to Career Services, major advisers provide career planning support, link current students to alumnae networks, and work in connection with Career Services to provide specialized workshops to students in their department. Career Services and major advisers are particularly proactive in working with students to articulate the benefits of an area focused program including a focus on Africa, making sure that language skills, experience abroad, etc. are incorporated in the student's resume. A new initiative in LAC, *Career Integration*, supports linking experience abroad with career development. (See information on placements below, Ch. 9, p. 46).

**2.B.ii. Research and Study Abroad:** The Learning Abroad Center (LAC) is UMN's central office for student study and research outside of the US. It provides undergraduate and graduate students with advising and administrative support for programs overseas and has established over 300 study abroad programs (32 in Africa) in 80 countries. Programs range in length from three weeks to a full academic year, with many programs led by UMN faculty from a wide range of disciplines. Minnesota is a leader in integrating the experience into the student's major course

work (“curriculum integration”), efforts now known world-wide as “the Minnesota Model.” Through this project the LAC engages faculty and student support staff from every college at the UMN to identify ways for all students, regardless of their major, to study outside of the US. The results of this initiative can be seen in the increase in participation of study abroad generally, and notably in academic disciplines with historically low participation in study abroad. Not only has curriculum integration expanded the breadth of majors represented in study abroad, but between 2006 and 2012 it more than doubled the number of students of color participating (from 185 to 394). LAC’s commitment to expanding access to study abroad is reflected in 2012 data reporting that 452 of the 2118 students studying abroad (21%) were Pell eligible and 530 (or 25%) were first generation college students. In the annual *Open Doors* report on study abroad, UMN routinely ranks in the top three institutions nation-wide in numbers of students studying abroad, and a greater percentage of UMN students complete programs of a semester or longer than do students from other institutions. During the 2012-13 academic year, nearly 30% of UMN undergraduates completed degrees with a study abroad experience. 16% of these students studied in Africa.

Table 2.2 illustrates formal opportunities for study in Africa at the graduate level.

<b>Table 2.2: Sample Opportunities for Graduate and Professional Student Study in Africa</b>	
FLAS Language Fellowships	Intensive Hindi in Bangalore
CFANS Global Food Security	Minnesota Studies in International Development in Kenya or Senegal
ICGC exchange with Univ. of Western Cape	Judd Fellowships for MA & Prof. student work in Africa
MDP International Field Experience	
MPH International Field Experience	

**2.B.iii. Access to other institutions:** Students may earn credit through any of the 32 approved study abroad programs located in Africa. UMN runs several programs that offer opportunities for intensive language study and that are articulated with the language programs on the Twin Cities campus. These include Fez, Morocco for Arabic; Nairobi, Kenya for Swahili; and Arusha, Tanzania for Swahili. Of the 32 total approved programs in Africa, 16 are UMN sponsored

programs, the remaining 16 are offered through other institutions. While the majority of these programs include significant language instruction, opportunities for intensive language instruction during summer in the US are also provided, including the Summer Cooperative African Language Institute. Because UMN African language faculty teach in this program, students may move easily into higher levels of language during the academic year.

**Chapter Three: Quality of the Non-Language Instructional Program**

**3.A. Course Offerings in Disciplines:** Appendix I illustrates that courses with African content are broadly distributed across degree offerings at UMN. Students have access to a total of 658 non-language courses with material exceeding 25% African content, available in 8 colleges and in 61 disciplines in the professional schools, the humanities, arts, sciences, and the social sciences. Table 3.1 indicates the breadth of departments in which African courses are available for all UMN students through CLA.

	<b>Total</b>	<b>UG</b>	<b>Grad</b>		<b>Total</b>	<b>UG</b>	<b>Grad</b>
AA&AS	61	45	16	Gender Studies	8	7	1
American Studies	5	4	1	GLBT	1	1	
Anthropology	25	16	9	Global Studies	34	32	2
Art/Art History	15	10	5	Jewish Studies	5	5	
Classical & Near Eastern Stud.	4	4		Journalism	4	2	2
Communications	9	6	3	Linguistics	10	6	4
Cultural Studies/Comp Lit	14	13	1	Music	6	4	2
Dance	14	12	2	History	55	36	19
Development Studies & Social Change	4		4	Portuguese Lit & Cult	9	7	2
Economics	27	17	10	Religious Studies	9	8	1
English	16	13	3	Sociology	14	12	2
French	12	9	3	Urban Studies	4	3	1
Geography	24	13	11	<b>Total CLA Courses:</b>	<b>389</b>	<b>285</b>	<b>104</b>

**3.A.i. Course Offerings in Professional Schools:** UMN is well positioned to provide strong opportunities in African studies to students in the professional schools given the concentration of professional programs on a single campus. This allows ASI to support courses in a wide range of

disciplines and professions. Table 3.2 illustrates the number of African studies courses available in professional fields and the breadth of offerings across colleges.

Table 3.2: Africa Course Offerings in Professional Schools							
	Total	UG	Grad		Total	UG	Grad
Academic Health Center (total)	59	20	39	College of Design	12	8	4
Medicine	13		13	College of Education & Human Development	26	18	8
Nursing	7	2	5	College of Food, Ag. & Natural Res.	35	22	13
Public Health	15	3	12	Humphrey Institute of Public Affairs	21	3	18
Carlson School of Management	32	11	21	Law	24		24
				<b>Total Professional Schools</b>	<b>244</b>	<b>87</b>	<b>157</b>

**3.B. Depth of Specialized Courses:** As indicated in Table 3.1 and 3.2, there are extensive offerings of courses with more than 25% African content, and of these 163 contain more than 75% African content. These specialized courses are offered across 23 departments and programs in 6 colleges and professional schools. The depth of these courses is particularly pronounced in AA&AS, Global Studies, History, and Spanish & Portuguese in CLA and in Public Health and the CFANS in the professional schools. Gateway courses and freshman seminars offer specialized options that create a pipeline of students who will enter African studies, (e.g. AFRO1023W *Introduction to African World Literature*). The number of advanced level course offerings, where specialized content is most often present, offers another useful indicator of the extent to which colleges, departments, and programs at the University have invested in specialized offerings relating to the non-language African studies curriculum. At the advanced level, UMN offers 269 courses with African at the 5000 level or higher.

**3.C. Interdisciplinary Courses:** ASI fosters interdisciplinary instruction by providing mechanisms to facilitate cross-listing of courses, support opportunities for team teaching, and create linked courses. Faculty regularly seek ways to incorporate other disciplines into their

research and course offerings, and courses in African Studies are regular beneficiaries of their efforts. 188 non-language African studies courses at the University are designed to be interdisciplinary. (See Appendix I for specific course offerings). Interdisciplinarity is also promoted through team-taught and an innovative system of linked courses. These courses are offered in multiple departments, meet independently with independent assignments each week, and then come together on a regular basis to develop projects in common incorporating a variety of disciplinary perspectives. For example, CFANS3480 *Sustainable Development in Africa* is taught by three faculty representing agriculture, nursing, and environmental studies.

**3.D. Faculty:** UMN has a strong African studies non-language faculty, currently at 204 with the breadth of disciplinary specialization necessary to support the range of programs in which African studies content is incorporated. In CLA 114 non-language faculty teach African Studies courses, with 86 faculty members in the social sciences and 28 in the arts and humanities. Outside of CLA, 109 faculty teach in the professional schools, with the largest concentrations in CFANS(21), CEHD (17), and the health sciences (16).

**3.D.i. Pedagogical Training for Graduate and Instructional Assistants:** Pedagogical training for graduate and instructional assistants is one of the highest priorities for UMN. All teaching assistants at UMN are **required** to participate in pedagogical training workshops. The Center for Teaching and Learning (CTL) is a university-wide unit that promotes effective pedagogy by supporting graduate students, instructional staff, and faculty throughout their teaching careers. CTL workshops allow teaching assistants to develop strategies to make their teaching more effective, to comply with the University's policy on accommodation for students with disabilities, and to incorporate international content into their teaching. A new initiative sponsored by GPS-A and entitled *Internationalizing the Campus & Curriculum* includes a

partnership with CTL to offer a series of innovative programs focused on pedagogy that enhances international content of courses. For sample workshops see table 3.3.

Teaching First-Year Students	Fostering Critical Thinking
New Teaching Assistant Orientation	Communicating Across Cultures
Presenting Content: Lively & Practical Approaches	Engaging Students in Large Classes
Dealing with Difficult Classroom Situations	Working with “Under-Prepared” Students
Teaching on the Web for the First Time	Leading Discussion Sections
Strategies for Work with Non-Native English Speakers	Online and Other Resources for Preventing Plagiarism
Creating Writing Assignments for Undergraduates	Bringing International Perspectives to Your Teaching

The CTL also runs a “Preparing Future Faculty” program which provides a year-long teaching and learning forum for graduate students. Participants explore learning theory and strategies, develop teaching skills, create classroom and job search materials, and work with faculty from a range of institutions. In addition to these workshops, teaching assistants receive continual guidance through weekly meetings and 2 classroom visits per semester by the supervising professor.

### **Chapter Four: Quality of Language Instructional Program**

**4.A. Extent and Scope of Language Instruction:** Of the 19 less-commonly-taught languages offered at the University of Minnesota, 4 are widely spoken in Africa: Arabic, Somali, Swahili and Portuguese. All are offered at 3 levels of instruction (1<sup>st</sup> year: beginning; 2<sup>nd</sup> year: intermediate, and 3<sup>rd</sup> year: advanced) and all are designated as priority languages.

<b>Language</b>	<b>Enrollment</b>	<b>Scope:</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Intensive</b>	<b>Special Offering</b>
		<b>Yr 1</b>				
Arabic	521	✓	✓	✓	✓	✓
Portuguese	212	✓	✓	✓	✓	✓
Somali	64	✓	✓	✓		✓
Swahili	80	✓	✓	✓		
<b>TOTALS</b>	<b>877</b>					

Besides the languages offered on campus, UMN students have access to 20 African

languages through the CIC’s (Committee on Institutional Cooperation). Course Share program.

In 2012-2013, students enrolled in 6 of those African language offerings through the CIC.

Languages Available in 12-13 in Course Share				Languages Realized in 12-13
Language	Level: Year 1	Year 2	Year 3	
Afrikaans	X			X
Amharic	X			
Aymara	X	X	X	
Bamana	X	X		X
Hausa	X	X	X	
Igbo	X	X		
Kongo	X			
Lingala	X	X		
Luganda	X			
Mandinka	X			
Rwanda/Rundi	X			
Shona	X			
Tswana/Sotho	X			
Twi (Akan)	X	X		
Wolof	X	X		X
Xhosa	X	X		X
Yoruba	X	X		X
Zulu	X	X	X	X

UMN also partners with several other institutions in the nation to make available summer intensive offerings. The Swahili and Somali language programs frequently participate and teach in the Summer Collaborative in African Languages, and UMN students take advantage of its offerings. Other summer opportunities, such as the Arabic

language school in Fez, Morocco, and other UMN sponsored and managed language programs in Tanzania and Kenya. The UMN Arabic and Swahili language programs have formulated bilateral articulation agreements with the Fez Languages School and with the MSID intensive Swahili program in Nairobi, Kenya, allowing for an easy transition for students from UMN courses into and back from Arabic and Swahili courses in Fez and Nairobi. A similar special agreement is in effect with MSID Senegal, allowing UMN students to ‘count’ its Wolof courses towards the UMN language requirement (see above p. 6).

**4.B. Levels of Language Instruction and Specialized Language Offerings:** As indicated in table 4.1, UMN’s African languages are offered at the beginning, intermediate, and advanced levels. Students of Somali heritage may enroll in accelerated classes in that language, quickly bringing them up to speed in the modalities they have not learned at home, typically reading and writing, and in semantic registers not taught by daily living. The Portuguese program offers an accelerated course for students who are Spanish speakers as well as Portuguese for business

purposes. As noted above (ch.2), students in CLA majors linked to African studies are required to complete capstone projects with a relevant area studies focus. In crafting these projects, they are encouraged to consult non-English language sources. They are supported in this effort by the relevant reference librarians (see ch. 5), and Domain Tutorials offer students an opportunity to team with native or near native speakers in order to support this work and to help access materials in the target language.

**4.C. Language Faculty, Pedagogy Training and Performance-Based Instruction:** In addition to area studies faculty, the UMN has 13 full-time teaching professionals (professors and lecturers) who offer 39 designated language courses in the above languages. (See Appendix II Language Faculty for their relevant credentials and expertise). Given that all language classes are taught with a communicative and proficiency-oriented approach, language instruction professionals are required to provide evidence of extensive and relevant pedagogy training when hired. Graduate Assistants are also required to take intensive, one-week seminars before fall semester that focus on proficiency-oriented instruction and assessment, as well as communicative language teaching skills and technologies. These workshops are also offered during the academic year for instructors who may be teaching during summer term. All language instructors are trained in proficiency testing in accordance with the ACTFL proficiency guidelines. During the summer, language teachers may enroll, free of charge, in language pedagogy workshops on a variety of topics offered by the Center for Advanced Research on Language Acquisition (CARLA), a Title VI supported NLRC. Active participation in such professional development workshops are an important criterion when merit pay increases are determined during annual performance reviews.

**4.D. Performance Based Instruction: Adequacy of Resources:** Language instruction at Minnesota, supported by its independent language proficiency-testing program, is a national model in performance-based instruction, and language faculty and teaching assistants are trained in proficiency-oriented language instruction and assessment. Researchers at Minnesota's CARLA wrote the handbook for this pedagogical approach: *Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers*, and CARLA provides on-going training opportunities for UMN language instructors. In addition to CARLA, one of the most important language teaching resources on campus is the Language Center (LC). It boasts state of the art technology and expertise, a staff of 14 language professionals, and annual operating budget of \$900,000. The LC serves an estimated 9,000 students and 700 instructors. In addition to the day-to-day support it provides, the LC offers regular seminars in web-based and computer-based language pedagogy as well as professional development workshops for CLA instructors. The language center provides support for CIC course share in languages, Foreign Language Across the Curriculum, and Tandem Plus.

**Language Proficiency Requirements:** UMN is a national leader in the adoption of proficiency-based second language requirements and the development of proficiency tests designed to support those requirements. All CLA graduates using Arabic, Somali or Swahili to fulfill their language requirement, are expected to have a minimum proficiency level of Intermediate Low for the active modalities (speaking and writing) and Intermediate Mid for listening and reading at the end of two-years of language learning in one language. The University's Testing Office has developed an extensive library of Language Proficiency Exams (LPEs) to test those levels. ASI collaborated with the LC on the development of the Somali exam in summer 2012. The exam is currently in the pilot phase.

**Table 4.3: Language Center Resources**

- Four computer classrooms with 24-30 stations each, with MacDiLL digital audio lab software, data projector and an instructor's desk with computer and A-V equipment
- Video recording options are available in two of the above classrooms.
- One small room with videoconferencing equipment
- Multi-Media Lab for independent student use with 27 computers, a laptop bar, two video-viewing stations, two lounge areas, and a separate room for student group and multimedia development wor.
- Four small rooms fully equipped for individual or group use, as well as two small study rooms
- International TV access via internet in the Multi-Media Lab
- A Development Studio which assists faculty and instructors in creating instructional materials and also supports the continued development of the Language Proficiency Exams administered by the Language Testing Program.
- A sound studio for audio recordings
- Audio/Visual Library with almost 4000 DVDs and other formats in over 30 languages, and a variety of digital AV and computer equipment for check out
- Staff of 14 (not including student staff); annual operating budget of \$900,000

## **Chapter Five: Strength of the Library**

**5.A. Strength of Library Holdings:** The UM Library system (Libraries) is one of the University's and the state's greatest intellectual and capital assets. Housed in 13 locations, the Libraries' collections contain over 7.1 million print volumes and electronic books, nearly 110,000 serials subscriptions, most of which are electronic. In addition the Libraries license more than 2000 digital databases and collections, making available an unprecedented breadth and depth of data sets, primary sources, sound, images and multimedia, rare books, maps, and government documents. The Libraries' website receives over 2.5 million visits a year and answers 129,000 reference questions. The Association of Research Libraries' (ARL) most recent Library Investment Index, the leading comparative measure for academic library strength, ranks the UM Libraries 20th out of 125 ARL members in 2011-12.

**Strengths of African Studies Collection:** The University of Minnesota Libraries' African studies collection supports the study of Africa at the undergraduate, graduate and professional levels, with particular strengths in the areas of oral history and tradition, history, literature and literary criticism, anthropology, and migration studies. While all geographic areas of Africa are included, historically there has been an emphasis on Southern Africa with a more recent focus on Eastern Africa as well. Materials are primarily collected in English, but the Libraries actively

collect monographs in French, Portuguese and Arabic. Swahili and Somali materials are increasingly included. The Libraries collect monographs, periodicals, reference tools, and scholarly series extensively, including more than 70 African Studies Journals, a majority of which are accessible online. Annuals, audio/visual materials, dissertations, maps, and newspapers are also collected. A growing strength of the collection lies in films from sub-Saharan Africa and the diaspora. We have access to a number of large newspaper databases covering current and historical African News Sources. Current sources include *Lexis Nexis Academic*, *ProQuest Newsstand*, *World News Digest*, and *World News Connection*. Historic African Newspapers dating to 1800 are available through *African Newspapers* and *World Newspaper Archive*. We are also a member of the Center for Research Libraries (CRL)'s Cooperative Africana Materials Project (CAMP), a joint effort by research libraries throughout the world and CRL to promote the preservation of African publications and archives and make these materials available to researchers

**Special Collections:** The James Ford Bell library, a collection of rare books, maps and manuscripts that focus on trade and cross-cultural interaction before 1800, includes rare travel narratives and maps of Africa. The Government Publications Library includes documents from important international organizations, such as UN documents.

**Online Databases:** The Libraries provide a broad and deep range of online databases in the arts, humanities and social sciences covering historical publications, news, music, literature, current scholarly books and journals, and abstracts and indexes. Many of these major databases are useful for African topics. The Libraries also offer access to a range of more specialized African studies databases online, including: *The International Index of Black Periodicals*, which offers access to online full text of core Black studies periodicals; *Aluka*, an online digital library of scholarly resources from and about Africa; and *Africa-Wide Information*, a compilation of

databases covering African studies, including the *South African National Bibliography*.

**Financial support:** Materials budgets have been stable, with small annual increases. The Libraries currently spend nearly \$5 million annually on print and electronic publications and on online databases for the arts, humanities, social sciences, and professional programs. Over a quarter of this amount supports international and area studies. Thus, the bulk of Libraries spending for African studies materials flows through many different disciplinary and interdisciplinary budgets. In addition the University of Minnesota Libraries' dedicated African studies budget for the current fiscal year totals more than \$37,000. Salary support for African area studies librarians in FY14 totaled \$261,670.

**5.B.i. Availability to Students of Research Materials at Other Institutions:** A top priority of the Libraries is to make materials, whether locally owned or not, accessible to our users. UMN ranks 21 out of 125 ARL libraries in incoming interlibrary loans. In addition to all ordinary interlibrary loan networks, we are a member of the CIC UBorrow program, which enables current students, faculty, and staff to search for and request books directly from 16 research institutions. We are a member of the Center for Research Libraries (CRL) and participate in its Global Resources Network consortium of regional-studies projects and Area Materials Projects (AMPs), which provide access to specialized primary source materials.

**5.B.ii. Teachers, Students and Faculty from other Institutions Access to Library Holdings:**

The Libraries consistently rank first in the nation in interlibrary lending of materials, by a substantial margin and maintain a deep commitment to outreach and service to both the academic community and the general public. The Libraries are the leading member of MINITEX, a lending and acquisitions network of libraries in Minnesota, North Dakota, and South Dakota, with catalogs and electronic resources that are mutually accessible through the Minnesota

Library Information Network. MnLINK is a shared library automation system for the University, state colleges and universities, state agencies, several private colleges, public libraries, K-12 school libraries, and special libraries. It is funded with a standing annual appropriation from the Minnesota Legislature. Most of the collections and many services are available to any patron in these institutions. Alumni and Friends have borrowing and significant remote-access privileges.

## **Chapter Six: Quality of Staff Resources**

### **6.A. Quality of Teaching and other Professional Staff Members: The African Studies**

Initiative (ASI) is a multi-disciplinary administrative forum for the facilitation and coordination of collaborative research, teaching and outreach initiatives pertaining to Africa and African Studies that was established in 2012. ASI will serve as the administrative home of the proposed NRC in African Studies. ASI is led by Prof. Shaden Tageldin (app.II,p.7) whose transcultural and transregional approach to instruction and scholarship is indicative of the way in which ASI seeks to create a community of scholars and students organized around common themes. ASI benefits from the 223 faculty, lecturers, and teaching specialists who provide instruction for 697 African area studies and language courses at the UMN. Their qualifications are captured in the CVs in appendix II. 157 are tenured faculty members, and an additional 26 are on the tenure track. 199 of these instructors hold PhDs, and the others have earned at least one master's or professional degree. Core ASI faculty also demonstrate a breadth of training in language appropriate to their fields of research and teaching (see appendix II). Graduate teaching instructors are selected based on their emerging areas of expertise and are required to have special pedagogical training provided from their department described in chapter 3 (p.15).

ASI is housed within the IGS, the principal international unit within CLA, and is administratively supported by both its own staff and staff in IGS (see table 6.1).

Table 6.1: Staff Resources Directly Supporting ASI		
Staff Member	Title	Degree
<b>ASI Core Staff</b>		
Shaden Tagledin	Director	PhD
Klaas van der Sanden	Coordinator (interim)	Doctoraal
Deborah Jane	Outreach Coordinator	MA
Emily Janisch	Events Coordinator	BA
Kathy Kipp-Huspeni	Finance Manager	BA
Amber Kevlin	Accountant	BA
<b>Institute for Global Studies</b>		
Evelyn Davidheiser	Director & Asst. Dean for Intl Prog.	PhD
Klaas van der Sanden	Program Director	Doctoraal
Barbara London	Administrative Director	BA
Danielle Dadras	Coord. of Curriculum and Advising	PhD
Jeff Nelson	Office & Admin Specialist	BA
Rachel Wolf	Events Coordinator	BA
<b>Interdisciplinary Center for the Study of Global Change</b>		
Karen Brown	Director	PhD
Shereen Shabet	Coordinator	BA

**6.A.i. Professional**

**Development Opportunities:**

The Office of Academic Affairs and Provost provides development opportunities throughout a faculty member's career, including grant writing seminars, mentoring programs, and faculty development

seminars. The University provides sabbatical supplements to facilitate faculty research, as well as a number of competitive awards that support professional development (McKnight Award, Grant-in-Aid, Imagine Fund). Since its founding in 2005, UMN’s Institute for Advanced Study has been particularly supportive of the development of ASI faculty, funding residencies and collaboratives. Fellows are freed from teaching for the semester, and collaboratives receive \$12,000/year to support programming that furthers scholarship. In addition, the African studies faculty are allocated money each year from their home departments to support their professional activities. GPS-A annually awards \$750,000 in grants to promote a global network of scholarship and engagement and encourage interdisciplinary and transnational partnerships. GPS-A also holds an annual competition to fund individual’s international travel for research purposes. Opportunities for professional development abroad are facilitated by formal partnerships with 29 academic institutions in 10 African countries. IGS also provides approximately \$10,000 annually

for international faculty initiatives. CARLA offers special workshops on language pedagogy designed for LCTL instructors, and participation in these workshops is rewarded in the annual merit review process that sets salaries. Professional development support is also available to non-faculty staff through developmental paid leaves, training opportunities, and travel funding.

**6.A.ii. Commitment to Teaching, Supervision, and Advising of Students:** Information regarding the percentage of time devoted to African studies by faculty affiliated with ASI is found in Appendix II. Faculty are required to teach four courses per academic year, and professional teaching staff are required to teach six courses per academic year. In addition, faculty supervise undergraduate senior projects, engage with students through the Undergraduate Research Opportunities Program (UROP), and work with undergraduate and graduate students in directed and independent studies opportunities. Faculty and professional instructors are required to hold regular office hours to discuss course-specific content or provide academic career advising in addition to the extensive advising network available to students (see ch. 2.B.i.p.9).

**6.B. Oversight Arrangements and Staffing Plans for the NRC:** The administrative home of the proposed NRC in African Studies is ASI. Its activities are implemented by the core ASI staff with additional coordination, human resource, administrative and accounting support from IGS staff. Prof. Shaden Tageldin directs ASI and is assisted by a coordinator. A full-time outreach coordinator oversees and develops outreach programming for and communications to external stakeholders in the business, educational and activist community and the general audience. ASI coordinates related activities with the African Studies departments and affiliated research centers and programs across colleges and creates an environment to facilitate collaborations among faculty, undergraduate and graduate students, researchers, and instructional staff campus wide. ASI's Advisory Committee members are nominated to represent a diversity of disciplines from

across collegiate units at the University, including professional schools. The Committee meets regularly to provide oversight and scholarly and programmatic guidance (Table 6.2).

<b>Table 6.2: Advisory Committee, ASI</b>
Dr. Shaden Tageldin, Director, ASI
Dr. Evelyn Davidheiser, Director, IGS
Dr. Keith Mayes, Chair, African and African American Studies
Dr. Allen Isaacman, Regents Professor, Dept. of History
Dr. Karen Brown, Director, ICGC
Dr. Hakim Abderrezak, Professor, Dept. of French & Italian
Dr. Meredith McQuaid, Assoc. Vice President and Dean, GPS-A
Dr. Ragui A. Assad, Professor, HHH
Dr. Frances Vavrus, Professor, CEHD
Dr. Cawo Abdi, Professor, Dept. of Sociology
Malaike Grant, Area Librarian, African Collections
Dr. Claudia Parliament, CFANS

To ensure collaboration and consistency with educator needs, ASI requires that one member of the advisory committee be drawn from CEHD. Finally, the Committee and center staff meet regularly with the program evaluator to receive updates on the ongoing evaluation process

and to discuss necessary adjustments. (See Ch. 9 for a detailed description of the evaluation process.)

**6.C. Nondiscriminatory Practices (GEPA):** ASI complies with the University policies regarding non-discriminatory practices. Clear requirements are in place to ensure that these policies are followed through the hiring process (See Table 6.3).

<b>Table 6.3: Nondiscriminatory Practices For Search Committee</b>
1) Committee designed to be gender balanced and have strong representation from ethnic and racial minorities, verified by College
2) Chair of committee develops job description, which is reviewed to make certain that it is neutral in terms of gender, race, disability, and ethnicity
3) Position announcement is published broadly and in specialized newspapers serving ethnic and racial minorities and women
4) Identified individuals from under-represented populations contacted personally and encouraged to apply
5) ASI works with the CLA to make certain that the pool is as racially, ethnically, and gender diverse as possible
6) Search committee reviews all candidates' applications and selects a small group for interviews
7) Applications from underrepresented populations receive special review and, if not selected, reasons for exclusion documented
8) Candidate is selected. If this person is not a member of a minority or a woman, written justification must accompany the request to the College to extend an offer of employment

University programs and services. Students may meet with a disability specialist to determine eligibility for services and accommodations on an individual basis (e.g., note taking, sign language, document conversion). Faculty are required to include a disability statement in every syllabus to indicate willingness to provide accommodations for students who need or request it. A disability specialist may also be contacted by faculty members to determine specific accommodations for students with disabilities. All University events on and off campus must comply and reasonably accommodate requests for these services. ASI abides by this policy and guarantees access to all participants in the programming for teachers and other outreach audiences. Outreach materials also include the University's EOE statement, ensuring them that ASI does not discriminate on the basis of gender, race, national origin, color, disability or age. Finally, ASI collaborates with the Minnesota Department of Education to identify and include schools and teachers that have historically been under-represented in outreach programs

### **Chapter 7: Outreach**

Public engagement is at the core of the UMN's mission as a land grant institution, and ASI is quickly becoming a University leader in providing African studies' opportunities for educators, media and the general public. Although ASI is a young center it has been able to partner with other centers at UMN to offer compelling programming. Under the direction of the outreach coordinator Deborah Jane (app.II.p.10), who has significant experience in K-12 and tribal college education and who serves on the Somali American Parent Association advisory board, grant-themed programming is led by faculty members partnering alongside community organizations. In constructing outreach programming, ASI draws on strong partnerships not only with UMN units like CEHD, CARLA, and CIBER but also with a group of Tribal and Community Colleges that are Minority Serving Institutions (MSIs).

**7i. Elementary and Secondary Schools Outreach (a)** ASI outreach activities consist of sequenced professional development programming for K-12 educators in the area of African Studies. ASI hosts week-long interdisciplinary institutes and day-long workshops which include structured curriculum development aligning current research and resources with the Minnesota State Standards, the national Common Core Standards, and US/ED Global Competencies. CEHD faculty with expertise in curriculum and instruction work alongside faculty with content expertise to develop and deliver instruction for these institutes (e.g., *Water in the World: Science, Society and Scarcity*). Workshops during the school year have included such topics as *The Aftermaths of Genocide in Rwanda*, a day long educator workshop drawing more than 40 participants from all levels and disciplines including 15 pre service social studies teachers. ASI also partners with CARLA, Minnesota's National Language Resource Center, to enhance LCTL teaching in the K-12 system, with summer workshops like *Integrating Sustainability Topics into the Second Language Classroom*. In partnership with UMN's CIBER, ASI co-organized summer institutes for K-14 business educators, incorporating African case studies into broader international themes (e.g., *Global Dimensions of the Food Industry*). In addition to campus partners, ASI collaborates with state and national education groups to expand access to our outreach programs. *Food! in the Global Classroom* Summer 2014, an ASI co-sponsored institute, was coordinated at the request of the National Education Association's teacher of the year cohort. This is a group of award winning elementary and secondary educators from 13 states who are integrating global topics into their classrooms. It was requested that ASI develop African content for this workshop. Similarly ASI partners with the Minnesota Department of Education to provide professional development to both during school and after school educators from 117 schools across Minnesota designated as Title IVb 21st Century Schools serving

students in high poverty, low performing schools. 24% of institute attendees in summer 2013 were from 21st Century Schools. Offering professional development to after school educators (who often are people from the same community as the students) creates a pipeline for training more teachers of color, who are documented to be in short supply nationwide. Through collaboration, our outreach audience is significantly expanded. CARLA, for example, draws educators from 37 states and 9 countries. In the last year, ASI institutes and workshops served more than 60 educators: 25% social sciences teachers, 25% languages teachers, and 50% from other disciplines. 75% of the educators teach high school or college while 25 % teach elementary and the middle grades. The impact of these programs is gauged through assessment of the breadth of participation and surveys of participants (see below Ch. 9).

**(b)** ASI institutes are taught by faculty members from multiple disciplines. During the 2013 summer institutes, more than 15 tenured faculty presented current research and resources. Community experts also participate in instruction: for *The Somali Diaspora in Europe, Africa South America and the US*, CEHD second language and cultures faculty member, Dr. Martha Bigelow, worked closely with the award-winning photographer Abdi Roble and Ohio State faculty Dr. Doug Rutlege not only to address the history, issues and impacts of migration, but also to incorporate pedagogical tools into content instruction.

**7ii Postsecondary outreach (a)** Educators from post-secondary institutions also attend ASI outreach programs and summer institutes (described in ch.7.i) to deepen their understanding of African studies and improve their teaching. During 2012, ASI offered a series of four spring sessions on *The Rich Cultural Heritages of Africa*. A group of educators from South Central Community College and Mankato State University attended the trainings in order to prepare for taking students to South Africa and to develop follow-up curriculum. In addition, ASI has

launched an innovative series of *Educator Dialogues* in partnership with sister centers at UMN. These special workshops are linked to UMN academic conferences (e.g., *Aftermaths of Genocide in Rwanda*) and are geared toward the needs of postsecondary educators. Community College faculty are invited to participate in the conference and then attend the workshop designed to integrate conference material into their curriculum. For example, ASI co-sponsored a faculty-presented ITV summary of the workshop *Global Religious Issues in Local Context* for the faculty at Riverland Community College, with Islam as one of its case studies. Sustainable collaborations have grown out of these activities: particularly an on-going partnership with Leech Lake Tribal College exploring comparative indigenities and one with Riverland Community College developing articulation agreements for transfer students. Accessibility to the NRC research and resources is also promoted through digital technologies including ITV, social media sites, UMN websites, newsletters, etc. (b) As with outreach to K-12 educators, faculty members are actively engaged in developing the intellectual content of post-secondary institutes and workshops. They do this in partnership with colleagues from other institutions, creating a forum for shared research and collaboration in teaching. UMN academic conferences like *Beyond Iberian Colonialisms* and *Aftermaths of Genocide* and aligned Educator Dialogues are important for colleagues from area community colleges, not only in developing the curriculum at these institutions but in furthering their own research.

### **7iii Business, Media and the General Public Outreach & involvement of professional school**

**faculty:** ASI events are open to the community, and event data shows that each semester, at over a hundred events, between 8 and 12% of attendees are from outside UMN. *Burning the Seas: Clandestine Migration; A Timbuktu Book Collector between the Mediterranean and the Sahel; IHRC Somali American Research Series*, are examples of ASI events open to the community.

ASI has developed a strong partnership with CIBER in order to enhance outreach to the business community. Members from this community, (e.g, staff of MN Department of Employment and Economic Development or MN Trade Office), frequently attend institutes and lectures. ASI faculty engage with media professionals to reach public audiences nationwide. UMN maintains an Expertise Database that can be used to link faculty with media and other external audiences seeking particular expertise. Faculty regularly update their profiles to ensure data is current. UMN external relations offices rely on the Expertise Database when requests are made. There is also a College of Liberal Arts Media Experts site that offers faculty to community groups to lead discussions on significant issues. In 2013 ASI faculty provided expertise on issues of current significance through interviews and articles in local, national, and international media sources (e.g. *StarTribune*, *MPRnews.org*, *NPR*, *NewYorker.com*, *CNN.com*, *New York Times*, *aljazeera.com*.) Expertise is also made available through the participation of staff from UMN Centers on community advisory boards: ASI, CIBER, and CARLA representatives all served on the MN Dept of Education Global Literacy Advisory Board which is tasked with developing a statewide strategic plan for promoting global learning. ASI supports community events like *Francofete* or World Language Day, which welcomes 1200 K-12 students to campus to explore languages through sessions taught by over 50 UMN faculty.

## **Chapter Eight: Program Planning and Budget**

**8. A. Quality and relevance of Proposed NRC Programs:** The activities proposed for 2014-2018 are designed to support the project *Global Africa: Rethinking African Studies*. The programs are the result of a year-long series of planning meetings that the Project Director, Prof. Shaden Tageldin, convened with African studies faculty. The meetings formulated themes and programmatic goals that ASI shares with academic departments and colleges. This structure

ensures that the proposed activities have a broad foundation in ongoing and emerging curricular and scholarly initiatives in African studies and enhances the sustainability of the projects. Based on these conversations and in collaboration with affiliated departments, programs and centers at UMN, ASI proposes to explore the regional interactions and global connections, linking curriculum and program development as well as educator outreach initiatives. These projects are organized around five themes and eight activity areas (Table 8.1.). These themes broadly reflect the ongoing and emerging intellectual, conceptual and instructional work of African studies scholars at UMN.

<b>Table 8.1: Global Africa: Rethinking African Studies Themes &amp; Activities 2014-18</b>	
<b>Themes:</b> 1. Pluralizing & Deconstructing Africa 2. Geographies of Disparity in Africa: Public Health 3. Food and the Green Revolution in Africa 4. Reframing Mass Violence: Social memory and Social Justice 5. Communication Across Borders: Translation & Interpretation	<b>Activities:</b> 1. Building Intellectual Strength in the African Studies: Colloquia, Symposia and Course Integration Workshops 2. Curriculum Development 3. Outreach to K-14 Educators 4. Expanding and Enhancing LCTL Curricula and Advanced LCTL Instruction 5. Enhance library holdings in African Studies 6. Faculty Travel Initiatives 7. Ensuring the Quality of ASI Programs through a rigorous evaluation regime 8. Enhancing capacity in LCTLs through FLAS

**8.A.1. Building Intellectual Strength in African Studies:** (Budget VIII.a.1-4) ASI has formulated five themes to guide its projects over the next years. Each of the themes cuts across regions of Africa and facilitates collaboration across disciplines while taking full advantage of faculty strength in African studies at the UMN, particularly in the Liberal Arts, Agriculture, and the Health Sciences. For each theme we propose a set of intellectual activities, such as workshops, symposia, or colloquia that lead up to or follow from an anchor event. These events also anchor, inform and intersect with two additional programmatic initiatives: curricular projects and educator outreach. The first encompasses activities in which pedagogically innovative practices connect the content of the workshops to the theme-related course

developments (e.g. content development to be incorporated into new or the redesign of existing courses). The latter includes workshop/colloquia that support the reconfiguration of content in the K-14 curriculum (e.g. through sessions for K-14 teachers led by curriculum experts from CEHD and ASI's outreach coordinator). The **Pluralizing & Deconstructing Africa** theme brings together faculty from the humanities and social sciences in collaboration with ICGC in a series of scholarly examinations of the concept of Africa. These examinations in turn will directly inform the creation of a series of African studies courses to be incorporated in a new African Studies certificate (budget I.c.1-4). The theme leader is Prof. Shaden Tageldin (app.II. p. 7). **Geographies of Disparity in Africa: Public Health** builds on faculty strengths in several departments and collegiate units including the social sciences, Public Health, and the Medical School. In addition to adding content to programs in those areas, it also initiates the foundational work for a new thematic concentration in the Global Studies curriculum (in collaboration with UMN's International Studies NRC). The efforts will be directed by Prof. Susan Craddock, (Global Studies, app. II. p.39) and colleagues in Public Health and the Medical School. The third theme, **Food and the Green Revolution in Africa**, grows out of a research project between faculty from Geography, Sociology, CFANS and the Institute on the Environment. Faculty leaders are prof. Rachel Schurman (Global Studies & Sociology, app.II.p.99) and colleagues in CFANS. **Reframing Mass Violence** represents an expansion into Africa of a research collaborative led by Profs. Alejandro Baer (Director, CHGS, app.II.p.24) and Daniel Schroeter (app.II.p.99). With colleagues they will explore the question of the role that social memory plays over time in the justice and reconciliation processes after incidents of mass violence. **Communication Across Borders: Translation and Interpretation** is intended to strengthen the scholarly and curricular efforts in and collaborations between CLA language departments,

Medical School and CCE's Program in Translation and Interpretation. The group is led by Dr. Scott Homler, Director of the Program in Translation and Interpretation (app.II.p.56).

**8.A.2. Curriculum Development:** ASI proposes the development or redesign of 15 courses and programs that will add strength to existing majors and minors, create two new certificate programs (African Studies and Interpretation & Translation), a new Arabic Studies subplan, and a new major concentration in Global Studies (Global Public Health). As explicated above, under **the Pluralizing & Deconstructing Africa** theme we plan to develop a series of new courses that will form the basis of an African Studies Certificate in CLA (I.c.1-3). **Geographies of Disparity** will add two courses to the new Global Studies concentration on Global Health (I.c.4-5) and a faculty-student seminar to the ICGC programs (I.c.7), enhancing the graduate minor in African studies. We furthermore request support to adapt the Simulated Use for Global Away Rotations (SUGAR) course, currently designed primarily for medical residents, for use for medical students in the global family medicine and global pediatrics tracks (I.c.6). **Food & the Green Revolution in Africa** will create new courses that link CLA and CFANS strengths (I.c.8-9). Under the **Reframing Mass Violence** theme we propose the development of two interdisciplinary courses to be added to the history and sociology majors (I.c.11-12). Finally **Communication Across Borders: Translation & Interpretation** will add two new courses with an African Studies core to the Linguistics and the Cultural Studies curricula (budget I.c.13-14). Finally in collaboration with CEHD, ASI will develop and offer workshops for students in the program for pre-service social studies teachers, designed to help them develop strategies for incorporating African studies into their teaching after graduation (budget I.c.15).

**8.A.3 Outreach to Educators:** The proposed outreach activities reflect the faculty driven themes for the project and draw on the strong collaborative foundations described in chapter 7. As an

integral part of these professional development activities, ASI will offer curriculum development guidance which will aid alignment of new African content to Minnesota State Standards and national Core Competencies as well as Global Competencies. Each year ASI will offer 2 one-week institutes for educators (budget I.d. 1-4 & see table 8.2). Collaboration is notable in the planning of these institutes. In Year 1, *Indigenous Film & Media in Africa* continues our partnership with Leech Lake Tribal College. *Economies of Food in Africa* (Year 3) is geared toward community college educators and will be offered in collaboration with UMN's CIBER. *Migration in Africa* (Year 4) has been developed in collaboration with MN Dept of Ed and CEHD and is geared toward educators drawn from 117 Title IVb 21<sup>st</sup> Century Schools which serve high poverty populations. These workshops will blend best practices in professional development and student-directed learning for school day educators, extended learning educators, and administrators from these schools. Our outreach plan also addresses issues of access by providing lecture series at MSIs (VIII.a.5) stipends for both community college and MSI educators to attend ASI symposia and workshops and the related educator dialogues. Similarly we propose to provide stipends for K-14 educators to attend LCTL trainings and CARLA summer workshops (budget VIII.b 1-2). To expand the reach of ASI, we will continue to develop web-based resources and videos for educators (budget VIII.b.3.). In coordination with NRCs in the African Studies Outreach Council, ASI will sponsor yearly educator workshops at ASA and NCSS conferences and also provides support for the National Children's Book Africana Award (Budget VIII.b.4).

**8.A.4. Expanding and Improving LCTL Curricula and Advanced LCTL Instruction:** ASI requests funds to expand access to African LCTL instruction with partial funding for summer intensive courses at UMN and at language institutes collaboratively organized with sister

institutions (budget I.b.1 & 2). We propose to enhance the articulation between the accelerated (heritage) Somali track and the non-heritage track through the development of articulation tutorials and accompanying instructional materials (budget I.b.3). To support the creation of the Arabic supplan, we request support for the redesign and strengthening of advanced Arabic sequences. A recent external evaluation of the Arabic language program, recommended a better articulation between the existing 3<sup>rd</sup> year and proposed 4<sup>th</sup> year sequences and the consistent incorporation of language instructional elements in culture and history courses through Content-Based Instruction methodologies (I.b.5 & 6). We request funding for the development of new and supplemental materials for instruction in African LCTLs (budget I.b.7). The lack of adequate and readily available instructional materials is a common problem in LCTL instruction particularly at the higher levels. We plan to share the new materials through regular channels of publication, shared databases such as MASA or professional organizations such as the AATA. Finally, we propose the exploration and creation of a course Somali for Health Professionals (I.b.4).

**8.A.5 Resources to enhance the work of ASI:** ASI proposes augmenting the resources of the library through targeted acquisitions that build on existing strengths in African studies and address new needs identified during the project period (budget V.a). ASI will pay particular attention to building the resources for the LCTLs incorporated and developed in the curriculum during the project period. In collaboration with the Language Center, ASI proposes developing a collection of resources for the teaching of less commonly taught African Languages (budget V.b). Finally ASI proposes funding for materials that will be part of the outreach workshops supporting K-14 educators (budget V.c).

**8.A.6 Faculty Travel Initiatives:** ASI will sponsor an open competition among University faculty, proposing projects abroad designed to strengthen the study of Africa. Teams will be challenged to propose activities which will result in development of international pedagogies and linkage programs, new interdisciplinary courses, new approaches to integrating foreign languages into non-language curricula, and similar projects. ASI will select two teams each year for such an award, which will be co-sponsored by GPS-A (budget III.a.1).

**8.A.7 Ensuring the Quality of Programs:** ASI requests funds to support an external evaluator for an ongoing outcomes-based evaluation of its programs described here and as detailed in chapter 9 below (budget I.a.3).

**8.A.8 FLAS fellowships:** ASI is requesting funding for 5 academic year graduate level fellowships, 2 undergraduate level fellowships, and 4 summer fellowships to be used for graduate or undergraduate students.

**8.B. Timeline and Effective Use of Resources:** The proposed plan creates a carefully constructed timeline that allow us to reach our ambitious goals at the end of the grant cycle (see Table 8.2). Overall the plan will greatly strengthen African studies at Minnesota with theme-guided activities and programs that build intellectual strengths in African Studies, the addition of 15 courses and/or seminars, a Certificate Program in African Studies and additional strength in Global Health concentration of the Global Studies major, the organization of 11 Educator Workshops and the creation of teaching resources, and the enhancement of and growth in advanced and intensive instruction of critical African less-commonly-taught languages. Chapter 6 (pp. XX above) outlines an effective management and operational structure for ASI that will enable it to implement the proposed plan efficiently.

<b>Table 8.2 Development Plan</b>				
<b>Theme/Activity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Project Theme: Global Africa: Rethinking African Studies – Lead: Prof. Shaden Tageldin</b>				
African Studies: *Undergraduate Certificate                      * Arabic Studies Subplan * Graduate Minor                                      * Undergraduate Certificate in Translation & Interpretation				
<b>Theme: Pluralizing &amp; Deconstructing Africa – Faculty: Prof. Shaden Tageldin</b>				
Intellectual Strength	<i>Anchor Event, VIII.a.1</i>	<i>Workshop, VIII.a.1</i>	Continued collaboration	Continued collaboration
Curriculum Development	<i>Deconstructing Africa I.c.1: Develop ----▶</i>	Approval UMN ---▶  <i>Pluralized Africa, I.c.2: develop ----▶</i>	Offer UMN -----▶  Approval UMN ---▶	Offer UMN -----▶  Offer UMN -----▶
	<i>Religion/Politics Africa I.c.3: Develop-----▶</i>	Approval UMN ---▶	Offer UMN -----▶	Offer UMN -----▶
Outreach Institutes	<i>Economic Imbalances I.d.2: Offer -----▶</i> <i>Indigenous Film Media, I.d.1: Offer ▶</i>	Material taught k-16  Material taught k-16	Material taught k-16  Material taught k-16	Material taught k-16  Material taught k-16
<b>Theme: Geographies of Disparity – Faculty: Prof. Susan Craddock</b>				
Intellectual Strength	<i>Workshop, VIII.a.2</i>	<i>Capstone, VIII.a.2</i>	Continued collaboration	Continued collaboration
Curriculum Development	<i>Women Africa, I.c.5: Develop ----▶</i>	Approval UMN ---▶  <i>Public Health Africa, I.c.4: Develop -----▶</i>	Offer UMN -----▶  Approval UMN ---▶	Offer UMN-----▶  Offer UMN -----▶ Approval UMN --▶
	<i>SUGAR Modules, I.c.6: develop &amp; Offer -----▶</i>	<i>SUGAR Modules, I.c.6: develop &amp; Offer -----▶</i>	<i>SUGAR Modules, I.c.6: develop &amp; Offer -----▶</i> <i>ICGS Seminar, I.c.7: Develop -----▶</i>	<i>SUGAR Modules, I.c.6: develop &amp; Offer -----▶</i> Offer UMN-----▶
Outreach Institutes				<i>21<sup>st</sup> C Collaborative: Migration Africa, I.d.1: Offer-----▶</i>
<b>Theme: Food and the Green Revolution in Africa – Faculty: Prof. Rachel Schurman</b>				
Intellectual Strength			<i>Anchor Event, VIII.a.3</i>	<i>Workshop, VIII.a.3</i>
Curriculum Development			<i>Agricult. Revolutions, I.c.8: Develop ---▶</i> <i>Agroecosystems, I.c.9: Develop -----▶</i>	Approval UMN ---▶  Approval UMN ---▶
		<i>ICGC Seminar, I.c.10: Develop ----▶</i>	Offer UMN-----▶	
Outreach Institutes			<i>Food &amp; the Green Revolution I.d.3 ---▶</i> <i>Economy of Food -▶</i>	Material taught k-16 Material taught k-16
<b>Theme: Mass Violence: Social Memory &amp; Social Justice – Faculty: Profs. Daniel Schroeter &amp; Alejandro Baer</b>				
Intellectual Strength			<i>Workshop, VIII.a.2</i>	<i>Capstone, VIII.a.2</i>
Curriculum Development				<i>Political Upheavals, I.c.11: Develop: --▶</i>

				<i>Algerian Independence, I.c.12: Develop: -----▶</i>
Outreach Institutes				<i>2 Summer Institutes, I.d.4; Offered -----▶</i>
<b>Theme: Communication Across Borders: Translation &amp; Interpretation – Faculty: Prof. Scott Homler</b>				
Curriculum Development: <b>Certificate Translation &amp; Interpretation</b>	<i>Intracontinental Translation, I.c.14: Develop -----▶ Somali Health Care, I.b.4: Develop ---▶</i>	Approval UMN ---▶  Approval UMN ---▶ Somali Health Care, I.b.4: Develop ---▶	<i>Multilingualism, I.c.13: Develop: --▶ Offer UMN -----▶</i>  Offer UMN -----▶  Approval UMN ---▶	Approval UMN ---▶  Offer UMN -----▶  Offer UMN -----▶  Offer UMN -----▶
<b>Language Projects – Curriculum Development</b>				
<b>New Arabic Subplan</b>		<i>CBI Arabic Culture, I.b.6; Develop -----▶</i>	<i>3<sup>rd</sup> &amp; 4<sup>th</sup> Yr. Arabic, I.b.5: Develop -----▶</i>  Approval UMN ---▶	Approval UMN ---▶  <i>3<sup>rd</sup> &amp; 4<sup>th</sup> Yr. Arabic, I.b.5: Develop -----▶ Offer UMN -----▶ CBI Arabic Culture, I.b.6; Develop -----▶</i>
Improve LCTL Instruction and Assessment	<i>Summer Intensive LCTL, I.b.1: Offer-▶ SCALI, I.b.2: Offer ▶</i>	<i>Summer Intensive LCTL, I.b.1: Offer-▶ SCALI, I.b.2: Offer ▶</i>	<i>Summer Intensive LCTL, I.b.1: Offer-▶ SCALI, I.b.2: Offer ▶</i>	<i>Summer Intensive LCTL, I.b.1: Offer-▶ SCALI, I.b.2: Offer ▶</i>
<i>LCTL Material, I.b.7</i>	<i>LCTL Materials, I.b.7 Develop &amp; Incorporate -----▶</i>	Develop & Incorporate -----▶	Develop & Incorporate -----▶	Develop & Incorporate -----▶
	<i>Somali Articulation, I.b.3: Develop -----▶</i>	Approval UMN ---▶	Offer UMN -----▶ <i>Somali Articulation, I.b.3: Develop -----▶</i>	Offer UMN -----▶ Approval UMN ---▶
<b>Numbers indicate budget lines; -----▶ indicates move to institutional resources</b>				

**8.C. Cost of Programming:** ASI has been able to contain the costs of programming that appear in the grant budget by leveraging resources from CLA, the Provost, the Office of the Vice President for Research and the GPS-A. Almost all of the administrative costs associated with the grant are assumed by the University, as are all costs associated with the teaching and the institutionalization of the courses to be developed with grant funds. In addition as discussed in section 8.A, ASI also collaborates with sister centers at UMN, such as the Institute for Global Studies (an NRC in International Studies), ICGC, the Language Center and academic departments in a several colleges. These strategies enable ASI to efficiently deploy funds received for the proposed projects.

**8.D Long-Term Impact:** As a very new center ASI has an opportunity to make a significant impact on African studies at UMN and represents a good investment of federal dollars. By creating an infrastructure for collaboration, ASI is able to build on existing capacity, to enhance this capacity with new curriculum, and to expand access to this expertise both on our campus and to our outreach audiences. The activities will produce an African studies curriculum that is better integrated across disciplines, collegiate units, and levels of instruction. Table 8.3 provides an overview of the long-term impact.

<b>Table 8.3: Table Anticipated Long-Term Impacts</b>
<p><u>Faculty Development</u></p> <ul style="list-style-type: none"> <li>*increased interdisciplinary collaboration across collegiate units in African Studies</li> <li>*increased African collaboration between health scientists and social scientists working on Africa</li> <li>*a social science approach to understanding Food &amp; the Green Revolution in Africa</li> <li>*increased African content in understanding Social Memory &amp; Social Justice in the African context</li> </ul> <p><u>Undergraduate Programs</u></p> <ul style="list-style-type: none"> <li>* more students better prepared to study LCTLs at higher levels and in languages of national need</li> <li>* more opportunities for students for intensive LCTL summer instruction and thus enhanced enrollments in advanced level of instruction.</li> <li>* sustainable language programs with better articulation between heritage and non-heritage learners</li> <li>* more interdisciplinary courses in African studies across colleges and professional schools</li> <li>* new undergraduate Certificate in African Studies and new track in Global Health in Global Studies major</li> </ul> <p><u>Graduate Programs</u></p> <ul style="list-style-type: none"> <li>* more students better prepared to study LCTLs at higher levels and in languages of national need</li> <li>* more opportunities for students for intensive LCTL summer instruction and thus enhanced enrollments in advanced level of instruction.</li> <li>* sustained enhancement of the African Studies graduate minor</li> <li>* intellectual engagement in areas and topics related to African Studies</li> </ul> <p><u>Professional School Programs</u></p> <ul style="list-style-type: none"> <li>* significant increase of African Studies content in professional school curricula through interdisciplinary collaborations</li> <li>*SUGAR modules for medical students</li> <li>* more students better prepared to study LCTLs at higher levels and in languages of national need</li> <li>* more opportunities for students for intensive LCTL summer instruction and thus enhanced enrollments in advanced level of instruction.</li> </ul> <p><u>K-14 Educators &amp; Students</u></p> <ul style="list-style-type: none"> <li>* more opportunities for teachers to attend workshops organized by CARLA</li> <li>* increased understanding of African Studies content which will be passed on to K-14 students</li> <li>* intellectual engagement in areas and topics related to African Studies with increased opportunities for incorporation of new content into the K-14 curriculum</li> <li>* sustained outreach to MSIs through the tribal colleges, community colleges and 21<sup>st</sup> Century Schools.</li> </ul>

The impact that these advances have on our students and our outreach audiences will be assessed through the evaluation program described in Chapter 9.

## Chapter Nine: Impact and Evaluation

**9.A. Impact of ASI Activities:** As the chapters above make clear, ASI activities and programs significantly enhance national capacity in African languages and area studies, which have been identified as a national priority, through: 1) curriculum development and language programs that expand opportunities for students at the University of Minnesota; 2) educator outreach that expands access and increases the pipeline of students prepared for advanced study; 3) dissemination of research and other resources that contributes to a better informed citizenry and a more competitive economy. Indices of this success are presented in table 9.1

<b>Table 9.1. Demonstrated Impact of Center Programs</b>		
Activity	Impact (measured for 2012-2013)	Indices
<b>Foreign Language Expertise</b>  LCTLs     FLAS	Number of African Priority LCTLs offered at UMN African LCTLs available via UMN CourseShare Increased the number of speakers of LCTLs at the advanced level  <div style="text-align: right;">See Chapter 4, p. 16</div> <div style="text-align: right;">See Chapter 4, p. 16</div> Increased the number of speakers of LCTLs and area studies experts	Number of Languages Offered: 4 priority LCTLs CIC African LCTLs: 21 Enrollments: 877 - 1 <sup>st</sup> Yr/Beginning: 444 - 2 <sup>nd</sup> Yr/Intermediate: 264 - 3 <sup>rd</sup> Yr+/Advanced: 169 Enrollments Specialized languages classes: 161  FLAS Fellows at UMN (10-14): in Priority Languages: (59%) Advanced (3 Yr+): (43%)
<b>Building knowledge in African Studies</b>  Faculty   Publications   Research & Scholarship	Increased academic expertise in African Studies and related disciplines(Appendix II) <div style="text-align: right;">                         - Humanities/Languages                          - Social Sciences                          Professional Schools                          - Agriculture                          - Business                          - Medical/Health                          - Education                     </div> Dissemination of research in and knowledge of international African issues   Increased interdisciplinary knowledge of African Studies issues	223 faculty with African Studies expertise: 41 86 23 21 14 16 17 Faculty publications: Books (authored + edited): 23 Articles: 194 Book Chapters: 71 Lectures/Presentations: 319 Reports/Working Papers: 67 Seminars, lectures, conferences on African topics: 47 Attendees: - faculty: 188 - Students: 241 - Public: 482

Placement	Increased professionals in the workforce with African language and area expertise See Table 9.4 for details	Placement of Graduates: - Government 9 - Private sector 62 - NGOs 12 - Education 21
<b>Education in African Studies</b> Courses & Curricula Majors & Minors	Increased and improved breadth and scope curricula with African Studies content. See Appendix I and Chapter 3, p. 12&13 Increased number of students majoring & minoring in fields with significant African Studies content. See Chapter 2 for description of Majors and Minors	Courses with African Content: 633 Undergraduate: 372 Graduate: 261 Professional Schools: 244 <u>Undergraduate majors</u> CLA: - AA&AS: 41 (maj & min) - Global Studies: 49 (Af. Reg.) - Lusophone St: 31 - Others: 78 Professional Schools: 13 <u>Graduate Majors</u> - CLA: 24 - Professional Schools: 169
Study Abroad Graduation	Increased African competence of students and graduates. Graduates trained in African Studies:	Study Abroad Programs: 32 Study Abroad: 129 Graduates (spring 2013) - Bachelors: 58 - Masters: 74 - Doctorates: 6
<b>Outreach K-16 &amp; General Audiences</b> Professional Development K-16 Educators Media, Business, General Audiences	Increased African Studies content in K-16 curriculum. 7,569 students reached 24,840 students reached Expanded awareness of critical international Asian issues	Number of Institutes: 18 Non-Language Educators: 126 20% from MSIs/ Language Educators: 414 Number of events: 142 Number of non-UMN participants: 1,791 Media interventions by faculty: Local/Regional: 13 National/International: 21

**(ii) Matriculation into Advanced Language or African Studies Programs:** While CLA requires all students to complete language through the intermediate level (4 semesters) students many students in African studies tend to surpass this. Global Studies majors, for example, are encouraged to achieve higher proficiencies, and more than 50% of these majors completing at least six semesters of language study (see Ch. 2). Nonetheless, attrition is a problem amongst students whose major does not require higher levels of proficiency. These students often stop language study after the required fourth semester, and only 17% of all students starting a language continue past this point. Several of the programs proposed in Chapter 8 (better

articulation between language levels; content-based instruction) are intended to address this problem. Matriculation into non-language African studies courses is stronger, as indicated by enrollment data in appendix I.

	<b>2007</b>	<b>2013</b>
<b>Faculty of Color</b>		
<b>UMN</b>	16.6%	18%
<b>CLA</b>	17%	19%
<b>Students of Color</b>		
<b>UMN</b>	15%	17%
<b>CLA</b>	16.5%	19%
<b>AA&amp;AS</b>	83.7%	75%
<b>IGS</b>	24.3%	34%
<b>LAC</b>	12%	13.2%

**B. Equal Access and Treatment** ASI is dedicated to

ensuring equal access and diversity in its programming and has incorporated this goal into its performance measures (appendix III). UMN’s Office of Equal Opportunity and Diversity enforces compliance with university policy to eliminate ‘individual and

systematic barriers that inhibit individuals and groups from attaining equal access to University of Minnesota employment, education, programs, and services.” Recruitment targeting historically underrepresented populations has increased student and staff diversity as illustrated in table 9.2 (and see above ch. 6). Both AA&AS and IGS exceed UMN progress in reaching these goals. ASI strives to create curricular opportunities and programming that resonate with diverse audiences, be they students or community. UMN has developed a variety of programs to encourage student retention that particularly impact under represented populations. Diversity in ASI outreach audiences has been a special focus of programming for educator professional development. As described in chapter 7, ASI has developed an ongoing partnership with Title IVb 21<sup>st</sup> Century Schools serving high poverty populations, and 20% of 2013 summer institute attendees teach at 21st Century Schools.

**9.C. Comprehensive and Objective Evaluation Plan** ASI has developed a comprehensive evaluation plan with clearly stated goals and objectives in order to measure the impact of center activities. The plan will evaluate the impact of theme based programming in the four activity

areas of enhancing instruction in LCTLs, building intellectual strength in African studies, developing curricula, and outreach to K-16 educators. Most importantly ASI will evaluate the outcomes that those programs produce. During the planning process for 2014-2018 cycle, ASI used the framework provided by IFLE to guide the overall evaluation design and worked with an external professional evaluator, Shipi Kankane (app.II.p.63) to develop clear performance measures designed to ascertain change. The proposed evaluation plan will produce project specific data that also address IFLE GRPA measures and align with US/ED’s Global Competencies as well as UMN’s Student Learning Outcomes (SLOs). While much of this data is quantitative, ASI will also collect qualitative data through surveys, focus groups, and interviews (see PMF Appendix III and Table 9.3). These measures have also been designed to collect data on the degree to which center activities promote diversity and access.

<b>Table 9.3 Structure of Evaluation Plan</b>			
NRC Mission Statement 1: Enhance and Grow the Instruction of Priority LCTLs			
Summary of Goals: Improve enrollments and high level proficiency in LCTLs			
Who/What?	How Much?	When?	Data Collection Methods
<ul style="list-style-type: none"> <li>• Course Offerings</li> <li>• Enrollments</li> <li>• Teaching Materials</li> <li>• Proficiency Assessments</li> <li>• Quality of Offerings</li> </ul>	<ul style="list-style-type: none"> <li>*4 Summer Intensive LCTL courses (I.b.1)</li> <li>*4 SCALI collaborations (I.b.2)</li> <li>*2 redesigned/articulated Somali courses (I.b.3)</li> <li>*2 Somali for health care courses (I.b.4)</li> <li>* Develop LCTL teaching materials (I.b.7)</li> </ul>	<ul style="list-style-type: none"> <li>End of each AY</li> <li>Fall &amp; Spring (Enrollments)</li> <li>End of grant cycle</li> </ul>	<ul style="list-style-type: none"> <li><u>Progress Indicators</u></li> <li>- track course development and UMN approval process</li> <li>- track # of courses and levels offered, enrollments &amp; student evaluations</li> <li>- track incorporation of new class material</li> <li>- <u>Outcome Indicators</u></li> <li>- track increase of graduates with Advanced LCTL skills</li> <li>- track job placements</li> <li>- track LPEs administered and passing rates</li> </ul>
Goal: Increase foreign languages in the non-language curriculum			
<ul style="list-style-type: none"> <li>• Course Offerings</li> <li>• Enrollments</li> </ul>	*new CBI Arabic (I.b.6)		
NRC Mission Statement 2: Increased Faculty & Educator Expertise in African Studies			
Summary of Goals: Expand knowledge in African studies; incorporate African studies research & scholarship in UMN, MSI and Community College partnerships			

Who/What?	How Much?	When?	Data Collection Methods
<ul style="list-style-type: none"> <li>• Conferences</li> <li>• Workshops</li> <li>• Seminars</li> <li>• Lectures</li> <li>• Scholarly Interventions</li> <li>• Educator Dialogues</li> </ul>	<u>Theme Based</u> * 4 Interdisciplinary Anchor Events (VIII.a.1-4) *4 Interdisciplinary Workshops (VIII.a.1-4) *4 Educator Dialogues for faculty Community College (VIII.a.1-4): expected attendance 15	Ongoing: After each occurrence          End of each AY	<u>Progress Indicators</u> - track numbers of events - attendance - track # of disciplines represented by participants; - numbers of research collaborations (survey faculty, OVPR) <u>Outcome Indicators:</u> - track publications - track incorporation into UMN curriculum (teaching cases; class modules, etc.) (survey syllabi) - track incorporation into non-UMN (Community College) curriculum (survey) - student evaluations
<b>NRC Mission Statement 3: Improve and Expand Curricula with African Studies Content</b>			
Summary of Goals: Increase African studies curriculum with new interdisciplinary courses in Liberal Arts, Medicine, and Agriculture; improve competency in African studies of UMN and Community College graduates			
Who/What?	How Much?	When?	Data Collection Methods
<ul style="list-style-type: none"> <li>• Course Offerings</li> <li>• Enrollments</li> <li>• Quality of Offerings</li> <li>• Tracks, Certificates, majors</li> <li>• Number of declared majors</li> <li>• Degrees granted</li> </ul>	* 11 new interdisciplinary courses (I.c.1-5,8-9,11-14) * 2 workshops for pre-service teachers (I.c.15) * 4 new modules for med students (I.c.6) *2 new faculty-grad student seminars (I.c.7,10) * 1 new certificate in African studies (I.c.) * strengthened graduate minor in African studies (I.c.)	Annually Fall & Spring (Enrollments, degrees)          Annually spring semester	<u>Progress Indicators</u> - track institutionalization of certificates, concentration & degrees - track course development and UMN approval process - track # of courses offered, enrollments & student evaluations - track incorporation of new class material (syllabi) <u>Outcome Indicators</u> - track increase of graduates with global competencies - track job placements (survey)
<b>Mission Statement 4: Offer theme-based outreach in African studies to elementary, secondary and tertiary educational institutions, with and emphases on partnerships with MSIs and Community Colleges</b>			
Summary of Goals: Increase African studies content in K-16 curriculum; improve articulation between Community College and UMN for transfer students			
Who/What?	How Much?		Data Collection Methods
Professional Development seminars Day-Long AY Seminars Educator Dialogues K-12 curricula Community College Curricula	* 8 Professional Development Summer Institutes (I.d.1-4) * 19 Access Stipends for K-12 and Community Colleges, MSI educators (VIII.b.1 NRC + Match) * 6 Access Stipends for K-16 LCTL Educators (VIII.b.2) 4 *Electronic Dissemination of Institute Content (VIII.b.3)	Annually (Summer) After each occurrence (AY)          Annually	<u>Progress Indicators</u> - # of participants - Origin of participants (MSIs?) - number of K-16 syllabi (re)designed - number of teaching modules with African content -Status of institution, incl. MSI    <u>Outcome Indicators</u> - number of K-16 students reached

			<ul style="list-style-type: none"> <li>- number transfer students matriculated</li> <li>- number of transfer students graduating with African studies related degree</li> <li>- job placements (survey)</li> </ul>
FLAS Mission Statement: Improve cadre of advanced level speakers in priority LCTL and experts in African Studies			
Goals: Increase the number of advanced speakers in priority LCTLs			
Who/What?	How Much?	When?	Data Collection Methods
Learners of critical LCTLs FLAS selection procedure	<ul style="list-style-type: none"> <li>- establish selection procedure that includes need-based criteria alongside academic excellence</li> <li>- increased graduate and undergraduate graduation with critical LCTLs</li> </ul>	Annually	<u>Progress Indicators:</u> <ul style="list-style-type: none"> <li>- monitor selection procedure</li> <li>- monitor applicant pool vs. award pool</li> <li>- % of FLAS awarded in critical LCTLs</li> <li>- % of awards in advanced levels</li> <li>- LCTL enrollments</li> </ul> <u>Outcome Indicators:</u> <ul style="list-style-type: none"> <li>- graduation records</li> <li>- job placements (survey)</li> </ul>

Most data indicators are readily available through UMReports, a comprehensive UMN data warehouse, and in departmental and center records. ASI also works with the UMN Office of Institutional Research and the Alumni Association, both of which specialize in customized data queries and placement tracking. Baseline data will be collected at the start of the grant, and subsequent data collection points will be established to reflect the project timeline (see above table 8.2). This data will allow ASI to conduct a formative evaluation, assessing the extent to which activities are implemented as planned and the need for adjustment. At the end of the four year project period, summative evaluation will allow ASI to assess the impact of the project activities in reaching the goals identified in PMF Appendix III and outlined in table 9.3

**(ii) Recent Evaluations:** Though ASI would be a new NRC, it has been using the processes established by existing NRCs at UMN to gather data and evidence that informs adjustments. An IGS commissioned external evaluation of the Arabic program in spring 2012 resulted in a complete reorganization of the language program and the hiring of a new Director of Language

Instruction (to begin in fall 2014). In summer 2013, IGS commissioned an external evaluator to evaluate the 37 Title VI funded courses from the last two grant cycles. This evaluation also included aligning global competencies identified in US/ED’s *Succeeding Globally Through International Education and Engagement 2012-2016* report with UMN’s SLOs. Because all UMN units are required to track performance through quantitative data on student progress in meeting SLOs, this alignment allows ASI to incorporate the ongoing collection of UMN specific metrics with US/ED performance measures. ASI has also used data collected by pre and post summer-institute survey feedback from outreach activities to develop realistic performance measures related to outreach. For specific measures, see PMF Appendix III.

**9.D.Contributions to Improved Supply of Specialists** UMN, with its substantial number of majors, tracks and concentrations supported by ASI, graduates significant numbers of students with expertise in African languages and African studies. In spring 2013, 58 students, who majored in the programs listed in Chapter 2, graduated with a bachelor’s degree, 74 with a Master’s and 6 with a doctorate. Table 9.4 demonstrates ASI success in the preparation and placement of graduates in professions of national service as seen in 2012 when roughly 66% of our graduates began careers in education, government, military service, or the private sector, all considered to be areas of national need. In the same year, 23 graduates went on to pursue advanced education.

Sector	Bachelor’s	Master’s	Doctorates
Education (elem/secdry)	8	10	0
Education (higher)	0	0	3
Government (inc military)	3	5	1
NGOs	6	6	0
Private Sector	25	36	1
Continued schooling	11	12	0
Unknown	5	5	1

**9.E.National Needs and Dissemination to Public (i)** ASI addresses the needs in language and area studies as defined by federal

agencies and listed in *Federal Register*. Proposed activities such as the development of Somali

for healthcare professionals (I.b.4) , a certificate program in African Studies (I.c.), and the development and/or revision of 14 courses in African studies (I.c 1-14) directly address these needs. The outreach activities described in ch. 7 have had a significant impact on ASI's ability to disseminate information widely (see table 9.1). ASI's partnership with CARLA to support professional development for LCTL instructors in the K-14 system is especially important to create a pipeline of students who will be able to reach advanced proficiency levels. **(ii)Student Placements** Career development and advising of students are described in ch. 2 and a summary of placements is provided in table 9.4 above. ASI's goal is to increase student placement in education and government service (identified as areas of national need). Students are regularly invited to attend information and recruiting sessions with the United States Peace Corps, AmeriCorps, the State Department, and the CIA. IGS and AA&AS work with CLA Career Services and Alumni Relations to create processes to better track graduates. In addition graduating students are requested to complete exit surveys and are invited to join social media sites that facilitate the maintenance of an ongoing relationship with graduates.

**9.F FLAS Fellowships Addressing National Needs** Over the last four years, UMN sister NRCs awarded 33 out of 106 summer and academic year FLAS in African languages, and of these 14 were for study at the advanced level. Selection committees are instructed to give competitive priority to applicants who propose to study LCTLs identified as priority languages and to applicants expressing an interest in pursuing a profession in government service. Students in professional schools are also given priority when selecting awardees (see below chapter 10). ASI expects to award close to 100% of its FLAS fellowships in priority languages.

## Chapter Ten: FLAS Awardee Selection Procedures

**10.A. Advertising, Selection Process and Priorities:** The FLAS competition is an application process open to all UMN undergraduate and graduate students and is organized by the FLAS coordinator. The timeline for the competition is presented in Table 10.1. Throughout the entire process, the FLAS coordinator holds regularly scheduled office hours to respond to questions and support students as they compile their applications. The FLAS coordinator attends the selection meeting in order to interpret requirements and provide guidance. After notification of awards, the coordinator works with recipients to ensure that they adhere to the rules and reporting requirements governing the fellowship throughout the length of their awards.

<b>Table 10.1: FLAS Timeline</b>	
<b>Calendar</b>	<b>Action Taken</b>
<b>September</b>	<p><b>FLAS Competition announced</b> on ASI, IGS, UMN scholarship websites, social media, and through print materials.</p> <p><b>FLAS Coordinator contacts</b> Directors of Graduate Studies, Directors of Undergraduate Studies, Transfer Student Coordinators, LCTL instructors.</p> <p><b>FLAS Coordinator</b> provides information about selection criteria, competition priorities, deadlines, application process instructions.</p>
<b>Fall Semester</b>	<b>FLAS Coordinator</b> holds information sessions for graduate, undergraduate students and for departmental administrative and advising staff.
<b>Mid-February</b>	<p><b>Applications due;</b> Students submit through secure on-line site</p> <p><b>FLAS Coordinator</b> screens applications for eligibility, distributes to selection committee with instructions.</p>
<b>Late February</b>	<b>Selection committee</b> reviews & scores applications
<b>Early March</b>	<b>Selection committee &amp; FLAS coordinator</b> meet to determine awardees
<b>Late March</b>	<b>FLAS coordinator</b> notifies awardees, provides information on rules and reporting requirements, and meets with awardees individually.
<b>Mid-April</b>	<b>Awardees</b> accept or decline

**10B. Application Process:** Students apply through a secure online system that protects the confidentiality of their data. They complete an application form that collects information allowing the FLAS coordinator to determine the eligibility and allowing the selection committee to evaluate the proposed course of study, the student’s capacity for language acquisition, student career goals, the degree to which the proposed course of study meets program goals and priorities, and (beginning with the competition for AY 2015-16) student financial need. As part

of the application the student must submit a two page statement of purpose describing the ways in which a FLAS fellowship will enable the student to advance his/her language skills as well as the ways in which language study links to area studies in the student’s course of study. Students are also asked to address how a FLAS fellowship will further his/her career goals. Additionally, students must submit transcripts, a letter of recommendation from a faculty member, and (for students continuing study beyond the beginning level) a language instructor’s confirmation of the student’s level of language proficiency. Beginning in 2015-2016, the FLAS coordinator will work with the UMN Office of Student Finance to determine student need.

**10.C Selection Committee and Criteria:** The selection committee is comprised of an African language specialist, an area studies specialist, and a professional school faculty member. Each member is given guidelines and criteria from the FLAS coordinator. Committee members score each candidate on a scale of 1-5 (1 being the lowest, 5 being the highest) according to the criteria included in Table 10.2

<b>Table 10.2 FLAS Selection Criteria</b>	
<p><b>Evaluation of Application</b> (score 1-5)</p> <ol style="list-style-type: none"> <li>1) evidence that language training is needed to further the applicant’s work in African studies;</li> <li>2) the extent to which the applicant’s academic program and/or course content is focused on African issues;</li> <li>3) the applicant’s academic performance;</li> <li>4) the persuasiveness of the applicant’s statement and letters of nomination and recommendation;</li> <li>5) the candidate’s existing level of foreign language proficiency and capacity for language learning;</li> <li>6) applicant’s career goals.</li> </ol>	<p><b>Additional Points Awarded</b></p> <ol style="list-style-type: none"> <li>1) Proposed study of a priority language</li> <li>2) Proposed study of a LCTL at the advanced level</li> <li>3) Intention to seek careers in government service</li> <li>4) Evidence of financial need (beginning with the 2015-16 competition)</li> </ol>

Because all of the African languages that UMN offers are priority languages, we anticipate that 100% of awards will be made in a priority language.

## Chapter Eleven: Competitive Priorities

ASI's response to the announced priorities for this competition is summarized in table 11.1.

These activities are described in chapters 7 (outreach), 8 (program planning) and 10 (FLAS).

<b>Table 11.1: Priorities</b>	
<b>Absolute Priority:</b> Teacher training activities on the language, languages, area studies, or thematic focus of the center.	<ul style="list-style-type: none"> <li>• 8 K-16 Summer institutes for teachers linked to grant themes</li> <li>• 4 LCTL Summer K-16 Institutes (w/CARLA) targeting K-16 language over grant cycle</li> <li>• 4 K-16 teacher dialogues sessions linked to faculty symposia and workshops centered on grant themes over grant cycle</li> <li>• Online K-16 teacher curriculum modules focused on four themes over grant cycle</li> <li>• Access scholarships for K-16 teachers for CARLA summer workshops</li> </ul>
<b>NRC Competitive Priority 1:</b> Collaborative activities with MSIs or community colleges	<ul style="list-style-type: none"> <li>• Continued collaboration with Leech Lake Tribal College on comparative indigeneity(p.34) &amp; expand educator professional development on Indigenous Film Series to Augsburg College (Title III institution)</li> <li>• Speaker series on African indigenous issues during Leech Lake faculty meetings</li> <li>• Development of articulation agreements modeled after partnership with Riverland Community College (p.29)</li> <li>• Provide access stipends for eligible MSI &amp; CC faculty to attend educator dialogues connected to symposia (budget VIII.b.1.)</li> <li>• Collaboration with CEHD to offer pre-service educator workshops to Hamline University students (budget I.c.9&amp;10)</li> </ul>
<b>NRC Competitive Priority 2:</b> Collaborative activities with schools or colleges of education	<ul style="list-style-type: none"> <li>• Collaboration with CEHD to offer pre-service educator workshops (budget I.c.9&amp;10)</li> <li>• Collaboration with CEHD to offer summer teacher training institutes (budget I.d.2,3,4)</li> <li>• Collaboration with CEHD to offer summer institute for 21<sup>st</sup> Century Schools collaborative (budget I.d.1)</li> </ul>
<b>NRC Invitational Priority</b> Programs/projects to develop/maintain/enhance linkages with overseas institutions by centers that focus on sub-Saharan Africa,	<ul style="list-style-type: none"> <li>• Expand UMN partnership with University of Western Cape</li> <li>• UMN institutional linkage agreements with Addis-Ababa</li> </ul>
<b>FLAS Competitive Priority 1</b> Give preference when awarding fellowships to students who demonstrate financial need	<ul style="list-style-type: none"> <li>• The FLAS coordinator will work with the UMN Office of Student Finance to determine student need</li> <li>• Students demonstrating need will be awarded additional points in the FLAS competition</li> <li>• Need will be considered in awards to both undergraduate and graduate students</li> </ul>
<b>FLAS Competitive Priority 2</b> 25% of FLAS Awards Made in National Need Languages	<ul style="list-style-type: none"> <li>• Students intending to study a priority language will be awarded additional points in the FLAS competition</li> <li>• Nearly 100% of the FLAS awards will be in the National Need Languages</li> </ul>
<b>FLAS Invitational Priority</b> Award FLAS in priority sub-Saharan languages	<ul style="list-style-type: none"> <li>• ASI will award FLAS fellowships in Arabic, Somali, and Swahili.</li> </ul>

# Appendix I: Course List

African Studies NRC and FLAS  
University of Minnesota

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## Africa Studies Initiative Course List

### University of Minnesota

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Dept/ Course Number/Course Title		Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
<b>Academic Health Center Shared (AHS)</b>										
AHC	1600	The Future Physician I: Medicine in the 21st Century	1			X	X	50%	Todd, Tricia	
AHC	1601	The Future Physician II: Experiences in Health	2			X	X	50%	Todd, Tricia	
AHC	2707	Global Health Challenges for Future Health Professionals				X	X	50%	Todd, Tricia	
AHC	2707H	Global Health Challenges for Future Health Professionals	2			X	X	50%	Todd, Tricia	
<b>Accounting (CSOM)</b>										
ACCT	5310	International Accounting	2	91	17	X	X	25%	Rayburn, Judy Ann	
ACCT	6075	Managing the Global Corporate Tax Rate	2					25%	Various	
<b>African American and African Studies (CLA)</b>										
AFRO	1011	Introduction to African American Studies	4			X	X	50%	Various	
AFRO	1012	Black Worlds in Global Perspective: Challenges and Changes	3	17	0	X	X	100%	Onishi, Yuichiro	
AFRO	1021	Introduction to Africa	4	19	0	X	X	100%	Coifman, Victoria	
AFRO	1023W	Introduction to African World Literature	3	49	0	X	X	100%	Githire, Njeri R	
AFRO	1902	Freshman Seminar	3	31	0	X	X	100%	Various	
AFRO	3001	West African History: Early Times to 1800	3	11	0	X	X	100%	Coifman, Victoria	
AFRO	3002	West African History: 1800 to Present	3	7	0	X	X	100%	Coifman, Victoria	
AFRO	3006	Impact of African Migrations in the Atlantic World	3					100%	Onishi, Yuichiro	
AFRO	3103	World History and Africa	3			X		100%	Mayes, Keith A	
AFRO	3108	Black Music: A History of Jazz	3	28	0	X	X	75%	Williams, Yolanda Y	
AFRO	3112	In the Hear of the Beat: the Poetry of Rap	3	46	0	X	X	25%	Various	
AFRO	3120	Social and Intellectual Movements in the African Diaspora	3			X	X	50%	Nimtz Jr, August H	
AFRO	3131	Contemporary Issues in Africa	3			X	X	100%	Various	
AFRO	3141	Africa	3	7	0	X	X	100%	Various	
AFRO	3204	History of South Africa to 1910	3			X	X	100%	Atkins, Keletso E	
AFRO	3205	History of South Africa from 1910	3	11	0	X	X	100%	Atkins, Keletso E	
AFRO	3251W	Sociological Perspective on Race, Class, and Gender	3	31	0	X	X	50%	Brewer, Rose Marie	
AFRO	3431	Early Africa and Its Global Connections	3-4	13	0	X	X	100%	Various	
AFRO	3432	Modern Africa in a Changing World	3-4	15	0	X	X	100%	Various	

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	Dept/ Course Number/Course Title	Credits	Enrollment 2012-2013		2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
			UGRAD	GRAD						
AFFRO	3433 Economic Development in Contemporary Africa	3			X	X	100%	X	Okediji, Tade O	
AFFRO	3437 History of East Africa	3				X	100%		Okediji, Tade O	
AFFRO	3578 Arts of Africa	3				X	100%	X	Taylor, Dominic A	
AFFRO	3591W Introduction to African American Literature	4			X	X	100%	X	Githire, Njeri R	
AFFRO	3594W Introduction to Contemporary Black Writers	4			X	X	50%	X	Various	
AFFRO	3597W Introduction to African American Literature and Culture I	4	10	0	X	X	50%	X	Wright, John Samuel	
AFFRO	3598W Introduction to African American Literature and Culture II	4	14	0	X	X	50%	X	Wright, John Samuel	
AFFRO	3601W African Literature	3			X	X	100%	X	Githire, Njeri R	
AFFRO	3625W Black Women Writers in the Diaspora	3	19	0		X	50%	X	Githire, Njeri R	
AFFRO	3626 Literature of African American Men: Sex, Family, and Relationships	3	15	0		X	50%		Various	
AFFRO	3628 Literature of the Rebellion: the Amistad and other Revolts	3					100%		Okediji, Tade O	
AFFRO	3655 African Cinema	3	17	0		X	100%	X	Various	
AFFRO	3741 People of Color and the Mass Media	3					25%	X	Various	
AFFRO	3756 Social and Cultural History of Blacks in Sports	3					25%	X	Mayes, Keith A	
AFFRO	3865 African American History: 1865 to the Present	4	26	0	X	X	50%		Lindquist, Malinda	
AFFRO	3910 Topics in the African Diaspora	3			X	X	varies	varies	Various	
AFFRO	3920 Topics in African Studies	3			X	X	varies	varies	Various	
AFFRO	4001 Seminar: History of Women in South Africa	3			X	X	100%	X	Atkins, Keletso E	
AFFRO	4013 Cities in Africa: African, Islamic, European Traditions	3				X	100%	X	Various	
AFFRO	4105 Ways of Knowing in Africa and the African Diaspora	3	16	0	X	X	100%	X	Onishi, Yurchiro	
AFFRO	4231 The Color of Public Policy	3	27	0		X	50%		Various	
AFFRO	4478 Contemporary Politics in Africa and the Colonial Legacy	3					100%	X	Various	
AFFRO	4557 History of the Field: Development of African American, African, and African Diaspora	3			X	X	50%		Wright, John Samuel	
AFFRO	4622 Caribbean Writers: Rethinking Caribbean Literature in a World Context	3					50%	X	Wright, John Samuel	
AFFRO	4632 Black Francophone Writers in Translation	3					100%	X	Brewer, Rose Marie	
AFFRO	4910 Topics in African American and African Studies	1-3			X	X	100%		Various	
AFFRO	5101 Seminar: Introduction to Africa and the African Diaspora	3			X	X	100%	X	Atkins, Keletso E	
AFFRO	5103 World History and Africa	3				X	100%		Various	
AFFRO	5120 Social and Intellectual Movements in the African Diaspora	3			X	X	100%	X	Brewer, Rose Marie	
AFFRO	5191 Seminar: The African American Experience in South Africa	3	1	0	X	X	75%	X	Atkins, Keletso E	

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Dept Course Number/Course Title		Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
AFRO	5437 History of East Africa	3			X		100%		Various	
AFRO	5478 Contemporary Politics in Africa and the Colonial Legacy	4			X		100%		Okediji, Tade O	
AFRO	5551 Methods: Use of Oral Traditions as Resources for History	3	3	3			75%	X	Coftman, Victoria	
AFRO	5756 Social and Cultural History of Blacks in Sports	3					25%	X	Atkins, Keletso E	
AFRO	5876 Proseminar: Approaches to African Development	3			X		100%	X	Various	
AFRO	5910 Topics in African American and African Studies	3			X		varies	varies	Various	
AFRO	5932 The Production of Knowledge, Negotiating the Past, and the Writing of African History	3			X		100%		Wright, John Samuel	
AFRO	8202 Seminar: Intellectual History of Race	3			X		75%	X	Brewer, Rose Marie	
AFRO	8554 Seminar: Gender, Race, Nation, and Policy--Perspectives from Within the African Diaspora	3			X		25%		Various	
AFRO	8590 Figures in Contemporary Black Fiction	3			X		varies		Taylor, Dominic A	
AFRO	8802 Seminar: Orientalism	3					100%		Various	
AFRO	8910 Topics in Studies of Africa and the African Diaspora	3			X		100%		Brewer, Rose Marie	
<b>Agricultural, Food, and Environmental Education (CEHD)</b>										
AFEE	3361 World Development Problems	3	28	0	X	X	50%	X	Plonski, Patrick John	
AFEE	5361 World Development Problems	3	0	2	X	X	50%	X	Plonski, Patrick John	
<b>Agronomy and Plant Genetics (CFANS)</b>										
AGRO	3203W Environment, Global Food Production, and the Citizen	3	28	0	X	X	50%	X	Various	
AGRO	3305 Agroecosystems of the World	3			X	X	75%		Various	
AGRO	4103 World Food Problems	3	14	1	X	X	50%	X	Olson, Kent	
AGRO	4888 Issues in Sustainable Agriculture	2	8	0	X	X	25%	X	Sheaffer, Craig	
AGRO	5321 Ecology of Agricultural Systems	3	2	48	X	X	50%		Jordan, Nicholas	
<b>American Studies (CLA)</b>										
AMST	1012 Migrants, Refugees, Citizens, and Exiles: The U.S. on an Immigrant Planet	3	35	0	X	X	25%		Various	
AMST	1401 Comparative Genders and Sexualities	3	32	0	X	X	50%	X	Various	
AMST	3114 America in International Perspective	3	15	0	X	X	50%	X	Various	
AMST	4301 Workers and Consumers in the Global Economy	3	14	0	X	X	50%	X	Various	
AMST	8288 Working in the Global Economy: Research Strategies	3					50%		Pierce, Jennifer L	

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Dept/ Course Number/Course Title		Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
<b>Animal Science (CFANS)</b>										
ANSC	3203W <i>Environment, Global Food Production, and the Citizen</i>	3	36	0	X	X	25%	X	Various	
<b>Anthropology (GLA)</b>										
ANTH	1003V <i>Understanding Cultures: Honors</i>	4	50	0	X	X	50%		Various	
ANTH	1003W <i>Understanding Cultures</i>	4	335	0	X	X	50%		Various	
ANTH	1005V <i>Introduction to Cultural Diversity and the World System</i>	4			X	X	50%		Rahaja, Gloria	
ANTH	1005W <i>Introduction to Cultural Diversity and the World System</i>	4			X	X	50%		Rahaja, Gloria	
ANTH	3003 <i>Cultural Anthropology</i>	3	202	0	X	X	50%		Ho, Karen	
ANTH	3005W <i>Language, Culture, and Power</i>	4	206	2	X	X	50%		Various	
ANTH	3009 <i>Rise of Civilization</i>	3	85	0	X	X	50%		Wells, Peter	
ANTH	3020 <i>Topics in the Anthropology of Africa</i>	3-6			X	X	100%		Various	
ANTH	3035 <i>Anthropology of Death</i>	3	47	0	X	X	50%		Various	
ANTH	3041 <i>Ecological Anthropology</i>	3					50%		Beeman, William O	
ANTH	3043 <i>Art, Aesthetics, and Anthropology</i>	3	17	0	X	X	50%		Various	
ANTH	3242W <i>Hero or Savage? Representations of NonWestern Peoples in the Movies</i>	3	30	0	X	X	50%		Lipset, David	
ANTH	3306W <i>Medical Anthropology</i>	3			X	X	50%		Langford, Jean M	
ANTH	4003W <i>Contemporary Perspectives in Cultural Anthropology</i>	3			X	X	50%		Various	
ANTH	4035 <i>Ethnographic Research Methods</i>	3	13	1	X	X	50%		Various	
ANTH	4049 <i>Religion and Culture</i>	3			X	X	50%	X		
ANTH	5031W <i>Ethnographies of Science</i>	3	11	0	X		50%		Song, Hoon	
ANTH	5041 <i>Ecological Anthropology</i>	3					50%		Langford, Jean M	
ANTH	5221 <i>Anthropology of Material Culture</i>	3			X		50%		Beeman, William O	
ANTH	5422 <i>Anthropologies of Citizenship and Nationalism</i>	3			X		50%		Langford, Jean M	
ANTH	5446 <i>Archaeology of Representation as Communication</i>	3	7	0	X	X	50%		McNulty, Keran P	
ANTH	5980 <i>Topics in Anthropology</i>	1-6	17	9	X	X	varies		Wells, Peter S	
ANTH	8203 <i>Research Methods in Social and Cultural Anthropology</i>	3	0	13	X	X	50%		Various	
ANTH	8207 <i>Political and Social Anthropology</i>	3					50%		Langford, Jean M	
ANTH	8213 <i>Ecological Anthropology</i>	3	1	3		X	50%		Wilson, Michael	

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Dept/ Course Number/Course Title		Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
<b>Applied Business - (CSOM)</b>										
ABUS	4022	Management in Organizations	3	94	0	X	X	25%	Various	
ABUS	4023W	Communicating for Results	3	139	0	X	X	25%	Various	
ABUS	4041	Dynamics of Leadership	3	89	1	X	X	25%	Various	
ABUS	4701	Introduction to Marketing	3	60	1	X	X	25%	Various	
<b>Applied Economics (CFANS)</b>										
APEC	1102	Principles of Macroeconomics	3	65	0	X	X	50%	Parliament, Claudia	
APEC	1102H	Honors: Principles of Macroeconomics	4	57	0	X	X	50%	Ritter, Joe	
APEC	3006	Applied Macroeconomics: Government and the Economy	3	108	0	X	X	50%	Various	X
APEC	3007	Applied Macroeconomics: Policy, Trade, and Development	3	71	0	X	X	75%	Pardey, Philip Gordon	X
APEC	3061	Economic Development in Contemporary Africa	3			X	X	100%	Various	
APEC	3071	Agriculture and Economic Growth in Developing Countries	3	17	0	X	X	50%	Senauer, Benjamin	
APEC	3411	Commodity Marketing	3	50	0	X	X	50%	Buhr, Brian	
APEC	3611W	Environmental and Natural Resource Economics	3	38	0	X	X	75%	Nefstead, Ward	
APEC	4103	World Food Problems	3	18	0	X	X	50%	Olson, Kent	
APEC	4311	Tourism Development: Principles, Processes, Policies	3	13	0	X	X	50%	Various	
APEC	5611	Economic Aspects of Environmental Management	3			X	X	50%	Coggins, Jay S	
APEC	5651	Economics of Natural Resource and Environmental Policy	3	1	5	X	X	50%	Coggins, Jay S	
APEC	5721	Economies of Science and Technology Policy	3	1	2	X	X	50%	Pardey, Philip Gordon	
APEC	5731	Economic Growth and International Development	3	6	2	X	X	75%	Smith, Rodney	
APEC	5751	Global Trade and Policy	3			X	X	50%	Runge, Carlisle Ford	
APEC	8701	International Economic Development, Growth, and Trade	3			X	X	50%	Roe, Terry Lee	X
APEC	8702	Economic and Trade Policy: Sectoral and Institutional Issues	3	0	6	X	X	50%	Various	
<b>Arabic (CLA)</b>										
ARAB	1101	Beginning Arabic	5	149	1	X	X	75%	Ben Zahra, Saloua	
ARAB	1102	Beginning Arabic	5	117	0	X	X	75%	Ben Zahra, Saloua	
ARAB	3101	Intermediate Arabic	5	108	2	X	X	75%	Mohammed, Sidow	

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Dept/ Course Number/Course Title	Credits	Enrollment	Enrollment	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
		2012-2013 UGRAD	2012-2013 GRAD						
ARAB 3102 Intermediate Arabic	5	99	3	x	x	75%		Mohammed, Sidow	
ARAB 4101 Beginning Arabic	3	0	8	x	x	75%		Ben Zahra, Saloua	
ARAB 4102 Beginning Arabic	3	0	6	x	x	75%		Ben Zahra, Saloua	
ARAB 4121 Intermediate Arabic	3	0	3	x	x	75%		Mohammed, Sidow	
ARAB 4122 Intermediate Arabic	2	0	2	x	x	75%		Mohammed, Sidow	
ARAB 5101 Advanced Arabic	3	10	2	x	x	75%		Various	
ARAB 5102 Advanced Arabic	3	9	2	x	x	75%		Khalek, Hisahm	
<b>Architecture (CD)</b>									
ARCH 3411V Architectural History to 1750	3	10	0	x	x	50%		Satkowski, Leon	
ARCH 3411W Architectural History to 1750	3	148	0	x	x	50%		Satkowski, Leon	
ARCH 3412 Architectural History Since 1750	3	147	0	x	x	50%		Solomonson, Katherine	
ARCH 3412H Honors: Architectural History Since 1750	3	12	0	x	x	50%		Solomonson, Katherine	
ARCH 4671 Historic Preservation	3	14	0	x	x	25%		Various	
ARCH 4672 Historic Building Conservation	3	6	0	x	x	25%		Various	
ARCH 5439 History of Architectural Theory	3					25%		Various	
ARCH 5671 Historic Preservation	3	0	10	x	x	25%		Various	
<b>Art History (CLA)</b>									
ARTH 1001 Introduction to Art History: Prehistoric to Contemporary	3	192	2	x	x	75%		Various	
ARTH 1002W Why Art Matters	4	97	0	x	x	50%		Asher, Frederick M	
ARTH 3015W Art of Islam	4			x	x	75%	x	Asher, Catherine B	
ARTH 3017 Islamic Culture	4					75%		Asher, Catherine B	
ARTH 3142 Art of Egypt	4					100%	x	Asher, Catherine B	
ARTH 3182 Egypt and Western Asia: Art and Archaeology of Ancient Egypt and Western Asia	3			x	x	100%		Various	
ARTH 3401 Art Now	3	13	0	x	x	50%		Various	
ARTH 3434 Art and the Environment	3	53	0	x	x	50%		Blocker, Jane M	
ARTH 3464 Art Since 1945	4	28	0	x	x	50%		Blocker, Jane M	
ARTH 3578 Arts of Africa	4					100%	x	Taylor, Dominic A	
ARTH 5301 Visual Culture of the Atlantic World	3				x	50%		Gaudio, Michael P	

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ARTH	5655 African American Cinema	3				X	50%		Silberman, Robert	
ARTH	5786 Theorizing City and Space in the Mediterranean and Western Asia	3				X	50%		Canepa, Matthew	
ARTH	5787 Visual Cultures in Contact: Cross-Cultural Interaction in the Ancient and Early Middle Ages	3				X	50%		Various	
ARTH	8710 Seminar: Islamic Art	3					75%		Various	
<b>Biology (CBS)</b>										
BIOL	1055 Our Global Environment: Science and Solutions with Laboratory	4				X	25%		Various	
<b>Business Law (CSOM)</b>										
BLAW	3058 The Law of Contracts and Agency	4	257	2	X	X	25%		Kramer, Jack	
BLAW	6158 The Law of Contracts and Agency	4	1	14	X	X	25%		Kramer, Jack	
<b>Center for Spirituality and Healing (AHC)</b>										
CSPH	3301 Food Choices: Healing the Earth, Healing Ourselves	3	75	4	X	X	25%		Brady, Linda	
CSPH	5115 Cultural Knowledge, Health, and Contemporary Cultural Communities	3	5	2	X	X	25%		Brady, Linda J	
CSPH	5321 Public Health Priorities in the Developing World	2			X	X	75%		Robertson, Cheryl Lee	
CSPH	5541 Emotional Healing and Happiness: Eastern and Western Approaches to Transformation	2	6	7	X	X	50%		Young, Merrilee	
<b>Classical and Near Eastern Studies (CLA)</b>										
CNES	3109 The Age of Justinian and Muhammad	3					75%		Various	
CNES	3142 Art of Egypt	4					100%		Asher, Catherine B	
CNES	3182 Egypt and Western Asia: Art and Archaeology of Ancient Egypt and Western Asia	3			X	X	100%		Asher, Catherine B	
CNES	4051 Ancient Near East and Egypt: 1500 to 323 BCE	3					100%		Levinson, Bernard M	
<b>Conservation Biology (GFANS)</b>										
C BIO	8004 Economic and Social Aspects of Conservation Biology	3				X	25%		Various	
<b>Classical Civilization (CLA)</b>										
CLCV	3015W Art of Islam	4			X	X	50%	X	Asher, Catherine	
CLCV	3510 Great Books	3			X	X	50%		Clayton, Tom	

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<b>College of Food, Agriculture and Natural Resource Sciences (CFANS)</b>									
CFAN 3500 International Field Studies Seminar	3	6	0	X	X	50%		Various	
CFAN 5500 International Field Studies Seminar	3			X	X	50%		Various	
<b>Communication Studies (CLA)</b>									
COMM 3451W Intercultural Communication: Theory and Practice	3	54	0	X	X	50%		Albert, Rosita	
COMM 3452W Communication and the Intercultural Reentry	3	43	0	X	X	50%		Various	
COMM 4231 Comparing Electronic Media Systems	3					50%		Browne, Donald	
COMM 4235 Electronic Media and Ethnic Minorities - A World View	3	22	0			50%		Squires, Catherine	
COMM 4404W Language Borderlands	3	8	0	X	X	50%		Sheldon, Amy	
COMM 4452W Intercultural Interaction: Theory and Application	3					50%		Various	
COMM 5404 Language and Culture	3	10	0	X	X	50%		Sheldon, Amy	
COMM 5406 Communication and Gender	3					25%	X	Sheldon, Amy	
COMM 5451W Intercultural Communication Processes	3	43	3	X	X	50%		Jacobi, Laura	
<b>Comparative Literature (CLA)</b>									
CL 8362 Modernity and Its Others	4					50%		Various	
<b>Cultural Studies and Comparative Literature (CLA)</b>									
CSCL 1101 Literature	4	340	0	X	X	50%		Various	
CSCL 1401W Reading Literature: Theory and Practice	4	264	0	X	X	50%		Various	
CSCL 1501W Reading History: Theory and Practice	4	105	0	X	X	50%		Various	
CSCL 1921W Introduction to Film Study	4	270	0	X	X	50%		Various	
CSCL 3115 Cinema and Ideology	4	43	0	X	X	50%		Ganguly, Keya	
CSCL 3172 Music as Discourse	3	114	0	X	X	50%		Various	
CSCL 3176 Oppositional Cinemas	4			X	X	50%		Various	
CSCL 3331 Science and the Humanities	3			X	X	50%		Various	
CSCL 3458W The Body and the Politics of Representation	3	57	0	X	X	50%		Various	
CSCL 3621W Colonial and Postcolonial Literatures and Theory: 1700 to the Present	3	26	0	X		50%		Various	

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CSSL	3910 Topics in Cultural Studies and Comparative Literature	3	20	0	x	x	varies	varies	Various	
CSSL	3910H Topics in Cultural Studies and Comparative Literature: Honors	3			x	x	varies	varies	Various	
CSSL	5413 Cinema and Society in the Arab World	4					50%		Various	
<b>Dance (CLA)</b>										
DNCE	1313 African Based Movement	1	32	3	x	x	100%		Brown, Patricia	
DNCE	1351 African Diasporic Movement 1	1	13	1	x	x	100%		Brown, Patricia	
DNCE	1352 African Diasporic Movement 2	1	3	1	x	x	100%		Brown, Patricia	
DNCE	1353 African Diasporic Movement 3	1	17	1	x	x	100%		Various	
DNCE	1354 African Diasporic Movement 4	1			x	x	100%		Various	
DNCE	3351 African Diasporic Movement 5	1	6	0	x	x	100%		Various	
DNCE	3352 African Diasporic Movement 6	1			x	x	100%		Various	
DNCE	3401W Dance History 1	3	25	0	x	x	75%		Larasati, Diyah	
DNCE	3402W Dance History 2	3	25	0	x	x	75%		Various	
DNCE	3487W Dance and Citizenship: Land, Migration, and Diaspora	3	16	0			75%		Larasati, Diyah	
DNCE	3495 Dance and Global Tourism	3	11	0	x	x	50%		Larasati, Diyah	
DNCE	4443 Theorizing Dancing Bodies	3	22	0	x	x	50%		Chatterjea, Ananya	
DNCE	5493 Corporalities: Movement, and Social Justice: Staging "Equitable" Choreographies	3			x	x	50%		Various	
DNCE	5495 Dance and Global Tourism	3			x	x	50%		Larasati, Diyah	
<b>Design (GD)</b>										
DES	3196 Field Study: National or International	1-10			x	x	50%		Johnson, Kim K	
DES	4165 Design and Globalization	3			x	x	50%		Hadjiyanni, Tasoulla	
DES	5165 Design and Globalization	3			x	x	50%	x	Hadjiyanni, Tasoulla	
DES	5196 Field Study: National/International	1-10			x	x	50%		Various	
<b>Development Studies and Social Change (CLA)</b>										
DSSC	8111 Approaches to Knowledge and Truth: Ways of Knowing in Development Studies and Social Change	3	0	10	x	x	25%	x	Various	
DSSC	8211 Doctoral Research Workshop in Development Studies and Social Change	1	0	5	x	x	varies	x	Levison, Deborah	
DSSC	8212 Doctoral Research Workshop in Development Studies and Social Change	1	0	10	x	x	varies	x	Levison, Deborah	

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ECON	8482 <i>Advanced Topics in International Trade</i>	2			X	X	50%		Various	
ECON	8491 <i>Workshop in Trade and Development</i>	1-3	0	14	X	X	50%		Kehee, Timothy J	
ECON	8492 <i>Workshop in Trade and Development</i>	1-3	0	12	X	X	50%		Arellano, Cristina	
<b>Education and Human Development (CEHD)</b>										
EDHD	3100 <i>International Topics for Undergraduates</i>	1-12	21	0	X	X	varies		Various	
EDHD	5100 <i>International Topics for Graduate Students</i>	1-12			X	X	varies		Various	
<b>Educational Psychology (CEHD)</b>										
EPSY	5461 <i>Cross-Cultural Counseling</i>	3	5	14	X	X	25%		Various	
EPSY	8403 <i>Social/Cultural Contexts: Counseling and Skills</i>	3	0	34	X	X	25%	X	Various	
<b>English: Literature (CLA)</b>										
ENGL	1001V <i>Honors: Introduction to Literature: Poetry, Drama, Narrative</i>	4	15	0	X	X	50%		Goldberg, Brian B	
ENGL	1001W <i>Introduction to Literature: Poetry, Drama, Narrative</i>	4	122	0	X	X	50%		Various	
ENGL	1401V <i>Honors: Introduction to "Third World" Literatures in English</i>	4			X	X	50%		Various	
ENGL	1401W <i>Introduction to "Third World" Literatures in English</i>	4	71	0	X	X	50%		Various	
ENGL	3011 <i>Diaspora Poetics</i>	3			X	X	50%		Sugnet, Charles	
ENGL	3021 <i>Captivity in Literature and Film: From the Barbary Coast to Guantanamo Bay</i>	3	15	0	X	X	50%		Matar, Nabil	
ENGL	3046 <i>Black and White</i>	4			X	X	50%		Various	
ENGL	3350 <i>Women Writers</i>	3			X	X	50%	X	Various	
ENGL	3350H <i>Honors: Women Writers</i>	3				X	50%		Various	
ENGL	3400 <i>Post-Colonial Literatures</i>	3			X		50%		Ismail, Qadri M	
ENGL	3400H <i>Honors: Post-Colonial Literatures</i>	3				X	50%		Sugnet, Charles	
ENGL	3598W <i>Introduction to African American Literature and Culture II</i>	4	9	0	X	X	50%		Wright, John	
ENGL	4603W <i>World Englishes</i>	4	10	1	X	X	25%		Escure, Genevieve J	
ENGL	5021 <i>Captivity in Literature and Film: From the Barbary Coast to Guantanamo Bay</i>	3			X	X	50%		Various	
ENGL	5400 <i>Readings in Post-Colonial Literature</i>	3			X	X	50%	X	Various	
ENGL	8400 <i>Seminar in Post-Colonial Literature, Culture, and Theory</i>	3	1	7	X	X	50%	X	Ismail, Qadri M	

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<b>Environmental Sciences, Policy and Management (CEANS)</b>										
ESPM	1011	Issues in the Environment	3	261	0	X	X	50%	X	Various
ESPM	1012H	Environmental Science and Society	3	17	0	X	X	25%	Various	
ESPM	4061W	Water Quality and Natural Resources	3	25	0	X	X	50%	X	Perry, Jim
ESPM	5061	Water Quality and Natural Resources	3	0	5	X	X	50%	X	Perry, Jim
ESPM	5251	Natural Resources in Sustainable International Development	3	1	8	X	X	50%	X	Various
<b>Family Social Science (CHED)</b>										
FSOS	3104	Global and Diverse Families	3	187	0	X	X	50%	Various	
FSOS	8005	Multicultural Issues in Family Science	3			X	X	25%	Various	
<b>Finance (CSOM)</b>										
FINA	4621	The Global Economy	2	187	0	X	X	25%	Bazdresch, Santiago	
FINA	4622	International Finance	2	154	0	X	X	25%	Various	
FINA	6621	International Finance Management	2	0	28	X	X	25%	Various	
<b>Food Science and Nutrition (CEANS)</b>										
FSCN	3301	Food Choices: Healing the Earth, Healing Ourselves	3	91	0	X	X	25%	Brady, Linda	
FSCN	3615	Sociocultural Aspects of Food, Nutrition, and Health	3	111	1	X	X	50%	X	Smith, Chery
<b>French (CLA)</b>										
FREN	3101W	Methods in French and Francophone Studies	4	84	1	X	X	50%	Various	
FREN	3260	Dramas of Culture: 20th-Century French and Francophone Theater	3			X	X	50%	Brewer, Maria M	
FREN	3310	Literature of Revolution and Upheaval	3			X		25%	Sivert, Eileen B	
FREN	3451	North African Cinema	3			X		100%	Abderrezak, Hakim	
FREN	3471	Topics in Francophone African Literature and Cultures	3			X		100%	Preckshot, J E	
FREN	3479	Francophone Writers of the African Diaspora	3	20	0	X	X	100%	Abderrezak, Hakim	
FREN	3650	Topics in French/Francophone Cultures	3			X	X	50%	varies	Various
FREN	3750	Topics in French/Francophone Literature and Culture	3			X	X	50%	Noakes, Susan J	
FREN	5470	Post/Colonial Francophone Literatures	3			X	X	50%	Preckshot, J. E.	

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FREN	8240 Critical Issues: French and Francophone Cinema	3-9			X		50%		Various	
FREN	8420 Critical Issues: Francophone Literature	3			X		50%		Preckshot, J. E.	
<b>French and Italian (CLA)</b>										
FRII	3851 France, Italy and North Africa in Films on Contemporary Migrations	3			X		100%		Abderezak, Hakim	
<b>Gay, Lesbian, Bisexual, and Transgender Studies (CLA)</b>										
GLBT	3404 Transnational Sexualities	3			X		50%		Various	
<b>Gender, Women, and Sexuality Studies (CLA)</b>										
GWSS	1003W Women Write the World	3	75	0	X	X	50%		Kaminsky, Amy	
GWSS	3003 Gender and Global Politics	3	52	0	X	X	50%	X	Various	
GWSS	3003H Honors: Gender and Global Politics	3-4					50%	X	Various	
GWSS	3207 Gender and the Global Politics of Health	3					50%	X	Justi, Jessica	
GWSS	3290H Topics: Biology, Health, and Environmental Studies: Enviro/Feminism	3			X	X	50%	X	Various	
GWSS	3301W Women Writers	3	30	0	X	X	50%	X	Various	
GWSS	3361 Women and Diasporas in Modern History	3			X	X	50%		Desai, Jigna	
GWSS	8401 Gender, Space, and Resistance	3			X		50%	X	Various	
<b>Geography (CLA)</b>										
GEOG	1301V Honors: Our Globalizing World	4			X	X	50%		Various	
GEOG	1301W Our Globalizing World	4	119	2	X	X	50%		Various	
GEOG	1372 Geography of Global Cities	3	145	0	X	X	50%		Various	
GEOG	1403 Biogeography of the Global Garden	4	479	0	X	X	25%		Various	
GEOG	1403H Honors: Biogeography of the Global Garden	4			X	X	25%		Various	
GEOG	3141 Africa	3	24	0	X	X	100%		Various	
GEOG	3331 Geography of the World Economy	3	54	0	X	X	25%	X	Gidwani, Vinay	
GEOG	3378 The Third World: Development, poverty, possibility	3			X	X	50%	X	Samatar, Abdi Ismail	
GEOG	3379 Environment and Development in the Third World	3	104	0	X	X	50%	X	Samatar, Abdi Ismail	
GEOG	3381W Population in an Interacting World	4	159	0	X		25%	X	Various	

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GEOG	3401 Geography of Environmental Systems and Global Change	4	82	0	x	x	25%	x	Klink, Katherine	
GEOG	3401H Honors: Geography of Environmental Systems and Global Change	4			x	x	25%	x	Klink, Katherine	
GEOG	3411W Geography of Health and Health Care	4	54	0	x	x	50%	x	Neely, Abigail	
GEOG	5385 Globalization and Development: Political Economy	4			x	x	50%	x	Samatar, Abdi Ismail	
GEOG	5401 Geography of Environmental Systems and Global Change	4	0	3			25%	x	Klink, Katherine	
GEOG	5411 Geography of Health and Health Care	4			x	x	50%		Various	
GEOG	8001 Problems in Geographic Thought	3	0	9	x	x	25%	x	Braun, Bruce	
GEOG	8005 Proseminar: Population Geography	3				x	50%	x	Various	
GEOG	8007 Proseminar: Theories of Development and Change	3				x	50%	x	Various	
GEOG	8106 Seminar: Social and Cultural Geography	3				x	50%	x	Various	
GEOG	8212 Africa	3					100%	x	Various	
GEOG	8220 Agrarian Change and Rural Development	3					50%	x	Various	
GEOG	8240 Medical Geography	3			x		50%		Various	
GEOG	8350 Seminar: World Population	3					50%	x	Various	
<b>Gerontology (School of Public Health)</b>										
GERO	5105 Multidisciplinary Perspectives on Aging	3			x	x	25%		Various	
<b>Global Studies (CLA)</b>										
GLOS	1015V Honors: Introduction to Global History Since 1950	4			x	x	75%		Various	
GLOS	1015W Globalization: Issues and Challenges	4	51	0	x	x	75%	x	Various	
GLOS	1112 Globalization and Social Justice	3	29	0		x	75%	x	Skaria, Ajay	
GLOS	1672 Geography of Global Cities	3			x	x	75%	x	Various	
GLOS	3143 Living in the Global	3			x	x	75%		Wolfe, Thomas C	
GLOS	3144 Knowledge, Power, and the Politics of Representation in Global Studies	4	146	2	x	x	75%	x	Viestenz, William	
GLOS	3144H Honors: Knowledge, Power, and the Politics of Representation in Global Studies	4	19	0	x	x	75%	x	Viestenz, William	
GLOS	3145 Theoretical Approaches to Global Studies	4	118	0	x	x	75%	x	Goldman, Michael	
GLOS	3145H Honors: Theoretical Approaches to Global Studies	4	16	0	x	x	75%	x	Goldman, Michael	
GLOS	3219 History of Capitalism: Uneven Development Since 1500	3	4	0	x		50%		Isett, Christopher	
GLOS	3231 Geography of the World Economy	3			x		50%		Various	

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GLOS	3301 Environment & Empire	3	9	0	X	X	50%	X	Various	
GLOS	3302 Debating "Development": Contested Visions	3	28	0	X	X	75%	X	Gidwani, Vinay	
GLOS	3303 Environment and Development in the Third World	3	28	0	X	X	50%	X	Various	
GLOS	3305 Life for Sale: Global Debates on Environment, Science, and Society	3	28	0	X	X	75%	X	Craddock, Susan L	
GLOS	3401 International Human Rights Law	3	59	0	X	X	75%	X	Frey, Barbara A	
GLOS	3415 Global Institutions of Power: World Bank, International Monetary Fund, and World Trade Organization	3			X	X	75%	X	Goldman, Michael R	
GLOS	3602 Other Worlds: Globalization and Culture	3			X	X	75%	X	Craddock, Susan L	
GLOS	3605 From Printing Press to Internet: Media, Communications, and History	3			X	X	50%	X	Wolfe, Thomas C	
GLOS	3613W Food, Culture, and Society	3			X	X	75%	X	Schurman, Rachel	
GLOS	3643 Islam and the West	3	4	0	X	X	50%	X	Bashiri, Iraj	
GLOS	3681 Gender and the Family in the Islamic World	3			X	X	75%		Bashiri, Iraj	
GLOS	3701W Population in an Interacting World	4	34	0	X	X	50%	X	Various	
GLOS	3705 Transnational Migration	3			X	X	50%		Various	
GLOS	3900 Topics in Global Studies	1-5	71	0	X	X	50%	varies	Kaminsky, Amy	
GLOS	3940 Topics in Middle Eastern Studies	4			X	X	50%	varies	Various	
GLOS	3970 Topics in African Area Studies	3			X	X	100%	varies	Marrero-Fente, Raul A	
GLOS	4104 Crime and Human Rights	3			X	X	25%		Frey, Barbara A	
GLOS	4221 Globalize This! Understanding Globalization Through Sociology	3	28	0			50%		Goldman, Michael R	
GLOS	4311 Race, Class, and the Politics of Nature	3	11	0			50%		Pellow, David	
GLOS	4406 Sociology of International Law	3	27	0	X	X	75%	varies	Various	
GLOS	4910 Topics in Global Studies	1-4	27	0	X	X	75%	varies	Baer, Alejandro	
GLOS	5301 Environment & Empire	3	0	8			75%	X	Frey, Barbara A	
GLOS	5602 Other Worlds: Globality and Culture	1-4	3	9			75%	varies	Various	
<b>History (CLA)</b>										
HIST	1011W Civilization and the Environment: World History to 1500	4	110	0	X	X	50%	X	Various	
HIST	1012W The Age of Global Contact	4	110	0	X	X	75%	X	Gabaccia, Donna	
HIST	1015W Globalization: Issues and Challenges	4	35	0	X	X	75%	X	Various	
HIST	1017 Origins: Global Societies Before 1500	3			X	X	50%	X	Various	
HIST	1018 The Age of Global Contact	3			X	X	50%	X	Various	

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		2012-2013 UGRAD	2012-2013 GRAD						
HIST 1019 Globalization: Issues and Challenges	3					50%	X	Various	
HIST 1026 Europe and the World: Expansion, Encounter, and Exchange to 1500	3					50%	X	Various	
HIST 1027 Europe and the World: Expansion, Encounter, and Exchange from 1500 to Present	3					50%	X	Various	
HIST 1031W Europe and the World: Expansion, Encounter, Exchange to 1500	4	122	0	X	X	50%	X	Matar, Nabil I	
HIST 1032W Europe and the World: Expansion, Encounter, and Exchange from 1500 to Present	4	56	0	X	X	50%	X	Lorcin, Patricia M E	
HIST 1411W The Family from 10,000 BCE to the Present	4	153	0	X	X	50%	X	Maynes, Mary Jo	
HIST 3051 Ancient Civilization: Near East and Egypt	3			X	X	100%		Evans, John	
HIST 3054 Egypt of the Pharaohs	3	35	0	X	X	100%		Evans, John	
HIST 3066 Rise of Civilization	3			X	X	25%		Wells, Peter	
HIST 3351 Women and Diasporas in Modern History	3			X	X	50%	X	Deutsch, Tracy	
HIST 3415 Migrations in Modern Global History	3			X	X	75%	X	Deutsch, Tracy	
HIST 3419 History of Capitalism: Uneven Development Since 1500	3	55	0	X	X	50%	X	Isett, Christopher	
HIST 3431 Early Africa and Its Global Connections	4	4	0	X	X	100%	X	Various	
HIST 3432 Modern Africa in a Changing World	4	30	0	X	X	100%	X	Isaacman, Allen F	
HIST 3435 History of South Africa from 1910	3	5	0	X	X	100%	X	Atkins, Keletso E	
HIST 3436 Historical Background to Contemporary African Conflicts: Case Studies	3			X	X	100%	X	Various	
HIST 3438 Seminar: History of Women in South Africa	3			X	X	100%	X	Various	
HIST 3452 African Conservation Histories	3			X	X	100%	X	Mayes, Keith	
HIST 3454 West African History: Early Times to 1800	3			X	X	100%	X	Coifman, Victoria	
HIST 3455 West African History: 1800 to Present	3			X	X	100%	X	Isaacman, Allen F	
HIST 3456 Social and Intellectual Movements in the African Diaspora	3			X	X	100%	X	Wright, John	
HIST 3507 History of Modern Egypt	3	13	0	X	X	100%		Hakim, Carol	
HIST 3511 Muslims and Jews: Conflict and Co-existence in the Middle East and North Africa since 1500	3			X	X	50%	X	Schroeter, Daniel J	
HIST 3546 Islam and the West	3	11	0	X	X	50%	X	Bashiri, Iraj	
HIST 3606 Christian, Muslims, and Jews in the Middle Ages	3	30	0	X	X	50%		Various	
HIST 3705 From Printing Press to Internet: Media, Communications, and History	3					25%	X	Wolfe, Thomas C	
HIST 3728 Race, Nation, and Genocides in the Modern World	3			X	X	50%	X	Various	
HIST 3797 History of Population	3	29	0	X	X	50%	X	Various	
HIST 3863 The Black Diaspora in Historical Perspective	3			X	X	50%	X	Various	
HIST 3882 History of U.S. Foreign Relations	3					25%	X	Various	

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		2012-2013 UGRAD	2012-2013 GRAD						
HIST 3920 Topics in African History	1-4			X	X	100%	X	Various	
HIST 5436 Social History of African Women: 1850 to the Present	3					100%	X	Pohandt-McCormick, H.	
HIST 5439 Environment and Society in Africa	3					100%	X	Pohandt-McCormick, H.	
HIST 5446 Problems In West African History	3					100%	X	Pohandt-McCormick, H.	
HIST 5505 Survey of the Middle East	3					50%	X	Hakim, Carol	
HIST 5540 Topics in Mediterranean Studies	3	0	8	X	X	75%		Schroeter, Daniel J	
HIST 5632 World History Proseminar	3					50%	X	Various	
HIST 5831 Cultural Fallout: The Cold War and Its Legacy Readings	3	1	6	X	X	25%	X	May, Elaine Tyler	
HIST 5920 Topics in African Social History	3			X	X	100%	varies	Various	
HIST 5931 Topics in Comparative Third World History	3			X	X	50%	X	Various	
HIST 5932 African Historiography and the Production of Knowledge	3			X	X	100%	X	Isaacman, Allen F	
HIST 5935 Methods and Pedagogy in African History	3					100%	X	Pohandt-McCormick, H.	
HIST 8245 Human Rights and Crimes Against Humanity: A Global History	3					50%	X	Various	
HIST 8434 Health and Healing in African History	3					100%	X	Pohandt-McCormick, H.	
HIST 8540 Topics in Mediterranean Studies	3			X	X	75%		Various	
HIST 8630 Seminar in World History	3					50%	X	Various	
HIST 8709 Seminar: History of Sexuality	3					50%	X	Various	
HIST 8920 Topics in African History	1-4			X	X	100%	X	Pohandt-McCormick, H.	
HIST 8944 Research Seminar: New Directions in African Social History I	3					100%	X	Various	
HIST 8945 Research Seminar: New Directions in African Social History II	3					100%	X	Various	
<b>History of Medicine (Medical School)</b>									
HMED 3040 Human Health, Disease, and the Environment in History	3	48	0	X	X	50%		Gunn, Jennifer	
HMED 3055 Women, Health, and History	3	24	0			50%	X	Various	
HMED 5002 Public Health Issues in Historical Perspective	3					50%		Various	
HMED 5055 Women, Health, and History	3					50%	X	Various	
<b>History of Science and Technology (IT)</b>									
HSCI 1212 Life on Earth: Perspectives on Biology	4	79	0	X	X	50%	X	Jones, Susan D	
HSCI 1214W Life on Earth: Perspectives on Biology	4			X	X	50%	X	Jones, Susan D	

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			2012-2013 UGRAD	2012-2013 GRAD						
HSCI	1714 Technology and Civilization: Stone Tools to Steam Engines	4	183	1	X	X	25%		Various	
HSCI	1715 Technology and Civilization: Waterwheels to the Web	4	279	0	X	X	25%		Alexander, Jennifer Karns	
HSCI	3211 Biology and Culture in the 19th and 20th Centuries	3	30	0	X	X	50%	X	Borrello, Mark E	
HSCI	3244 History of Ecology and Environmentalism	3	77	0	X	X	50%	X	Various	
HSCI	3401 Ethics in Science and Technology	3	76	0	X	X	50%		Various	
HSCI	3714 Technology and Civilization: Stone Tools to Steam Engines	4	25	0	X	X	25%		Alexander, Jennifer Karns	
HSCI	5244 History of Ecology and Environmentalism	3	0	5	X	X	50%	X	Various	
HSCI	8124 Foundations for Research in Ancient Science	3					50%		Various	
HSCI	8421 Social and Cultural Studies of Science	3				X	50%		Jones, Susan D	
<b>Horticultural Science (CFANS)</b>										
HORT	3000 Horticulture Global Seminar	3			X		50%		Meyer, Mary	
HORT	4000 International Experiences in Horticultural Science	3	10	1	X	X	50%		Meyer, Mary	
<b>Housing Studies (CLA)</b>										
HSG	4465 Housing in a Global Perspective	3				X	50%		Various	
<b>Human Resources and Industrial Relations (GSOM)</b>										
HRIR	5025 Comparative and International Human Resources and Industrial Relations	2			X	X	50%		Various	
HRIR	8023 International Human Resource Management	2	1	60	X		50%		Leslie, Lisa	
HRIR	8072 Labor Movements in a Changing World	2					50%		Various	
<b>Interdisciplinary Medicine (Medical School)</b>										
INMD	7301 Medical Anthropology I: The Normal and the Pathological	1					50%		Various	
INMD	7302 Medical Anthropology II: International Health, Colonialism, and Emerging Diseases	2					50%		Various	
INMD	7303 Medical Anthropology III: Comprehending Human Affliction and Healing Cross Cultu	4					50%	X	Various	
INMD	7565 Clinical Experience in International Medicine I	2-6	0	9	X	X	50%		Various	
INMD	7566 Clinical Experience in International Medicine II	2-6	0	5	X	X	50%		Various	
INMD	7567 Introduction to International Health	1-4			X		50%	9	Various	
INMD	7568 Clinical Experience in International Medicine II	2-6			X		50%		Various	

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INMD	7569 <i>Clinical Experience in International Medicine III</i>	2-6			X	X	50%		Various	
INMD	7570 <i>Clinical Experience in International Medicine IV</i>	2-6					50%		Various	
INMD	7577 <i>Introduction to Complementary and Alternative Therapies</i>	3			X	X	50%		Various	
<b>International Business (GSOM)</b>										
IBUS	3400 <i>International Programs Elective</i>	1			X	X	varies		Various	
IBUS	4080 <i>Health Care Industry Dynamics in Africa--An International Perspective</i>	4	17	0	X	X	100%	X	Spruth, Steve	
IBUS	5100 <i>International Business: Undergraduate Exchange</i>	8	11	0	X	X	varies		Various	
IBUS	5200-9 <i>International Business: Undergraduate Exchange</i>	0-16	63	0	X	X	varies		Various	
IBUS	100, 5303 <i>International Business: Graduate Exchange</i>	1-6			X	X	varies		Various	
IBUS	6315 <i>Ethical Environment of International Business</i>	4			X	X	25%	X	Various	
IBUS	6400 <i>Carlson MBA Global Discovery</i>	1-3	0	186	X	X	varies		Berrauane, Sid	
IBUS	6500 <i>Mergers and Acquisitions in a Global Context</i>	1-4				X	25%		Various	
<b>Jewish Studies (CLA)</b>										
JWST	1034 <i>Introduction to Jewish History and Civilization</i>	3	19	0	X	X	50%	X	Jassen, Alex	
JWST	3034 <i>Introduction to Jewish History and Civilization</i>	3	15	0	X	X	50%	X	Jassen, Alex	
JWST	3511 <i>Muslims and Jews: Conflict and Co-existence in the Middle East and North African S</i>	3			X		100%		Various	
JWST	3606 <i>Christians, Muslims, and Jews in the Middle Ages</i>	3	5	0		X	50%		Various	
JWST	3778 <i>Jews of the Islamic Mediterranean and Christian Europe, 7th-17th Centuries</i>	3	2	0	X		100%		Schroeter, Daniel J	
<b>Journalism and Mass Communication (CLA)</b>										
JOUR	3552 <i>Internet and Global Society</i>	3	48	0	X	X	50%		Lewis, Seth	
JOUR	4801 <i>Global Communication</i>	3	42	0	X	X	50%		Various	
JOUR	8681 <i>Seminar: Media and Globalization</i>	3			X	X	50%		Various	
JOUR	8801 <i>Seminar: Comparative Research in Mass Communicationa Cross-National Approach</i>	3			X	X	50%		Various	
<b>Kinesiology (GEHD)</b>										
KIN	1904 <i>Freshman Seminar: Global Perspectives</i>	3			X	X	50%		Various	

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Law (Law School)		Dept/ Course Number/Course Title	Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
LAW	6058	Human Rights Advocacy	3	0	7	X		50%		Frey, Barbara	
LAW	6216	International Environmental Law	3	0	12	X	X	50%		Various	
LAW	6400	International Environmental Law	2	0	12	X		50%		Morrison, Fred	
LAW	6601	International Business Transactions	3			X		50%		Gross, Oren	
LAW	6602	International Law	3	0	18	X	X	50%		Morrison, Fred	
LAW	6619	International Trade	2-3	0	19	X		50%		Shaffer, Gregory	
LAW	6627	International Tax	2-3	0	16	X		50%		Various	
LAW	6800	International Contracts	3	0	18	X		50%		Various	
LAW	6806	International Humanitarian Law	2					50%		Various	
LAW	6861	International and Transnational Law: How They Work	2					50%		Various	
LAW	6867	International and Foreign Legal Research	2	0	20	X		50%		Rumsey, Mary	
LAW	6872	Immigration Law	3	0	29	X	X	50%		Weissbrodt, David	
LAW	6882	International Criminal Prosecution	1-2	0	9			50%		Various	
LAW	6886	International Human Rights Law	3	0	33	X	X	50%		Various	
LAW	6887	International Intellectual Property	3					50%		Okeji, Ruth L	
LAW	6910	Islamic Law	2	0	8	X		50%		Various	
LAW	6911	International Commercial Arbitration Seminar	2			X		50%		Various	
LAW	7075	International Moot Court	1-3	0	42	X	X	50%		Clary, Bradley G	
LAW	7076	International Moot Court Director	1	0	14	X	X	50%		Clary, Bradley G	
LAW	7077	International Moot Court Administrative Director	1	0	1	X	X	50%		Clary, Bradley G	
LAW	7078	International Moot Court Competition Team	1	0	5	X	X	50%		Clary, Bradley G	
LAW	7300	Minnesota Journal of International Law	0	0	19	X	X	25%		Various	
LAW	7400	Human Rights Litigation and International Advocacy	4	0	16	X	X	50%		Various	
LAW	7842	Immigration and Human Rights	4	0	16	X	X	50%		Various	
<b>Linguistics (CLA)</b>											
LING	1701	Language and Society	4	45	0	X	X	50%		Various	
LING	3001	Introduction to Linguistics	4	222	3	X	X	50%		Various	
LING	3101W	Languages of the World	3	33	0	X	X	50%		Various	

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LING	3721 Bilingualism	3	19	0	X	X	50%		Karvonen, Daniel	
LING	4201 Syntax I				X	X	50%		Halpert, Claire	
LING	4202 Syntax II				X	X	50%		Halpert, Claire	
LING	5001 Introduction to Linguistics	4	0	3	X	X	50%		Various	
LING	5101 Language Types and Linguistic Universals	3			X	X	50%		Various	
LING	8105 Field Methods I				X	X	100%		Halpert, Claire	
LING	8106 Field Methods II				X	X	100%		Halpert, Claire	
<b>Management (CSOM)</b>										
MGMT	3014 Topics in International Business, Government, and Society	4			X	X	50%		Various	
MGMT	3040 Understanding the International Environment of Firms: International Business	3	104	0	X	X	50%		Various	
MGMT	3900 International Business Communication	3	40	0	X	X	50%		Various	
MGMT	5019 Business, Natural Environment, and Global Economy	2			X	X	50%	X	Marcus, Alfred A	
MGMT	6035 Complex and Cross-Cultural Negotiations	2	0	52	X	X	50%		Hydrie, Yelena	
MGMT	6040 International Strategy and Organization	2	11	178	X	X	50%	X	Madzar, Syjetana	
MGMT	6305 The International Environment of Business	2	3	91	X	X	50%		Various	
MGMT	8202 Seminar in International Management	4			X	X	50%		Various	
<b>Management of Technology (Institute of Technology)</b>										
MOT	4010 Management of Science and Technology in the Middle East, Global Seminar	3	15	0	X	X	50%		Various	
MOT	8950 International Management of Technology Project	1-5	0	27	X	X	50%		Polla, Dennis L	
<b>Manufacturing Operations Management (CCE)</b>										
MMI	3001 Manufacturing in a Global Economy	3	23	0	X	X	50%		Various	
MMI	4035 Global Supply Chain Management	3	10	0	X	X	50%		Various	
<b>Marketing (CSOM)</b>										
MKTG	6072 International Marketing	2	5	22	X	X	50%		Murray, John A	
<b>Master of Business Administration (CSOM)</b>										

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		2012-2013 UGRAD	2012-2013 GRAD						
MBA 6220 Operations Management	3	0	466	X	X	50%		Linderman, Kevin	
<b>Master of Business Taxation (CSOM)</b>									
MBT 5380 Tax Aspects of International Business I	2	0	36	X	X	50%		Various	
MBT 5381 Tax Aspects of International Business II	2	0	15	X	X	50%		Lee, Patrick Timothy	
<b>Master of Development Practice (HHH)</b>									
MDP 5001 Ways of Knowing and Sustainable Livelihoods	2	0	20	X	X	75%		Various	
MDP 5100 International Field Seminar	1	0	18	X	X	75%		Various	
<b>Medicine (Medical School)</b>									
MED 7300 Global Health	0.5-8			X	X	50%		Various	
MED 7607 In-Person Global Health Course	1-4			X	X	50%		Various	
MED 7608 Global Health Course	1-8			X	X	50%		Various	
<b>Military Science (UEA)</b>									
MIL 3402 Leadership in a Complex World	3			X	X	50%		Various	
<b>Mortuary Science (Medical School)</b>									
MORT 3370 Death and Dying Across Cultures and Religions	3	29	0	X	X	50%		Thomas, Gloria Roach	
<b>Music (CLA)</b>									
MUS 1013 Rock I: The Historical Origins and Development of Rock Music to 1970	3	648	0	X	X	50%		Lubet, Alex	
MUS 1801W Music, Society, and Cultures	3	77	0	X	X	50%		Various	
MUS 1804 World Music	3	140	0	X	X	50%		Various	
MUS 3029 Music in the 20th Century	3	21	0	X	X	50%		Painter, Karen	
MUS 5460 World Music Ensemble	1	22	3	X	X	50%		Various	
MUS 5804 Folk and Traditional Musics: Selected Cultures of the World	3					75%		Various	
<b>Music Education (CLA)</b>									

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MUED 5621 African Performing Arts in Education	3			X	X	100%		Various	
<b>Nursing (School of Nursing)</b>									
NURS 4325 Cultural Immersion and Service Learning in Public Health Nursing	2-3			X	X	50%		Various	
NURS 4505 Managing Chronic Health Conditions of Elders: a Study Abroad Practicum	3			X	X	50%		Various	
NURS 5040H Seeking Solutions to Global Health Issues	3	17	1	X	X	50%		Martin, Lisa	
NURS 5221 Refugee Health: Trauma, Stress, and Coping	3			X	X	25%		Various	
NURS 5803 Transcultural Nursing: Theories and Issues	2			X	X	50%		Various	
NURS 5812 Global Health Through Study Abroad	2-3	22	4	X	X	50%		Various	
NURS 6933 Determinants of Health in Developing Countries	2			X	X	50%		Various	
<b>Philosophy (CLA)</b>									
PHIL 1006W Philosophy and Cultural Diversity	4	103	0	X	X	50%		Various	
PHIL 1026W Philosophy and Cultural Diversity	3	60	0	X	X	50%		Various	
PHIL 3234 Knowledge and Society	4			X	X	50%		Scheman, Naomi	
PHIL 3301 Environmental Ethics	4	74	0	X	X	50%		Various	
PHIL 3304 Law and Morality	4	31	0	X	X	50%		Various	
PHIL 3311W Introduction to Ethical Theory	4	57	0	X	X	50%		Various	
PHIL 3322W Moral Problems of Contemporary Society	3	14	0	X	X	50%		Bix, Brian	
<b>Physics (IT)</b>									
PHYS 1904 Freshman Seminar: International Perspective	1-3			X	X	50%		Various	
<b>Political Science (CLA)</b>									
POL 1019 Indigenous Peoples: A Global Perspective	3	6	0	X	X	50%		Various	
POL 1025 Global Politics	4	392	0	X	X	50%		Freeman, John Roy	
POL 1026 We and They: U.S. Foreign Policy	4			X	X	50%		Sampson III, Martin Wright	
POL 1054 Politics of Countries Around the World	4	132	0	X	X	50%		Samuels, David Julian	
POL 1054H Honors: Politics of Countries Around the World	4	26	0	X	X	50%		Samuels, David Julian	
POL 3235W Democracy and Citizenship	3-4	54	0	X	X	50%		Various	

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			2012-2013 UGRAD	2012-2013 GRAD						
POL	3410 Topics in Comparative Politics	3	45	0	X	X	varies	Collins, Kathleen		
POL	3475 Islamist Politics	3	63	0	X	X	50%	Collins, Kathleen		
POL	3477 Political Development	3-4	98	0	X	X	75%	Caraway, Teri Lynn		
POL	3739 Politics of Race, Class, and Ethnicity	3	76	0	X	X	50%	Nimtz Jr, August H		
POL	3810 Topics in International Relations and Foreign Policy	3			X	X	50%	Shively, W Phillips		
POL	3835 International Relations	3	194	0	X	X	50%	Various		
POL	3872W Global Environmental Cooperation	4	27	0	X	X	50%	Various		
POL	3873W Global Citizenship and International Ethics	3	45	0	X		50%	Various		
POL	4403W Comparative Constitutionalism	3	23	0	X	X	75%	Hilbink, Lisa		
POL	4410 Topics in Comparative Politics	3			X	X	75%	Various		
POL	4478W Contemporary Politics in Africa and the Colonial Legacy	4	29	0	X	X	100%	Nimtz Jr, August H		
POL	4485 Human Rights and Democracy in the World	3	50	0	X	X	50%	Sikkink, Kathryn A		
POL	4487 The Struggle for Democratization and Citizenship	4	25	0	X	X	75%	Nimtz Jr, August H		
POL	4495 Politics of Family, Sex, and Children	3	59	0	X	X	25%	Various		
POL	4771 Racial Attitudes and Intergroup Conflict	3			X		50%	Various		
POL	4810 Topics in International Politics and Foreign Policy	3			X	X	50%	Various		
POL	4883W Global Governance	3					50%	Various		
POL	4885W International Conflict and Security	4	27	0	X	X	75%	Various		
POL	4887 Thinking Strategically in International Politics	3	56	0	X	X	75%	Various		
POL	5403 Comparative Constitutionalism	3			X	X	75%	Hilbink, Lisa		
POL	5410 Topics in Comparative Politics	3			X	X	varies	Ansell, Benjamin William		
POL	5478 Contemporary Politics in Africa and the Colonial Legacy	4					100%	Nimtz Jr, August H		
POL	5810 Topics in International Politics and Foreign Policy	3			X	X	50%	Various		
POL	5833 The United States in the Global Economy	3					50%	Various		
POL	5883 Global Governance	3					50%	Various		
POL	5885 International Conflict and Security	3			X		50%	Various		
POL	5887 Thinking Strategically in International Politics	3			X		50%	Duvail, Raymond D		
POL	8401 International Relations	3			X	X	50%	Krebs, Ronald R		
POL	8402 International Security	3	0	6		X	50%	Krebs, Ronald R		
POL	8403 International Norms and Institutions	3			X		50%	Johnson, Timothy Russel		

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POL	8404 International Hierarchy	3					50%		Goren, Paul Nurullah	
POL	8405 International Political Economy	3			X		50%		Ansell, Benjamin W	
POL	8406 Politics of International Finances	3					50%		Freeman, John Roy	
POL	8407 Morality in World Politics	3					50%		Various	
POL	8408 International Relations of the Environment	3					50%		Duvall, Raymond D	
POL	8411 Political Psychology and Foreign Policy	3					50%	varies	Miller, Joanne Marie	
POL	8460 Topics in International Relations	3	1	14	X	X	50%		Sikkink, Kathryn A	
POL	8602 Families, Children, and the State	3					75%		Kellner, Daniel	
POL	8605 Government and Politics in Africa	3					100%		Various	
<b>Portuguese (CLA)</b>										
PORT	1101 Beginning Portuguese	5	24	0	X	X	25%		Various	
PORT	1102 Beginning Portuguese	5	21	0	X	X	25%		Various	
PORT	1103 Intermediate Portuguese	5	7	0	X	X	25%		Mattos, Mariena S	
PORT	1104 Intermediate Portuguese	5	8	0	X	X	25%		Mattos, Mariena S	
PORT	1904 Freshman Seminar	3	7	0	X	X	25%		Various	
PORT	1905 Topics Freshman Seminar	3			X	X	25%		Various	
PORT	3001 Portuguese for Spanish Speakers	4	120	8	X	X	25%		Various	
PORT	3002 Business Portuguese for Spanish Speakers	4			X	X	25%		Dias, Dora	
PORT	3003 Portuguese Conversation and Composition	4	23	1	X	X	25%		Ferreira, Ana Paula	
PORT	3501W Global Portuguese 1300-1900	3	17	0	X	X	50%	X	Beal, Sophia	
PORT	3502W Global Portuguese 1900-Present	3			X	X	100%		Beal, Sophia	
PORT	3503W Literatures and Cultures of Lusophone Africa	3					100%	X	Beal, Sophia	
PORT	3603W Portuguese-Speaking Cultures and Literatures in Translation	3					50%		Various	
PORT	3800 Film Studies in Portuguese	3			X		25%		Ferreira, Ana Paula	
PORT	3910 Topics in Lusophone Literatures	3			X	X	75%		Various	
PORT	3920 Topics in Lusophone Cultures	3	5	1	X	X	75%		Ferreira, Ana Paula	
PORT	4001 Portuguese for Spanish Speakers	4			X	X	25%		Dias, Dora	
PORT	4101 Beginning Portuguese	2			X	X	25%		Various	
PORT	4102 Beginning Portuguese	2			X	X	25%		Various	

\*If a course is listed as having less than 100% international content, the percentage given is based on the description of the course content in the most recent Course Catalogs

Dept/ Course Number/Course Title		Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
PORT	4103 Intermediate Portuguese	2			X	X	25%		Martos, Marilena S	
PORT	4104 Intermediate Portuguese	2			X	X	25%		Martos, Marilena S	
PORT	5540 Literatures and Cultures of Lusophone Africa	3					100%	X	Various	
PORT	5910 Topics in Lusophone Cultures	3	1	13	X	X	75%		Various	
<b>Post Secondary Teaching and Learning (CEHD)</b>										
PSTL	1251 Global History and Culture	4	240	0	X	X	50%	X	Various	
PSTL	1367W Literatures of the World: International Perspectives	4	26	0	X	X	50%		Various	
PSTL	1368 Literatures of the World: International Perspectives	3	291	0	X	X	50%		Various	
PSTL	1904 Freshman Seminar: Global Perspectives	3			X	X	50%	varies	Staats, Susan K	
PSTL	1909W Freshman Seminar: International Perspectives	3					50%	varies	Staats, Susan K	
<b>Public Affairs (HHH)</b>										
PA	1907W Freshman Seminar: Cultural Diversity	1-3			X	X	50%		Various	
PA	4414 Child Human Rights: Work and Education	3				X	50%		Curtin, Mary	
PA	4961W Leadership for Global Citizenship	3	37	0	X	X	50%	X	Various	
PA	5021 Economics For Policy Analysis and Planning I	3	0	107	X	X	50%	varies	Various	
PA	5301 Population Methods and Issues for the United States & Global South	3	0	10	X	X	50%	X	Levison, Deborah	
PA	5414 Child Human Rights: Work and Education	3					50%	X	Levison, Deborah	
PA	5451 Immigrant Health Issues	3-4	2	29	X	X	25%		Various	
PA	5452 Immigration and Public Policy	3					25%		Various	
PA	5522 International Development Policy, Families, and Health	3	0	14		X	50%		Friedemann-Sanchez, G.	
PA	5561 Gender and International Development	3			X		50%		Friedemann-Sanchez, G.	
PA	5601 Global Survey of Gender and Public Policy	3	0	8	X	X	50%		Various	
PA	5801 Global Public Policy	3	3	13	X	X	50%		Atwood, J Brian	
PA	5802 Global Economic Policy	3	0	14	X	X	50%		Kudrle, Robert	
PA	5821 Humanitarianism	3	0	9			50%		Various	
PA	5822 International Security	3					50%		Atwood, J Brian	
PA	5841 Women, Violence, and Armed Conflict	3					50%		Atwood, J Brian	
PA	5890 Topics in Foreign Policy and International Affairs	1-5	0	70	X	X	50%	varies	Various	

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Dept/ Course Number		Course Title	Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
PA	5952	Global Commons Seminar II	2			X	X	50%		Various	
PA	8286	International Development and Urban Planning				X	X	50%		Allen, Ryan	
PA	8811	Strategic Issues in International Economic Policy	3					50%		Assaad, Ragui A	
PA	8890	Advanced Topics in Foreign Policy and International Affairs	1-3			X	X	50%		Various	
<b>Public Health (School of Public Health)</b>											
PUBH	3107	Global Public Health and the Environment	2	21	0	X	X	75%		Alexander, Bruce	
PUBH	3601	Maternal Health and Child Health Global Public Health Issues	2	35	0	X	X	75%		Bonilla, Zobeida	
PUBH	3807	Global Health, Relief, Development and Religious and Non-religious NGOs	3	3	0	X	X	75%		Allison, Kirk	
PUBH	6131	Working in Global Health	2			X	X	75%		Various	
PUBH	6133	Global Health Seminar	1	0	16	X	X	75%		Alexander, Bruce	
PUBH	6134	Sustainable Development and Global Public Health	2	0	21	X	X	75%		Tosceno Jr, William	
PUBH	6281	Immigrant Health Issues	3-4			X	X	75%		Various	
PUBH	6365	Epidemiology of Global Health	2	0	16	X	X	75%		Lifson, Alan	
PUBH	6730	International Comparative Health Systems	2			X	X	75%		Blewett, Lynn Ann	
PUBH	6732	Topics and Methods in Global Health Assessment	2			X	X	75%		Various	
PUBH	6807	Global Health, Relief, Development and Religious and Non-religious NGOs	3	3	12	X	X	75%		Allison, Kirk	
PUBH	6906	Global Nutrition	2	0	10	X	X	75%		Himes, John	
PUBH	7210	Topics: Global Food Systems	0.5	0	14	X	X	75%	varies	Various	
PUBH	7234	Global Food Systems Leadership	1					75%		Various	
PUBH	7262	Globalization and Health	1	0	19			75%		Various	
<b>Recreation Resource Management (CFANS)</b>											
RRM	3101	Nature and Heritage Based Tourism	3			X	X	50%		Schneider, Ingrid	
RRM	3301	International Tourism	3			X	X	75%		Various	
RRM	5101	Nature and Heritage Based Tourism	3			X	X	50%		Schneider, Ingrid	
RRM	5301	International Tourism	3			X	X	75%		Various	
<b>Recreation, Park, Leisure Studies (CFANS)</b>											
REC	5371	Sport and Society	3	0	1	X	X	50%	X	Kane, Mary Jo	

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Dept Course Number/Course Title		Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
<b>Religious Studies (CLA)</b>										
RELS	1001	3	58	1	X	X	50%		Various	
									Schroeter, Daniel	
RELS	3078	3	4	0	X		75%		Schroeter, Daniel	
									Sellew, Phillip H	
RELS	3079	3			X		100%		Sellew, Phillip H	
									Matar, Nabil	
RELS	3535	3					50%		Matar, Nabil	
									Matar, Nabil	
RELS	3542	3					75%		Matar, Nabil	
									Matar, Nabil	
RELS	3712	3			X	X	50%		Matar, Nabil	
									Bashiri, Itaj	
RELS	3714	3	2	0	X		50%		Various	
									Various	
RELS	3716	3			X		50%		Various	
									Various	
RELS	4049	3			X	X	varies		Various	
									Various	
RELS	5535	3					50%		Various	
<b>Social Work (GEHD)</b>										
SW	1001	3	41	0	X	X	50%		Various	
									Menanteau, Dario	
SW	3703	3	52	0	X	X	50%		Menanteau, Dario	
									Various	
SW	5562	3			X	X	50%		Various	
									Various	
SW	5913	2	0	8	X	X	50%		Various	
									Menanteau, Dario	
SW	8525	3					50%		Menanteau, Dario	
									Various	
SW	8807	3	0	15	X	X	50%		Various	
<b>Sociology (CLA)</b>										
SOC	3415	3			X	X	50%		Gowan, Teresa	
									Park, Lisa	
SOC	3451V	3			X	X	50%		Park, Lisa	
									Park, Lisa	
SOC	3451W	3	3	0	X	X	50%		Park, Lisa	
									Various	
SOC	3452	3	30	0			75%	X	Various	
									Park, Lisa	
SOC	3505	3			X		50%		Park, Lisa	
									Meier, Ann	
SOC	3511	3	77	0	X	X	50%		Meier, Ann	
									Schurman, Rachel	
SOC	3613W	3			X	X	75%		Schurman, Rachel	
									Saveisberg, Joachim	
SOC	4104	3			X	X	50%		Saveisberg, Joachim	

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Dept/ Course Number/Course Title		Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
SOC	4170 Sociology of International Law	3	16	0	X	X	50%		Boyle, Elizabeth Heger	X
SOC	4305 Society and the Environment: A Growing Conflict	3	6	0	X	X	50%	X	Broadbent, Jeffrey	X
SOC	4321 Globalize This! Understanding Globalization through Sociology	3	21	0	X	X	75%		Goldman, Michael R	X
SOC	4461 Sociology of Ethnic and Racial Conflict	3	79	1	X	X	75%		Pellow, David	X
SOC	5511 World Population Problems	3			X	X	50%		Warren, Rob	X
SOC	8735 Sociology of Culture	3				X	75%		Edgell, Penny A	X
<b>Somali (CLA)</b>										
SML	1221 Beginning Somali I		14	0	X	X	100%		Ahmed, Said	X
SML	1222 Beginning Somali II		5	0	X	X	100%		Ahmed, Said	X
SML	1225 Accelerated Beginning Somali I		19	0	X	X	100%		Ahmed, Said	X
SML	1226 Accelerated Beginning Somali II		17	0	X	X	100%		Ahmed, Said	X
SML	1227 Intermediate Somali I				X	X	100%		Ahmed, Said	X
SML	3227 Intermediate Somali II		9	0	X	X	100%		Ahmed, Said	X
SML	3228 Intermediate Somali II				X	X	100%		Ahmed, Said	X
SML	4227 Intermediate Somali I				X	X	100%		Ahmed, Said	X
SML	4228 Intermediate Somali II				X	X	100%		Ahmed, Said	X
<b>Soil, Water, and Climate (CFANS)</b>										
SOIL	4505 Soil Geography: Soil Variability on Planet Earth	2			X	X	50%		Various	
<b>Swahili (CLA)</b>										
SWAH	1221 Beginning Swahili, Semester I	5	26	0	X	X	100%		Muaka, Angaluki	
SWAH	1222 Beginning Swahili II	5	21	0	X	X	100%		Muaka, Angaluki	
SWAH	3225 Intermediate Swahili	5	11	0	X	X	100%		Muaka, Angaluki	
SWAH	3226 Intermediate Swahili II	4	12	0	X	X	100%		Muaka, Angaluki	
SWAH	4221 Beginning Swahili I	2	0	6	X	X	100%		Muaka, Angaluki	
SWAH	4222 Beginning Swahili II	2	0	4	X	X	100%		Muaka, Angaluki	
SWAH	4225 Intermediate Swahili	2			X	X	100%		Muaka, Angaluki	
SWAH	4226 Intermediate Swahili II	2			X	X	100%		Muaka, Angaluki	

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Dept/ Course Number/Course Title		Credits	Enrollment 2012-2013 UGRAD	Enrollment 2012-2013 GRAD	2013-2014	2014-2015	% African	Interdiscipl.	Instructor	Title VI Funded
SWAH	5226 Advanced Swahili II	3			X	X	100%		Muaka, Angaluki	
<b>Translation and Interpreting (CCE)</b>										
TRIN	1201 Health Care Terms and Concepts for Interpreters	3	14	0	X	X	50%		Various	
TRIN	1301 Legal Terms and Concepts for Interpreters	3			X	X	50%		Various	
TRIN	3001 Introduction to Translation	3	50	0	X	X	50%		Giannini, Claudia	
TRIN	3002 Intermediate Translation	3			X	X	50%		Giannini, Claudia	
TRIN	3005 Principles of Translation	3			X	X	50%		Giannini, Claudia	
TRIN	3101 Introduction to Interpreting	3	55	0	X	X	50%		Hornler, Scott	
TRIN	3102 Consecutive Interpreting	3	38	0	X	X	50%		McCalip, Silvia	
TRIN	3900 Topics in Translation and Interpreting	3	10	0	X	X	50%		Various	
TRIN	4201 Interpreting in Health Care Settings	3	7	0	X	X	50%		Various	
TRIN	4301 Interpreting in Legal Settings	3			X	X	50%		Gonzalez, M Graciela	
TRIN	5993 Directed Study	1-3	2	0	X	X	50%		Hornler, Scott	
<b>University College (CCE)</b>										
UC	1005 Global Perspectives on Higher Education	2	41	0	X	X	50%		Various	
<b>Urban Studies (CLA)</b>										
URBS	1001W Introduction to Urban Studies: The Complexity of Metropolitan Life	3	115	0	X	X	25%		Brinda, Mark Richard	
URBS	3001W Introduction to Urban Studies: The Complexity of Metropolitan Life	3	44	0	X	X	25%		Brinda, Mark Richard	
URBS	3751 Understanding the Urban Environment	3	70	0	X	X	25%		Various	
URBS	5101 The City and the Metropolis: An Exploration	3			X	X	25%		Various	
<b>Veterinary Medicine (CVM)</b>										
VMED	5998 Leadership to Address Global Grand Challenges	1.5	0	7			varies		Various	
<b>Youth Development and Research (CEHD)</b>										
YOST	3031 International Youthwork	3			X	X	50%		Various	
YOST	5031 International Youthwork	3			X	X	50%		Various	

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# Appendix II: Faculty Biographical Information

African Studies NRC and FLAS  
University of Minnesota

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<b>Applied Economics (CFANS)</b>			
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Ward Nefstead	82	Terry L. Roe	93
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<b>Cultural Studies and Comparative Literature</b>			
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**Explanation of Language Proficiency Levels (ACTFL Scale)**

1. Novice: Able to communicate minimally with learned materials (Novice);
2. Intermediate: Able to create with the language by combining and recombining learned elements, though primarily in a reactive mode; initiate and sustain basic communicative tasks;
3. Advanced: Able to converse in a clearly participatory fashion; able to initiate, sustain, and bring to closure a wide variety of communicative tasks; able to satisfy the requirements of school and work situations, and to narrate and describe with paragraph-length connected discourse;
4. Superior: Able to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and to support opinions and hypothesize using native-like discourse strategies.

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#### University of Minnesota

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**Departmental Home:** African Studies Consortium

**Tenure Status:** Director and Associate Professor

**Educational History:** Ph.D. University of California, Berkeley, 2004  
Diplome semestriel, Universite de Paris IV, 1993  
B.A. Harvard University, 1992

**Languages** Arabic(4), French(4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications**

Disarming Words: Empire and the Seductions of Translation in Egypt. *FlashPoints* 5. Berkeley: University of California Press, 2011.  
"The Returns of Theory." in "Roundtable: Theory and Arabic Literature in the United States." Ed. Samah Selim. *International Journal of Middle East Studies*, vol. 43, no. 4 (November 2011): 728-30. Invited.  
"Mahfouz's Posts." *Approaches to Teaching the Works of Naguib Mahfouz*. Ed. Wail S. Hassan and Susan Muaddi Darraj. *Approaches to Teaching World Literature* 119. New York: Modern Language Association of America, 2012. 85–104.

**Courses:**

CL/CSCL 5331 Discourse of the Novel  
CSCL 3179 Reading Literary Movements  
CL/CSCL 8910 Post Colonial Translation  
CSCL 1909W Education and Empire in Literature, History, and Culture

**Research and Teaching Specialties**

19th- and 20th-century literatures in English, Arabic, French  
Empire and postcolonial studies  
Critical translation theory  
Politics of language, literary form, genre  
Histories and ideologies of comparative literature  
Aesthetics and biologies of race, nation, culture  
Literatures of migration and diaspora

**Dissertations and Theses Supervised: 4****Distinctions**

Member, Committee of the Whole, Fall 2004-present  
Member, Merit Review Committee, Spring 2012  
Ingaine Fund Arts, Design, and Humanities Faculty Award, University of Minnesota, 2012-2015  
U.S. Fulbright Scholar Research Award (Egypt), Fall 2011  
Residential Fellowship, Institute for Advanced Study, University of Minnesota, Spring 2013.  
Member, American Comparative Literature Association  
Member, American Research Center in Egypt  
Member, Interdisciplinary Nineteenth-Century Studies Association  
Member, International Comparative Literature Association  
Member, Modern Language Association of America  
Member, Middle East Studies Association of North America  
Member, Nineteenth Century Studies Association

**Karen Brown**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** Interdisciplinary Center for the Study of Global Change

**Tenure Status:** Director

**Educational History:** Ph.D. University of Minnesota  
M.A. University of Minnesota  
B.S. Georgetown University

**Languages**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications**

**Courses:**

**Research and Teaching Specialties**

International feminist theory  
International women's and children's human rights  
Girls in international policy  
International norms and conflict resolution  
Gender and citizenship

**Distinctions**

Assistant Vice President for International Scholarship, Global Programs and Strategy Alliance

**Danielle Dadras**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** Institute for Global Studies

**Tenure Status:** Coordinator of Curriculum and Advising

**Educational History:** Ph.D., Ohio State University, 2008  
MA, Ohio State University, 2003  
BA, Ohio University, 2000

**Languages**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications**

**Courses:**

**Research and Teaching Specialties**

**Distinctions**

Assistant Professor of World Literature and Cultural Studies, Philadelphia University, 2008-2011  
Philadelphia University Unity Week Planning Committee, Faculty Liaison, 2008-09, 2009-10, 2010-11 Academic Years  
Philadelphia University School of Liberal Arts Undergraduate Education Curriculum Committee Member, 2009-2010, and  
2010-2011 Academic Years  
Philadelphia University Information Literacy Subgroup, Member, 2010-2011 Academic Year  
Philadelphia University Student Life Committee, Member, 2010-2011 Academic Year  
Assistant Coordinator of Outreach, The Ohio State University Center for the Study and Teaching of Writing, 2005-2008

## Evelyn Davidheiser

Teaching Time Spent on Subject Matter

100%

**Departmental Home:** Institute for Global Studies

**Position:** Director & Assistant Dean

**Educational History:** Ph.D. Duke University  
M.A. Duke University  
B.A. Wellesely College

**Languages:** Russian (4), French (4), German (2)

**Overseas Experience:**                      **Research:** Yes                      **Teaching:** No

### Recent Publications:

"The KPRF: Toward Social Democracy or National Socialism?" in Matthew Wyman, et al.eds Elections and Voters in Postcommunist Russia, (London: Elgar, 1998).

"Right and Left in the Hard Opposition", in Timothy Colton & Jerry Hough, eds. Growing Pains: Russian Democracy and the Election of 1993, Brookings, 1998.

*The Russian Presidential Election, Brookings*, 1996 (co-authored with Jerry Hough and Susan Lehmann)

### Courses:

### Research and Teaching Specialties

### Distinctions

## Malaika Grant

Teaching Time Spent on Subject Matter

100%

**Departmental Home:** University of Minnesota Libraries

**Position:** African Studies Librarian

**Educational History:** M.S. College of Saint Catherine/Dominican University, 1999  
B.A. Oberlin College, 1996

**Languages:**

**Overseas Experience:**                      **Research:** No                      **Teaching:**

### Recent Publications:

Contributor to Gender Studies chapter in the 2nd edition (2007) of *Resources for College Libraries*.

### Courses:

### Research and Teaching Specialties

### Distinctions

Vice Chair, Association of College and Research Libraries African American Studies Section  
Member, Instruction Coordinators Group, 2013-present  
Member, Standing Peer Review Committee, 2012-2014

**Deborah Jane**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** African Studies Consortium

**Tenure Status:** Outreach Coordinator

**Educational History:** BA French, Eastern Illinois University, Charleston, IL  
MA English, Eastern Illinois University, Charleston, IL

**Languages**

**Overseas Experience:**                      **Research:** N/A                      **Teaching:** N/A

**Recent Publications**

"LLTC Peer Mentors Share their Stories and Make a Difference," *CRLA Peer Assistance Newsletter*, Volume 1, Issue 3, June 2010

"Leech Lake Hosts TCUs for Peer Tutoring," *Tribal College Journal of American Indian Higher Education*, Volume 21, No. 3, Spring 2010

"LLTC Learning Center Peer Mentors Share Their Stories and Make a Difference," *CRLA Minnesota / North Dakota / South Dakota Regional Newsletter*, April 2010

"LLTC Student Named ATP Peer Tutor of the Year," *Cass Lake Times*, February 24, 2010

"Learning Center Peet Mentors Share Stories," *Cass Lake Times*, Rebruary 24, 2010

**Courses:****Research and Teaching Specialties****Distinctions**

Somali American Parent Association Advisory Board Member, Minneapolis, MN, Novemer 2013 - present

Database Collaboration Committee, Chair, Institute for Global Studies, December 2012 - present

Professional and Academic Advisory Committee Member, University of Minnesota, September 2012-present

PreK 12 Network, Member, UMN committee, January 2012-present

Evaluator, Institute for Global Studies, Title VI Grants, December 2012-present.

Global Literacy Advisory Board to Minnesota Department of Education, Member, August 2012-present

Employee of the Year 2007-2008 Cass Lake Bena Middle School

**Emily Janisch**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** African Studies Consortium

**Tenure Status:** Events Coordinator

**Educational History:** B.A. University of Minnesota, Twin Cities

**Languages**

**Overseas Experience:**                      **Research:** N/A                      **Teaching:** N/A

**Recent Publications****Research and Teaching Specialties****Distinctions**

**Amber Kevelin**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** African Studies Consortium

**Tenure Status:** Accountant

**Educational History:**

**Languages**

**Overseas Experience:** **Research:** N/A **Teaching:** N/A

**Recent Publications**

**Courses:**

**Research and Teaching Specialties**

**Distinctions**

**Kathy Kipp-Huspeni**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** African Studies Consortium

**Employment Status:** Finance Manager

**Educational History:** B.A. St. Cloud University

**Languages**

**Overseas Experience:** **Research:** N/A **Teaching:** N/A

**Recent Publications**

**Courses:**

**Research and Teaching Specialties**

**Distinctions**

<b>Barbara London</b>	Teaching Time Spent on Subject Matter
	<b>100%</b>

**Departmental Home:** Institute for Global Studies  
**Tenure Status:** Administrative Director  
**Educational History:** BS Speech Science, Pathology and Audiology, University of Minnesota

**Languages**

**Overseas Experience:**                      **Research:** N/A                      **Teaching:** N/A

**Courses**

**Research and Teaching Specialties**

**Distinctions**

Outstanding Service Award, College of Liberal Arts, University of Minnesota, 1989, 2004, and 2006  
 Certificate of Appreciation for Contributions to the Minnesota Speech-Language-Hearing Association, May 1989  
 Member, Technology Services Task Force, College of Liberal Arts, 2013 - present  
 Member, Fiscal Process Improvement Committee, College of Liberal Arts, 2013 - present  
 Member, Search Committee, Administrative Support Personnel, Department of Communication Studies, College of Liberal Arts, 2013.

<b>Jeffrey Nelson</b>	Teaching Time Spent on Subject Matter
	<b>100%</b>

**Departmental Home:** Institute for Global Studies  
**Tenure Status:** Administrative & Office Specialist  
**Educational History:** BA French, Augsburg College, Minneapolis, MN

**Languages**

**Overseas Experience:**                      **Research:** N/A                      **Teaching:** N/A

**Recent Publications**

**Courses:**

**Research and Teaching Specialties**

**Distinctions**

<b>Shereen Shabet</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** Interdisciplinary Center for the Study of Global Change

**Tenure Status:** Coordinator

**Educational History:** M.A. Humphrey School of Public Affairs  
B.A. University of Minnesota

**Languages**

**Overseas Experience:**                      **Research:** N/A                      **Teaching:** N/A

**Recent Publications**

**Courses:**

**Research and Teaching Specialties**

**Distinctions**

Volunteer, Advocates for Human Rights  
Communications director, and president for the Egyptian-American Society, Inc. of Minnesota

<b>Klaas van der Sanden</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** Institute for Global Studies, African Studies Consortium

**Position** Program Director & Coordinator

**Educational History:** *Kandidaats*, University of Amsterdam  
*Doctoraal*, University of Amsterdam

**Languages** Dutch (4), German (4), English (4), French (3)

**Overseas Experience:**                      **Research:** Yes                      **Teaching:** N/A

**Recent Publications**

**Courses:**

**Research and Teaching Specialties**

**Distinctions**

**Rachel Wolf**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** Institute for Global Studies

**Tenure Status:** Events Coordinator

**Educational History:** B.A. University of Minnesota

**Languages**

**Overseas Experience:**                      **Research:** N/A                      **Teaching:** N/A

**Recent Publications**

**Courses:**

**Research and Teaching Specialties**

**Distinctions**

**Cawo Abdi**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** Sociology  
**Tenure Status:** Assistant Professor  
**Educational History:** Ph.D. University of Sussex, UK, 2006  
M.A. University of Guelph, Canada, 2002  
B.A. University of Ottawa, Canada, 1995  
**Languages** Somali (4) Arabic (4)  
**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

"Threatened Identities and Gendered Opportunities: Somali Migration to America." 2014. *Signs: Journal of Women in Culture and Society*, no. 21: 459-483.  
"Moving Beyond 'Xenophobia': Structural Violence, Conflict and Encounters with the 'Other' Africans." 2011. *Development Southern Africa*, 28(5): 691-704.

**Courses:**

SOC 3681 Gender and the Family in the Islamic World

**Research and Teaching Specialties:**

Migration Islam  
Gender Development Studies  
Race and Class Human Rights

**Distinctions:**

Fulbright Fellowship to South Africa, 2012-2013

**Mohamud Aden**

Teaching Time Spent on Subject Matter

**75%**

**Departmental Home:** Translation and Interpreting  
**Tenure Status:** Instructor  
**Educational History:** Interpreter Certificate Program, University of Minnesota, 2003  
Interpreter Trainer Training, University of Minnesota, 2005  
B.A. Metropolitan State University  
A.A. St Paul College  
Diploma, Somali Institute of Development Administration and Management  
**Languages** Somali(4)  
**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications**

**Courses:**

TRIN 3101 Introduction to Interpreting

**Research and Teaching Specialties:**

**Distinctions:**

Staff interpreter, Regions Hospital/Health Partners



**Bruce Alexander**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** School of Public Health

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Washington  
M.S. Colorado State University

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**

Sigurdson AJ, Bhatti P, Preston DL, Doody MM, Kampa D, Alexander BH, Petibone D, Yong LC, Edwards AA, Rob E, and Tucker, JD, Routine diagnostic X-ray examinations and increased frequency of chromosome translocations among U.S. radiologic technologists. *Cancer Research*, 2008. 68(21): p. 8825-31

**Courses:**

PUBH 3107 Global Public Health and the Environment

PUBH 6133 Global Health Seminar

**Research and Teaching Specialties**

Cancer: Risk Factors/Incidence

Global Health

Environmental Health

Injuries/Injury Prevention

**Dissertations and Theses Supervised:** 3

**Distinctions**

**Jennifer Karns Alexander**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** History of Science and Technology

**Tenure Status:** Associate Professor

**Educational History:** Ph.D., University of Washington, 1996  
MA, University of Wyoming, 1990

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**

*The Mantra of Efficiency: From Waterwheel to Social Control* (Baltimore: The Johns Hopkins University Press, 2008).

**Courses:**

HSCI 1714/3714, Stone Tools to the Steam Engine

HSCI 8930 Seminar: History of Technology

HSCI 1715/3715, Waterwheels to the Web

HSCI 8940/50 Seminar: History of Science and Technology

**Research and Teaching Specialties**

Modern Germany

Comparative Industrial Cultures

**Dissertations and Theses Supervised:** 0

**Distinctions:**

2010 Edelstein Prize of the Society for the History of Technology for outstanding book in the field, *The Mantra of Efficiency: From Waterwheel to Social Control* (John Hopkins 2008)



**Benjamin W Ansell**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Political Science**Tenure Status:** Assistant Professor**Educational History:** Ph.D. Harvard University, 2006  
M.A. University of California, Berkeley, 2001  
M.A. University of Manchester, 1999  
B.A. University of Manchester, 1998**Languages:****Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications:***Inequality and Democracy: A Contractarian Approach*, with David Samuels. Book under advance contract at Cambridge University Press for publication in 2013.**Courses:**POL 5410 Topics in Comparative Politics  
POL 8405 International Political Economy  
POL 8603 European Government and PoliticsPOL 1905 Puzzles in Politics and Economics  
POL 4410/3410 Globalization and Domestic Politics  
POL 3410 Introduction to Political Economy**Research and Teaching Specialties:**

Democracy Globalization Human Capital

**Distinctions:****Alexandre A Ardichvili**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Organizational Leadership, Policy, and Development**Tenure Status:** Professor**Educational History:** Ph.D., University of Minnesota, 1998  
MBA, University of Minnesota, 1993  
Ph.D., Moscow State University, 1988  
B.A. Tbilisi State University, Tbilisi, Georgia, 1980**Languages:** Russian (4), Polish (4)**Overseas Experience:** **Research:** Yes **Teaching:** No**Recent Publications:**Ardichvili, A. & Jondle, D. (2012). HRD and business ethics. In J. Wilson, (Ed.), *International Human Resource Development*. London: Kogan Page. (pp. 481-494).**Courses:****Research and Teaching Specialties:**

International human resource development Organizational learning

**Dissertations and Theses Supervised:** 8**Distinctions:**

The University of Minnesota Council of Graduate Students Outstanding Faculty Award, 2013

**Cristina Arellano**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Economics**Tenure Status:** Assistant Professor**Educational History:** Ph.D., Duke University, 2004  
B.S., Indiana University, 1999**Languages:****Overseas Experience:** **Research:** No **Teaching:** No**Recent Publications:**

"Dollarization and Financial Integration," with Jonathan Heathcote, Journal of Economic Theory, 2009.

**Courses:**

ECON 4432W International Finance

ECON 8702 Monetary Economics

ECON 8481 Topics in International Economics

ECON 8492 Workshop in Trade and Development

**Research and Teaching Specialties:**

Macro economics

International finance

International economics

Business cycles in emerging economies

**Distinctions:**

Senior Economist, Federal Reserve Bank of Minneapolis, 2009 - Present

Faculty Research Fellow, National Bureau of Economic Research, 2009 - Present

**Valerie Arnold**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Translation and Interpreting**Tenure Status:** Instructor**Educational History:** J.D. University of Minnesota  
M.A. University of Minnesota  
B.A. University of Minnesota  
Maitrise de Lettres Modernes, Universite de Savoie, France**Languages:** French**Overseas Experience:** **Research:** Yes **Teaching:** No**Recent Publications:****Courses:****Research and Teaching Specialties:****Distinctions:**

Fellow, International Academy of Matrimonial Lawyers

**Catherine B. Asher**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Art History

**Tenure Status:** Professor

**Educational History:** Ph.D., University of Minnesota, 1984  
MA, University of Minnesota, 1978  
BA, Lake Forest College, 1968

**Languages** French(4), German(4), Hindi(4), Persian(3), Urdu(3)

**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**

*India before Europe.* Asher, Catherine B, C. Talbot, Cambridge University Press, Author, 2006.

**Courses:**

ARTH 3013W Art of Islam ARTH 5785 Art of Islamic Iran  
ARTH 3017 Islamic Culture ARTH 8770 Seminar: Art of India  
ARTH 5775 Formation of Indian Art: 2500 BCE to 300 CE CLCV 3015W Art of Islam

**Research and Teaching Specialties**

Muslim art Islamic and South Asian art and culture

**Dissertations and Theses Supervised: 5****Distinctions:**

McKnight Research Award

**Frederick M. Asher**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Art History

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Chicago, 1971  
M.A. University of Chicago, 1966  
B.A. Dartmouth College, 1963

**Languages** French(4), German(4), Sanskrit(4), Hindi(4)

**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**

"Representations of Nature Across Cultures," section introduction in *Corssing Cultures: Conflict, Migration, Convergence.* Melbourne: University of Melbourne Press, 2009.

**Courses:**

ARTH 1002W Why Art Matters ARTH 5777 The Diversity of Traditions  
RELS/ARTH 3014W Art of India ARTH 8950 Seminar: Issues in the History of Art  
ARTH 5776 Redefining Tradition: Indian Art 1200 to Present ALL 3014W Art of India

**Research and Teaching Specialties**

Contested space in South Asia Trade patterns

**Dissertations and Theses Supervised: 2****Distinctions:**

**Ragui A. Assaad**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** Humphrey Institute of Public Affairs  
**Tenure Status:** Professor  
**Educational History:** Ph.D., Cornell University, 1991  
M.S., Stanford University, 1981  
B.S., Stanford University 1981  
**Languages** Arabic(4), French(4)  
**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**  
*The Egyptian Labor Market Revisited*. Cairo: American University in Cairo Press. 2009

**Courses:**  
PA 8811 Strategic Issues in International Economic Policy

**Research and Teaching Specialties**  
International economic development Poverty in developing countries  
Labor market analysis Quantitative methods

**Distinctions:**  
Inducted into Academy of Distinguished Teachers, University of Minnesota, 2005

**Keletso E. Atkins**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** African American and African Studies  
**Tenure Status:** Associate Professor  
**Educational History:** Ph.D., University of Wisconsin, Madison, 1986  
MA, Northwestern University, 1974  
BA, Roosevelt University, 1970  
**Languages** Swahili (4)  
**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**  
*Encyclopedia of Twentieth - Century African History*, Paul T. Zeleza & Dickson Eyoh, editors (Keletso E. Atkins, et al., associate editor) Routledge, 2003.

**Courses:**  
AFRO 3204 History of South Africa to 1910 AFRO 5101 Seminar  
AFRO 3205 History of South Africa from 1910 AFRO 5191 Seminar

**Research and Teaching Specialties**  
Africa/African diaspora African labor history

**Dissertations and Theses Supervised:** 0

**Distinctions:**  
Member Schomburg Center for Research in Black Culture

<b>J. Brian Atwood</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** Humphrey Institute of Public Affairs

**Tenure Status:** Professor and Chair Global Policy Studies

**Educational History:** Honorary Doctorate of Laws, American University 1994  
American University, graduate work in Public Administration 1969-70  
B.A., Boston University, 1964

**Languages** Spanish(4), French(3)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications**  
International Innovations, "A Better Future for All," Interview with J. Brian Atwood, January 2013.

**Courses:**  
PA 5801 Global Public Policy

**Research and Teaching Specialties**  
International development                      Post-conflict reconstruction  
Foreign assistance                                      Politics-policy leadership

**Dissertations and Theses Supervised:** 0

**Distinctions:**  
University of Minnesota President's Award for Distinguished Service

<b>Patricia Avery</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** Curriculum and Instruction

**Tenure Status:** Professor

**Educational History:** Ph.D. Emory University, 1987  
M.A. Emory University, 1983  
B.A. Agnes Scott College, Georgia, 1976

**Languages**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications**  
Avery, P.G., Levy, S.A., & Simmons, A. M. M. (2013). Deliberating controversial public issues as part of civic education. *The Social Studies*, 104, 105-114.

**Courses:**

**Research and Teaching Specialties**

**Dissertations and Theses Supervised:** 6

**Distinctions:**  
CI Representative, Community Fund Drive, 2012-2013

**Bernard S. Bachrach**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** History**Tenure Status:** Professor**Educational History:** Ph.D., University of California, Berkeley, 1966  
M.A., University of California, Berkeley, 1962  
B.A., Queens College, CUNY, 1961**Languages****Overseas Experience:** **Research:** Yes **Teaching:** No**Recent Publications**The 'Gesta Tancredi' of Ralph of Caen: A History of the Normans on the First Crusade co-edited and translated with an Introduction with David S. Bachrach. Ashgate. Aldershot, 2005. Pp. xii, 183. A paperback edition was published in 2010.**Courses:**

HIST 3609 Military History of Medieval Western Europe

HIST 5611 New Directions in the Middle Ages, ca. 300-1100

**Research and Teaching Specialties**

Early Angevin history

Medieval military

**Dissertations and Theses Supervised:** 5**Distinctions:**

College of Liberal Arts Scholars of the College, University of Minnesota, 2000

**Alejandro Baer**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Sociology**Tenure Status:** Associate Professor, Director**Educational History:** Habilitation, Universitat Bayreuth  
Ph.D. Universidad Complutense Madrid, 2003  
Graduate Studies Program, University of California, San Diego, 1998  
Licenciatura, Universidad Complutense Madrid, 1995**Languages** German, Spanish, Hebrew, French**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**BAER, Alejandro (2006), *Holocausto. Recuerdo y representación* [Holocaust: Remembrance and Representation], Madrid: Losada.**Courses:**

GLOS 4910 Topics in Global Studies

**Research and Teaching Specialties**

Social Memory Studies

Holocaust and Genocide Studies

Sociology of Modern Judaism

Empirical Research on Antisemitism

**Dissertations and Theses Supervised:** 0**Distinctions**

**Michael Leon Baizerman**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** School of Social Work**Tenure Status:** Professor**Educational History:** Ph.D. University of Pittsburgh, 1972  
M.S. Columbia University, 1965  
M.S. University of Pittsburgh, 1970**Languages****Overseas Experience:** **Research:** No **Teaching:** No**Recent Publications**Baizerman, M., Baldwin, C., Magnuson, D. & Stringer, A. (2003). Adolescent or youth? Youthwork practice and human development, 60-70. *Ideology, Journal of Child & Youth Care Work*, 18**Courses:**

YOST 3234/5234 Youth Agencies, organizations and Youth Service Systems

YOST 4196 Everyday Lives of Youth

YOST 4411 Youth Research &amp; Youth Program Evaluation

**Research and Teaching Specialties**

Socio-Cultural and Geographic models of youth development

Youth work

**Dissertations and Theses Supervised:** 1**Distinctions**

Director of Youth Studies

**Iraj Bashiri**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** History**Tenure Status:** Professor**Educational History:** Honorary Doctorate, Tajikistan, State University, 1996  
Ph.D., University of Michigan, 1972  
M.A., University of Michigan, 1968  
B.A., Pahlavi University, 1963**Languages** Persian(4)**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications***Ancient Iran: Cosmology, Mythology, History*. Cognella publishers, 180 pp., 2012 *Turk and Tur in Firdowsi's Shahname*, Institute of Eastern Studies and Written Heritage, The Academy of Sciences of Tajikistan, Dushanbe, 2009.**Courses:**

RELS 3709 Ancient Iran

HIST 3503 Ancient Iran

RELS 3713 Modern Iran

HIST 3504 The Cultures of the Silk Road

RELS 3714 Islam and the West

HIST 3506 Modern Iran

**Research and Teaching Specialties**

Afghanistan

Persian

Iranian linguistics and literature

**Dissertations and Theses Supervised:** 0**Distinctions:** Chair, CLA Assembly: 2005-2006

## Santiago Bazdresch

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Carlson School of Management

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D., Yale University, 2007  
M.A., Yale University, 2003  
B.A., Mexico, 2000

**Languages:** Spanish(4)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

"Regime Switching Models for the Mexican Peso," Santiago Bazdresch and Alejandro Werner, *Journal of International Economics*. 2005

"Moderate Inflation and Instability in the Inflationary Process," S. Bazdresch and Alejandro Werner, *El Trimestre Economico*. 2001

**Courses:**

FINA 4621 The Global Economy

**Research and Teaching Specialties:**

**Distinctions:**

Minnesota State Government, Gov. Mark Dayton's Small Business Capital Access Task Force, June-September 2011.

## William O Beeman

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Anthropology

**Tenure Status:** Professor and Chair

**Educational History:** Ph.D., University of Chicago, 1976  
M.A., University of Chicago, 1971  
B.A., Wesleyan University, 1968

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:**

**Recent Publications:**  
*Iraq: State in Search of a Nation*. Westport, CT: Greenwood/Praeger. Forthcoming  
*The Anthropology of Performance and Emotion*. New York: Berghahn Books. 2011

**Courses:**  
ANTH 3041 Ecological Anthropology ANTH 5041 Ecological Anthropology

**Research and Teaching Specialties:**  
peasant and nomadic societies paralinguistic and nonlinguistic semiotics  
philosophic anthropology sociolinguistics and the semantics of interaction

**Dissertations and Theses Supervised:** 1

**Distinctions:**  
Secretary, Minnesota Chapter, AAUP, 2001-present

**Sid A Benraouane**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Carlson School of Management

**Tenure Status:** Senior Lecturer

**Educational History:** Ph.D., University of Minnesota, 1998  
M.A., University of Minnesota, 1996  
B.A., Ecole Nationale d'Administration, Algeria, 1986

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

Sid Ahmed Benraouane (2011). *E-Learning: Stratégie, pédagogie, et conception sur plateforme Moodle*. Dunod. Paris, France.

**Courses:**

IBUS 5120 Global Business Practice in Central and Eastern Europe  
IBUS 6400 Carlson MBA Global Discovery

**Research and Teaching Specialties:**

Labor markets Evolution of work  
labor relations Discrimination in employment

**Distinctions:**

University of Minnesota Outstanding Commitment to International Education Award: 2007-2009

**Martha Bigelow**

Teaching Time Spent on Subject Matter

**75%**

**Departmental Home:** Curriculum and Instruction

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Georgetown University, 2001  
M.A. University of New Hampshire, 1993  
B.A. State University of New York College at Cortland, 1988

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

Bigelow, M. (2010). *Mogadishu on the Mississippi: Language, racialized identity, and education in a new land*. New York: Wiley-Blackwell.

**Courses:**

CI 5635 Culture and Diversity in Second Language Classrooms CI 8659 Second Language Acquisition  
CI 5631 Second Language Curriculum Development and Assessment

**Research and Teaching Specialties:** Second languages and cultures

**Dissertations and Theses Supervised:** 6

**Distinctions:**

Multicultural Recognition-Faculty Award, 2011

**Brian Bix**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Philosophy, Law School

**Tenure Status:** Professor

**Educational History:** D.Phil. Oxford University, 1991  
J.D. Harvard Law School, 1986  
B.A. Washington University in St. Louis, 1983

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

*A Dictionary of Legal Theory* (Oxford University Press, 2004)  
*Jurisprudence: Theory and Context*, 3rd ed. (Sweet & Maxwell (UK), 2003; Carolina Academic Press (US), 2004)

**Courses:**

PHIL 3302W Moral Problems of Contemporary Society PHIL 5415 Philosophy of Law  
PHIL 4760 Selected Topics

**Research and Teaching Specialties:**

Economic analysis of law Legal Philosophy

**Dissertations and Theses Supervised:** 0

**Distinctions:**

Frederick W. Thomas Professor of Law Member, American Law Institute, 1998-present

**Lynn A Blewett**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** School of Public Health

**Tenure Status:** Professor

**Educational History:** Ph.D., University of Minnesota, 1992  
M.A., University of Minnesota, 1986  
B.A., University of Wisconsin, 1980

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

Blewett, Lynn A., Kathleen T. Call and Schelomo Marmor. Health Reform and the US Virgin Islands. *Journal of Public Health Management & Practice*. 2012.

**Courses:**

PUBH 6730 International Health Systems

**Research and Teaching Specialties:**

Midwest latino population Underinsurance SCHIP implementation

**Dissertations and Theses Supervised:** 0

**Distinctions:**

Member - National Academy of Social Insurance, 2006

**Jane M. Blocker**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Art History

**Tenure Status:** Professor

**Educational History:** Ph.D., University of North Carolina, Chapel Hill, 1994  
M.A., School of the Art Institute of Chicago, 1990  
B.A., University of Iowa, 1984

**Languages**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications**

Blocker, Jane. "Queer Failures of History: Stupidity and Anachronism in *The Lastmaker*," *Parallax*, special issue on Stupidity, edited by Andrew Hennlich and Paul Clinton, Summer 2013.

**Courses:**

ARTH 3401 Art Now	ARTH 5417 20th Century Theory	ARTH 5411 Gender and Sexuality in Art
ARTH 3434 Art and Environment	ARTH 5413 Alternative Media	ARTH 8001 Art Historiography Theory & Methods
ARTH 3464 Art Since 1945	ARTH 5466 Contemporary Art	ARTH 8920 Seminar: Film History and Criticism

**Research and Teaching Specialties**

20th century theory and criticism	Performance art
Contemporary art	Critical theory

**Dissertations and Theses Supervised:** 6

**Distinctions:**

**Zobeida Bonilla**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** School of Public Health

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. University of Florida, Gainesville, Florida  
M.P.H Boston University  
M.A. Colorado State University  
B.A. Universidad de Puerto Rico

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

Bonilla, Z.E., Morrison, S.D., & Norsigian, J. Rosero, E. (2012). Reaching Latinas with Our Bodies, Ourselves and the Guia de Capacitacion para Promotoras de Salud: Health Education for Social Change. *Journal of Midwifery and Women's Health*.

**Courses:**

PUBH 3601 Maternal Health and Child Health Global Public Health Issues

**Research and Teaching Specialties**

Disparities	Qualitative Research
Global Health	Qualitative Program Evaluation

**Distinctions:**

**Mark Borrello**

Teaching Time Spent on Subject Matter

**75%**

**Departmental Home:** History of Science and Technology

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Indiana University, 2002

**Languages**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications**

*Evolutionary Restraints: The Contentious History of Group Selection.* University of Chicago Press, (2010).

"The Rise, Fall and Resurrection of Group Selection," *Endeavour* 29, no. 1 (2005): 43-47.

**Courses:**

HSCI 3211/5211 Biology & Culture in the 19th & 20th Centuries

HSCI 3242/5242 The Darwinian Revolution

HSCI 4125 The Nuclear Age

HSCI 4302 History of High-Technology Weapons

**Research and Teaching Specialties**

History of Biology

Evolutionary theory

Biology of behavior

Biology and society

**Dissertations and Theses Supervised:** 1

**Distinctions**

**Elizabeth H Boyle**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** Sociology and Law

**Tenure Status:** Professor

**Educational History:** Ph.D., Stanford University, 1996  
J.D., The University of Iowa, 1987  
M.A.M University of Iowa, 1987  
B.S., The University of Iowa, 1983

**Languages**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications**

Kim, Minzee, and Elizabeth Heger Boyle. 2012. "Neoliberalism, Comprehensive Education Norms, and Education Spending in the Developing World, 1983-2004" *Law & Social Inquiry*.

**Courses:**

SOC 4170 Sociology of International Law

**Research and Teaching Specialties**

Cultural conflict

Female circumcision

Globalization

International law and cultural change

Migration

Sociology of law

**Dissertations and Theses Supervised:** 6

**Distinctions**

Graduate Student Mentor Award, University of Minnesota Sociology Department, 2010



## Rose Brewer

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** African American and African Studies

**Tenure Status:** Professor

**Educational History:** Ph.D. Indiana University  
M.A. Indiana University  
B.A. Northeastern College

**Languages:** Spanish(4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

### Recent Publications

Brewer, Rose M. with Walda Katz-Fishman and Lisa Albrecht. *The Critical Classroom: Education for Liberation & Movement Building*, Atlanta: Project South, 2007.

### Courses:

AFRO 1011 Introduction to African American Studies                      AFRO 4632 Black Francophone Writers in Translation  
AFRO 3251W Sociological Perspective on Race, Class & Gender                      AFRO 8202 Seminar: Intellectual History of Race  
AFRO 5120 Social & Intellectual Movements in African Diaspora                      AFRO 8910 Topics in Studies of Africa and the African Diaspora

### Research and Teaching Specialties

Sociological perspectives on race, class and gender                      Social Stratification, Social and Critical Theory

**Dissertations and Theses Supervised:** 0

**Distinctions:** Outstanding Achievements in Education Award, Northeastern State University, 2010

## Mark Richard Brinda

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Geography, Environment, Society

**Tenure Status:** Teaching Specialist

**Educational History:** Ph.D., Geography, University of Minnesota, 2007  
M.A., Geography, University of Minnesota, 2001

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**

### Recent Publications:

### Courses:

URBS 1001W Introduction to Urban Studies: The Complexity of Metropolitan Life  
URBS 3001W Introduction to Urban Studies: The Complexity of Metropolitan Life

### Research and Teaching Specialties:

**Distinctions:**

**Jeffrey P. Broadbent**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Sociology

**Tenure Status:** Associate Professor

**Educational History:** B.A. University of California, Berkeley  
M.A. Harvard University  
Ph.D. Harvard University

**Languages:** Japanese(4), Chinese(2)

**Overseas Experience:**                      **Research:** Yes                      **Teaching:** No

**Recent Publications**

Jeffrey Broadbent and Philip Vaughter, "The Network Approach to the Inter-Disciplinary Study of Climate Change," in Michael Manfredo (ed.), *Understanding Society and Natural Resources: Forging New Strands of Integration Across the Social Sciences*, Springer Press (forthcoming, 2013).

**Courses:**

SOC 4305 Society and the Environment

**Research and Teaching Specialties**

East Asian society  
Japanese Society  
Networks and Identity  
Political Sociology  
Social Movements

**Dissertations and Theses Supervised: 2**

**Distinctions**

Masayoshi Ohira Memorial Prize, 2001

**Patricia Brown**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Theatre Arts & Dance

**Tenure Status:** Teaching Specialist

**Educational History:**

**Languages:**

**Overseas Experience:**                      **Research:** No                      **Teaching:** No

**Recent Publications:**

**Courses:**

DNCE 1313 African Based Movement                      DNCE 1352 African Diasporic Movement 2  
DNCE 1351 African Diasporic Movement 1

**Research and Teaching Specialties:**

African-based movement                      Caribbean Movement  
West Africa and other African regions dance                      Americas Movement

**Distinctions:** 2004 College of Continuing Education Distinguished Teaching Award

<b>Donald R. Browne</b>	Teaching Time Spent on Subject Matter <b>75%</b>
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**Departmental Home:** Communication

**Tenure Status:** Regents Professor

**Educational History:** PhD University of Michigan

**Languages**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications**

*"Speaking in Our Own Tongues: Linguistic Minority Radio in the United States"*: Browne, Donald R, NY: Peter Lang, Radio Cultures, Michael Keith, ed., 23-46, 2008.

*"The Voice of America and Journalistic Diplomacy"*: Browne, Donald R, Editor: Steven Vaughan et al., NY: Taylor & Francis, Encyclopedia of American Journalism History, 2007.

**Courses:**

COMM 4235 Electronic Media and Ethnic Minorities	COMM 5233 Electronic Media and National Development
COMM 5210 Seeing Color on TV	COMM 4231 Comparing Electronic Media Systems

**Research and Teaching Specialties**

Historical and descriptive research	International broadcasting
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**Dissertations and Theses Supervised:** 1

**Distinctions**

Broadcast Education Association Distinguished Scholar Award, 2007

<b>Brian Buhr</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Applied Economics

**Tenure Status:** Professor

**Educational History:** Ph.D. Iowa State University, 1992

**Languages**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications**

**Courses:**

APEC 3411 Commodity Marketing

**Research and Teaching Specialties**

Food Marketing	Meat, Livestock & Dairy Marketing
Futures & Options Marketing	Supply Chains
Market Structure & Industrial Organization	

**Dissertations and Theses Supervised:** 0

**Distinctions**

Interim Dean, College of Food, Agricultural and Natural Resource Sciences

**Matthew Canepa**

Teaching Time Spent on Subject Matter

**75%****Departmental Home:** Art History**Tenure Status:** Associate Professor**Educational History:** Ph.D. University of Chicago**Languages:****Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications:**Canepa, Matthew P. *The Two Eyes of the Earth: Art and Ritual of Kingship between Rome and Sasanian Iran The Transformation of the Classical Heritage 45*. Berkeley: University of California Press, 2009.**Courses:**

ARTH 3152 Art and Archaeology of Ancient Greece

ARTH/CNES 3162 Roman Art and Archaeology

ARTH 3182 Art and Archaeology of Ancient Egypt

ARTH 5188 Late Roman-Byzantine Art and Archaeology

ARTH 5786 Theorizing City and Space in the Mediterranean

ARTH 5113 Art Law

ARTH 5115 Hellenistic Asia and the Iranian East

ARTH 5192 Art of Persia and the Ancient Iranian World

**Research and Teaching Specialties:**

Art &amp; Archaeology of Persia and the Ancient Iranian World

Law, Ethics of Archaeology and Cultural Heritage

**Dissertations and Theses Supervised:****Distinctions:**

Villa Scholar, Getty Research Institute, April 2013 - July 2013

**Teri L Caraway**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Political Science**Tenure Status:** Associate Professor**Educational History:** Ph.D. Northwestern University, 2002  
MA, University of Michigan, Ann Arbor, 1994  
B.A. Pomona College, 1989**Languages:** Indonesian(4)**Overseas Experience:** **Research:** Yes **Teaching:** No**Recent Publications**"International Negotiations and Domestic Politics. The Case of IMF Labor Market Conditionality." *International Organization* 66 (Winter 2012). (with Stephanie Rickard and Mark Anner)**Courses:**

POL 3477 Political Development

POL 5465 Southeast Asian Politics

POL 8275 Contemporary Political Thought

**Research and Teaching Specialties**

Comparative politics

Southeast Asian politics

**Dissertations and Theses Supervised: 0****Distinctions**

Australian Research Council "Discovery" Grant, award 2011, distributed 2012-2015

**Ananya Chatterjea**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Theater Arts and Dance

**Tenure Status:** Professor and Director of Dance

**Educational History:** M.A. Columbia University  
Ed.D. Temple University

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

"In search of the choreographies of daily life and struggle." *South Asian Popular Culture*, 8:1 (April 2010), pp. 5-15.

**Courses:**

DNCE 3401W Dance History 1	DNCE 3312 Contemporary Indian Dance 2
DNCE 3402W Dance History 2	DNCE 4454W Rewriting Dancing Bodies
DNCE 4443 Theorizing Dance Bodies	DNCE 5493 Corporealities, Movement and Social Justice
DNCE 3311 Contemporary Indian Dance 1	DNCE 1500 Topics in Movement

**Research and Teaching Specialties**

Choreography and performance	Choreography and social justice
Politics of cultural production	Contemporary dance of Asia and Africa

**Dissertations and Theses Supervised: 1****Distinctions**

Guggenheim Artist Fellowship for Choreography, 2011-12

**Bradley G Clary**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** School of Law

**Tenure Status:** Senior Attorney

**Educational History:** J.D. University of Minnesota  
B.A. Carleton College

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

*Teacher's Manual for Complex Litigation* (LexisNexis, 2009) (with E. Thomas Sullivan, Richard Freer & C. Douglas Floyd)  
*Advocacy on Appeal* (West, 1st ed., 2001; Thomson West, 2d ed., 2004; 3d ed., 2008) (with Sharon Reich Paulsen & Michael Vanselow)

**Courses:**

LAW 7075 International Moot Court	LAW 7077 International Moot Court Administrative Director
LAW 7076 International Moot Court Director	LAW 7078 International Moot Court Competition Team

**Research and Teaching Specialties:**

civil procedure and evidence	Collective bargaining
Antitrust exceptions	appellate advocacy

**Dissertations and Theses Supervised:**

**Distinctions:** 2004-2006 Vaughan G. Papke Clinical Professor of Law

**Tom Clayton**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** English/Classical and Near Eastern Studies**Tenure Status:** Regents Professor and Chair**Educational History:** Ph.D. Oxford University  
B.A. University of Minnesota**Languages:** Latin(4), Greek(4), German(4), French(4)**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**"Soundings in *King Lear*." Ed. Jay L. Halio. Critical Insights Series. Pasadena: Salem P, 2011. 45-72.**Courses:**

CLCV 3510 Great Books

CLCV 3711 Classics of Literary Criticism

CLCV 3940 Classical Traditions

CLCV 3950/5950 Topics

ENGL 1172 The Story of King Arthur

ENGL 4605 Social Variation in American English

ENGL 5090 Readings in Early Modern Literature and Culture

**Research and Teaching Specialties**

17th-century literature

Shakespeare

Classical civilization

Classical studies

**Dissertations and Theses Supervised:****Distinctions**

Tom Clayton Scholarship in Classical Civilization, December 2006

**Jay S Coggins**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Applied Economics**Tenure Status:** Associate Professor**Educational History:** Ph.D. University of Minnesota, 1989**Languages:****Overseas Experience:** **Research:** Yes **Teaching:****Recent Publications:**"The projected costs and benefits of water diversion from and to the Sultan Marshes (Turkey)", Dadaser-Celik, Filiz, Jay S. Coggins, Patrick L. Brezonik, and Heinz G. Stefanm *Ecological Economics*, 68 (2009), 1496--1506**Courses:**

APEC 3611W Environmental and Natural Resource Economics

APEC 5611 Economic Aspects of Environmental Management

APEC 5651 Economics of Natural Resource and Environmental Policy

APEC 8602 Economics of the Environment

**Research and Teaching Specialties:****Dissertations and Theses Supervised:** 2**Distinctions:**

**Victoria Coifman**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** African American and African Studies

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. University of Wisconsin - Madison, 1969  
M.A. University of Wisconsin - Madison  
B.A. Mundelein College of Loyola University, Chicago, IL

**Languages** French(4), Portuguese(4), Arabic, Wolof

**Overseas Experience:** **Research:** Yes      **Teaching:** Yes

**Recent Publications****Courses:**

AFRO 1021 Introduction to Africa      AFRO 3002 West African History: 1800 to Present  
AFRO 3001 West African History Early Times to 1800      AFRO 5551 Methods: Oral Traditions as Resources for History

**Research and Teaching Specialties**

African history      Past and present urban and rural affairs  
Comparative tropical history      West and North African history  
Development issues      Islam

**Distinctions**

Faculty Travel Grant, European Studies Consortium for travel to Dakar Senegal, February 2002

**Kathleen Collins**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Political Science

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Stanford University, 2000

**Languages**

**Overseas Experience:** **Research:** Yes      **Teaching:** No

**Recent Publications**

*Economic and Security Regionalism among Patrimonial Authoritarian Regimes: The Case of Central Asia*, Europe-Asia Studies  
(March 2009, volume 61, issue 2), 251-283.

**Courses:**

POL 3410 Topics in Comparative Politics      POL 8660 Topics in Comparative Politics  
POL 3475 Islamist Politics

**Research and Teaching Specialties**

Kyrgyzstan, Uzbekistan, Tajikistan, Azerbaijan      Clan politics and informal institutions  
democratization/political transition and identity politics      Civil and ethnic conflict

**Dissertations and Theses Supervised: 2****Distinctions**

McKnight Land-Grant Professorship, 2007-2009

**Susan Craddock**

Teaching Time Spent on Subject Matter

**75%**

**Departmental Home:** Gender, Women and Sexuality Studies

**Tenure Status:** Professor

**Educational History:** PhD University of California, Berkeley  
MA University of California, Berkeley  
BA Wellsley College

**Languages** French (4), German (3), Tamil (2)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

*Influenza and Public Health: Learning from Past Pandemics*, co-edited with Tamara Giles-Vernick, Taylor and Francis.  
2010

**Courses:**

GLOS 3305 Life for Sale: Global Debates on Environment, Science, and Society  
GLOS 3602 Other Worlds: Globalization and Culture

**Research and Teaching Specialties**

AIDS, Disease, Health, Social Justice

**Dissertations and Theses Supervised:** 1

**Distinctions**

**Mary Curtin**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Humphrey School of Public Affairs

**Tenure Status:** Program Coordinator

**Educational History:** Ph.D. Columbia University, New York, 1986  
M.A. U.S. Army War College, Carlisle Pennsylvania, 2003  
B.A. University of Notre Dame, Notre Dame, Indiana, 1977

**Languages** French(4), Polish(4), Spanish (3)

**Overseas Experience:** **Research:** **Teaching:**

**Recent Publications**

**Courses:**

GLOS 3402 Human Rights Internship

**Research and Teaching Specialties**

**Distinctions**

Political Counselor, U.S. Mission to the European Union, Brussels, Belgium, 2008-2011  
Political Counselor, U.S. Embassy Warsaw, Poland, 2004-2008  
Deputy Political/Economic Counselor, U.S. Embassy, Tunis, Tunisia, 1998-2002

**Jigna Desai**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Gender, Women, and Sexuality Studies

**Tenure Status:** Associate Professor

**Educational History:** PhD University of Minnesota

**Languages**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications**

"Bollywood, USA: Diasporas, Nations, and the State of Cinema." Transnational South Asians: The Making of a Neo-Diaspora Susan Koshy and R. Radhakrishnan, eds (2008)

**Courses:**

GWSS 1004 Screening Sex	GWSS 4103/5104 Transnational Feminist Theories
GWSS 1902 What's "Normal"?	GWSS 8490 Asian American Cultural Criticism
GWSS 3409 Asian American Women's Cultural Production	GWSS 1002 Politics of Sex

**Research and Teaching Specialties**

Asian American literature and cultural studies	Queer/sexuality studies
Feminist theory	South Asian diasporas

**Dissertations and Theses Supervised:** 7

**Distinctions**

**Tracy Deutsch**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** History

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Wisconsin, Madison, 2001.  
M.A. New York University, 1993.  
B.A. University of Chicago, 1990.

**Languages:**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications:**

"Food and Labor History," in *The Oxford Handbook of Food History*. New York: Oxford University Press, Forthcoming.

**Courses:**

ANTH8810/HIST 5910 Cultures and Histories of Capitalism	HIST 3351 Women and Diasporas in Modern History
HIST 1000/3000 Capitalism in US History	HIST 3415 Migrations in Modern Global History
HIST 3348 Women's History	

**Research and Teaching Specialties:**

women and consumer culture	20th-century political economy
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**Dissertations and Theses Supervised:** 1

**Distinctions:**

Research Fellow, Institute for Advanced Study, University of Minnesota, Spring 2012

## Raymond Duvall

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Political Science

**Tenure Status:** Professor, Department Chair

**Educational History:** Ph.D. Northwestern University, 1975  
M.A. Northwestern University, 1970  
B.A. University of Pennsylvania, 1969

**Languages:** German(4), French(4), Turkish(4)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications

"Sovereignty and the UFO," *Political Theory*, 36, August, 2008: 607-633. (Co-authored with Alexander Wendt).

### Courses:

POL 3835 International Relations  
POL 5887 Thinking Strategically in International Politics  
POL 8408 International Relations of the Environment

### Research and Teaching Specialties

Global governance International relations  
International organizations Social institutions of global capitalism

**Dissertations and Theses Supervised:** 5

### Distinctions

## Penny A Edgell

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Sociology

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Chicago, 1995

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** No

### Recent Publications:

"A Cultural Sociology of Religion - New Directions." *Annual Review of Sociology*, Vol. 38, 2012.

### Courses:

SOC 8735 Sociology of Culture

### Research and Teaching Specialties:

Culture Sociology of Religion Work  
Religion in the U.S. Gender Family

**Dissertations and Theses Supervised:** 5

### Distinctions:

Principal Investigator, grant from the National Science Foundation, Sociology Program, 2011



**John R Freeman**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Political Science**Tenure Status:** Professor**Educational History:** Ph.D. University of Minnesota, 1978  
B.A. Macalester College, 1972**Languages:****Overseas Experience:** **Research:** No **Teaching:** No**Recent Publications:**"The Economic Origins of Democracy Reconsidered." with Dennis Quinn. Forthcoming, *The American Political Science Review* 106.  
"Symposium on Models of Path Dependence [Introductory Essay]" With John Jackson, *Political Analysis*, Spring 2011.**Courses:**

POL 1025 Global Politics

POL 4481/5481 Government and Markets

POL 43225322 Rethinking the Welfare State

POL 5481 Governments and Markets

POL 8406 Politics of International Finances

POL 8637 Comparative Political Economy

**Research and Teaching Specialties:****Dissertations and Theses Supervised:** 2**Distinctions:**

Fellow, American Academy of Arts and Sciences, 2009

**Barbara Frey**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Law School**Tenure Status:** Untenured Adjunct Professor  
Director, Human Rights Program, Institute for Global Studies**Educational History:** BA University of Notre Dame  
JD University of Wisconsin, Law School**Languages:** Spanish (3)**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**"The Criminalization of Immigration and the International Norm of Non-Discrimination: Deportation and Detention in U.S. Immigration Law," with X. Kevin Zhao, *Minnesota Journal of Law and Inequality*, Vol. XXIX, No. 2, Summer 2011**Courses:**

GLOS 4104 Crime and Human Rights

GLOS 5301 Environment &amp; Empire

GLOS 5403 Human Rights Advocacy

LAW 6058 Human Rights Advocacy

**Research and Teaching Specialties**Human rights  
Humanitarian aidRefugee law  
Small arms proliferation**Dissertations and Theses Supervised:** 0**Distinctions**

## Greta Friedemann-Sanchez

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Humphrey Institute of Public Affairs

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. University of Minnesota, 2002  
M. A. University of Minnesota, 1999

**Languages:** Spanish (4), French (3)

**Overseas Experience:** **Research:** Yes **Teaching:**

### Recent Publications:

#### Courses:

PA 5501 Theories and Policies of Development  
PA 5522 International Development Policies  
PA 5561 Gender and International Development

#### Research and Teaching Specialties:

Export-oriented employment  
Service policy and delivery  
Gendered rural development

#### Distinctions:

Research Award, Center for Chronic Disease Outcomes Research, Department of Veterans Affairs Health Care System, 2006

## Donna Gabaccia

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** History

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Michigan, Ann Arbor, 1979  
M.A. University of Michigan, 1975  
B.A. Mount Holyoke College, 1971

#### Languages

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

#### Recent Publications

Foreign Relations: Global Perspectives on American Immigration . Gabaccia, Donna, Princeton University Press, Author, 2012.  
"Nations of Immigrants: Do Words Matter?" : Gabaccia, Donna, The Pluralist , 5, 3 (Fall 2010) 5-31.

#### Courses:

HIST 1012W The Age of Global Contact

#### Research and Teaching Specialties

International migration studies

Comparative women and gender

#### Dissertations and Theses Supervised: 3

#### Distinctions:

Director of Immigration History Research Center & Archives, 2005 - present

**Keya Ganguly**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Cultural Studies and Comparative Literature**Tenure Status:** Professor**Educational History:** Ph.D. University of Illinois, Urbana-Champaign, 1990  
M.A. University of Pennsylvania, 1985  
B.A. Temple University, 1983  
B.A. Lady Shri Ram College, 1979**Languages****Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications***Nostalgia for the Future: The Bombay 'Social Film' and Progressive Indian Thought* (in progress).**Courses:**CSCL 1201 Introduction to Cinema and Media Cultures  
CSCL 3115 Cinema and Ideology  
CSCL 3321W Theories of CultureCSCL/CSDS 5301 Society, Ideology, and the Production of Art  
CSCL 5711 Sociocriticism  
CL/CSDS 5910 Theories of the Other**Research and Teaching Specialties**

Cultural materialism Postcolonial theory and criticism South Asian film and culture

**Dissertations and Theses Supervised:** 0**Distinctions:** "Imagine" Fund, University of Minnesota, 2010-12**Michael Gaudio**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Art History**Tenure Status:** Associate Professor**Educational History:** Ph.D. Stanford University, 2001  
M.A. University of Kansas, 1995  
B.A. University of North Carolina at Chapel Hill, 1992**Languages** French(4)**Overseas Experience:** **Research:** yes **Teaching:** Yes**Recent Publications**2012. "Cutting and Pasting at Little Gidding: Bible Illustration and Protestant Belief in Seventeenth-Century England," in Ralph Dekoninck, Agnès Guiderdoni-Bruslé, and Walter Melion, eds., *Ut pictura meditatio: The Meditative Image in Northern Art, 1500-1700* (Brepols, 2012).**Courses:**ARTH 1910W Freshman Seminar  
ARTH 3309 Renaissance Art in Europe  
ARTH 3315 The Age of CuriosityARTH 3600 The Renaissance  
ARTH 5301 The Visual Culture in Early Modern Europe  
ARTH 5302 Prints and Print Culture in Early Modern Europe**Research and Teaching Specialties**

Art and knowledge Early modern art history

**Dissertations and Theses Supervised:** 0**Distinctions:** Paul Mellon Visiting Senior Fellow, Center for Advanced Study in the Visual Arts, 2012

**Claudia Giannini**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Translation and Interpreting  
**Tenure Status:** Instructor  
**Educational History:** Translation and Interpreting, Universidad Central de Venezuela  
M.A. University of Minnesota

**Languages** Spanish (4)

**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**

**Courses:**  
TRIN 3001 Introduction to Translation  
TRIN 3002 Intermediate Translation

**Research and Teaching Specialties**

**Distinctions**  
Certified, American Translators Association  
Member, Executive Board of Upper Midwest Translators and Interpreters Association (UMTIA)

**Guy E. Gibbon**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Anthropology  
**Tenure Status:** Professor  
**Educational History:** Ph.D. University of Wisconsin-Madison, 1969

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**  
*Prehistoric Pottery of Minnesota: A Guide.* University of Minnesota Publications in Anthropology, No. 9

**Courses:**

**Research and Teaching Specialties**  
Midwestern prehistoric and historical archaeology  
The historical ethnography of North Central North American Native Peoples

**Dissertations and Theses Supervised:** 1

**Distinctions:**  
Graduate Research Partnership Program Grant, Summer 2005

**Vinay Gidwani**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Geography, Institute for Global Studies, Consortium for the Study of Asias**Tenure Status:** Associate Professor & Director**Educational History:** Ph.D. University of California at Berkeley  
Postdoctoral Fellow, University of British Columbia**Languages** Hindi (4), Bengali (4)**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**The Nature of Work and the Work of Nature: Re-Situating the Rural Labor Process in Western India.. Gidwani, Vinay,  
(Fourthcoming).'The Unbearable Modernity of "Development?": An Essay on Canal Irrigation and Development (2002).  
Planning in Western India,' Progress in Planning.**Courses;**

GEOG 3212 Producing India

GEOG 3331 Geography of the World Economy

GEOG 8214 South Asia

GLOS 3302 Debating "Development"

**Dissertations and Theses Supervised:** 5**Research and Teaching Specialties**

Post-socialism and justice, Labor geographies, Marxism, Identity politics and subaltern social movements

**Njerie Githire**

Teaching Time Spent on Subject Matter

**100%****Departmental Home:** African American and African Studies**Tenure Status:** Assistant Professor**Educational History:** Ph.D. The Pennsylvania State University, 1993  
D.E.A, Université de Paris XII—Val de Marne, France  
Maîtrise ès lettres, Université de Paris III—Sorbonne Nouvelle, France  
Licence ès lettres, Université de Nantes, France**Languages** French (4), Spanish, Portuguese, Kikuyu, Kiswahili, Mauritian Creole**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**"The Postcolonial In/digest: An Analysis of the Tropes of Food and (In)-appetence in Select African/Diasporic Women's Texts"  
(submitted to the *Canadian Review of Comparative Literature*, August 2010).**Courses:**

AFRO 5910 Feast or Famine

AFRO 4622 Caribbean Writers

AFRO 3591W Introduction to African American Literature

AFRO 3625W Black Women Writers in the Diaspora

AFRO 3601W African Literatures

AFRO 1023W Introduction to African World Literature

**Research and Teaching Specialties**

Literature of the African Diaspora

Postcolonial Theory and Criticism

**Distinctions**

**Jessica Giusti**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Gender, Women, and Sexuality Studies

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Minnesota  
M.A. University of Minnesota  
B.A. Mount Holyoke College

**Languages**

**Overseas Experience:** **Research:** No **Teaching:**

**Recent Publications**

Charlotte Karem Albrecht, Brandon Lacy Campos, and Jessica Giusti. "The Myth of the Great White North: Claiming Queer People of Color Histories in the Twin Cities." *Queer Twin Cities* (2010): 90-118.

**Courses:**

GWSS 3207 Gender and the Global Politics of Health  
GLBT 1001 Introduction to GLBT Studies  
GLBT 3610 Queer Cinema

**Research and Teaching Specialties**

**Dissertations and Theses Supervised:** 0

**Distinctions**

**Paul W. Glewwe**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Applied Economics

**Tenure Status:** Professor

**Educational History:** Ph.D. Stanford University, 1985  
B.A. University of Chicago, 1979

**Languages** French(4), Chinese(4), Spanish(4)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

*Education Policy in Developing Countries*, University of Chicago Press. 2013.

**Courses**

APEC 8703 Microeconomic Analysis of Economic Development

**Research and Teaching Specialties**

Economic Development Applied Econometrics  
Empirical Microeconomics Economics of Education

**Dissertations and Theses Supervised:** 13

**Distinctions:**

University of Minnesota Hueg-Harrison Award for Instructor/Graduate Student Mentor Relationship: 2005, 2006, 2007

**Brian B. Goldberg**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** English**Tenure Status:** Associate Professor**Educational History:** Ph.D. Indiana University, 1995  
M.A. Northeastern University, 1988  
B.A. SUNY - Oneonta, 1986**Languages****Overseas Experience:** **Research:** No **Teaching:** No**Recent Publications***Lake Poets and Professional Identity.* Goldberg, Brian B, Cambridge University Press, Author, 2007.**Courses:**ENGL 1001V Introduction to Literature  
ENGL 3004W British Literature II  
ENGL 3010 Some Poems about Some Cities  
ENGL 3141 The Restoration and the Eighteenth Century  
ENGL 8180 Seminar in 20th-Century British Literature and Culture**Research and Teaching Specialties**

British romantic literature

Nineteenth-century British literature

**Dissertations and Theses Supervised:** 2**Distinctions**

Council of Graduate Students Outstanding Faculty Award, Spring 2011

**Michael Goldman**

Teaching Time Spent on Subject Matter

**75%****Departmental Home:** Sociology, Institute for Global Studies**Tenure Status:** Associate Professor**Educational History:** Ph.D. University of California Santa Cruz (1994)  
MA, Unveristy of California, 1990  
BS, Northwestern University, 1982**Languages** Spanish (4)**Overseas Experience:** **Research:** Yes **Teaching:** No**Recent Publications**

"How 'Water for All!' Became Hegemonic: The Power of the World Bank and its Transnational Policy Networks."

**Courses:**GLOS 3145 Theoretical Approaches to Global Studies GLOS 4221 Globalize This!  
GLOS 3145H Honors: Theoretical Approaches to Global Studies GLOS 4305 Society and the Environment  
GLOS 3415 Global Institutions of Power SOC 4321 Globalize This!**Research and Teaching Specialties**

Development/underdevelopment

Sociology of knowledge

**Dissertations and Theses Supervised:** 2**Distinctions**

**Graciela Gonzalez**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Translation and Interpreting

**Tenure Status:** Instructor

**Educational History:** B.A. University of Minnesota, Twin Cities  
"Training the Trainers," Agnese Haury Institute for Interpretation, University of Arizona

**Languages:** Spanish

**Overseas Experience:** **Research:** No      **Teaching:** No

**Recent Publications**

**Courses:**  
TRIN 4301 Interpreting in Legal Settings

**Research and Teaching Specialties**

**Distinctions**

**Paul N Goren**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Political Science

**Tenure Status:** Associate professor

**Educational History:** Ph.D. University of Pittsburgh, 1998  
M.A. University of Pittsburgh, 1994  
B.S. Carnegie Mellon University, 1989

**Languages:**

**Overseas Experience:** **Research:** No      **Teaching:** No

**Recent Publications:**  
Logan Dancy and Paul Goren. 2010. "Party Identification, Issue Attitudes, and the Dynamics of Political Debate." *American Journal of Political Science* 54: 686-699.

**Courses:**

POL 3769 Public Opinion and Voting Behavior	POL 8307 Pro-seminar in Political Psychology
POL 3766 Political Psychology of Mass Behavior	POL 8160 Probability and Statistics
POL 4737 American Political Parties	POL 8123 Quantitative Political Analysis
POL 5767 Public Opinion and Voting Behavior	POL 8302 Public Opinion and Political Participation
POL 8404 International Hierarchy	

**Dissertations and Theses Supervised: 2**

**Research and Teaching Specialties:**  
American Politics      Political Psychology      Probability and Statistics

**Distinctions:**  
Department of Political Science, MacMillan Travel Grant, 2011

**Teresa Gowan**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Sociology  
**Tenure Status:** Assistant Professor  
**Educational History:** Ph.D. University of California, Berkeley, 2003  
B.A. University of Manchester, 1991  
**Languages:**  
**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications:**  
Teresa Gowan, 2010. *Hobos, Hustlers, and Backsliders: Homeless in San Francisco*. Minneapolis, MN: University of Minnesota Press.

**Courses:**  
SOC 3451 Cities and Social Change SOC 3415 Consume This

**Research and Teaching Specialties:**  
Urban Sociology Deviance  
Ethnography Social Control

**Distinctions:**  
Arthur "Red" Motley Exemplary Teaching Award, CLA, 2009-10  
Imagine Award, 2010

**Oren Gross**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** School of Law  
**Tenure Status:** Irving Younger Professor of Law  
**Educational History:** S.J.D. Harvard Law School, 1997  
LL.M. Harvard Law School, 1992  
LL.B. Tel-Aviv University, 1986  
**Languages:** Hebrew(4), Spanish, French, German, Arabic  
**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**  
Guantanamo and Beyond: Exceptional Courts and Military Commissions in Comparative and Policy Perspective (Cambridge University Press, forthcoming). Co-edited with Prof. Fionnuala Ni Aolain. 2013.

**Courses:**  
LAW 6601 International Business Transactions LAW 6889 Law of Wars

**Research and Teaching Specialties**  
International law International Business Transactions  
National Security Law Middle East and the Arab-Israeli conflict.

**Dissertations and Theses Supervised:** 0

**Distinctions**  
Director of Institute for International Legal & Security Studies

<b>Jennifer Lee Gunn</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** History of Medicine

**Tenure Status:** Associate Professor, Acting Director

**Educational History:** Ph.D. University of Pennsylvania, 1997  
M.A. University of Pennsylvania, 1991  
B.A. Hampshire College, 1978

**Languages** French(4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications**  
Gunn, J.L. "Public Health, Innovative Medical Enterprise, and More." *Mnopedia: Minnesota Encyclopedia* (2011).

**Courses:**  
HMED 3002W Health Care in History II  
HMED 3040 Human Health, Disease, and the Environment in History  
HMED 5201 History of Medicine from 1700 to 1900

**Research and Teaching Specialties**  
Graduate medical education in the United States                      Intersections among history of medicine, biology, social sciences  
Health policy                                                                                              Population, birth control, and eugenics

**Dissertations and Theses Supervised:** 4

**Distinctions:** American Association for the History of Medicine, Member of Council, 2007-10

<b>Tasoulla Hadjiyanni</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Design, Housing, and Apparel

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Minnesota, 1999  
M.S. Carnegie Mellon University, Pittsburgh, 1991  
B.A. Carnegie Mellon University, 1988

**Languages** Greek(4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications**  
Zollinger, S. & Hadjiyanni, T. (2013). Strengthening communication and classroom climate. *Academic Exchange Quarterly*, 17(3).  
Hadjiyanni, T. (2013). Rethinking culture in interior design pedagogy- The potential beyond CIDA Standard 2g. *Journal of Interior Design*.

**Courses:**  
DES 4165 Design and Globalization                                              DES 5165 Design and Globalization

**Research and Teaching Specialties**  
Housing                                              Globalization                                              Interior design

**Dissertations and Theses Supervised:** 0

**Distinctions**  
Imagine Fund, 2010-2013

**Carol Hakim**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** History

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. Oxford University, U.K., 1998

**Languages:** Arabic(4), French

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

*The Origins of the Lebanese National Idea* (University of California Press, 2012).

**Courses:**

HIST 3505 Survey of the Modern Middle East  
HIST 3507 History of Modern Egypt

HIST 4960 Topics in History  
HIST 5505 Survey of the Middle East

**Research and Teaching Specialties**

Political and economic development of the Arab world in the late 19th- and 20th-centuries  
State formation, state-society relations, and authoritarianism in the Arab world

**Distinctions**

Research Fellowship, Institute for the Transregional Study of the Contemporary Middle East, North Africa and Central Asia, Princeton University, Fall 2011 - Spring 2012

**Claire Halpert**

Teaching Time Spent on Subject Matter

**75%**

**Departmental Home:** Linguistics

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. Massachusetts Institute of Technology, 2012  
B.A. Yale University, 2007

**Languages:** Zulu, French

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

2013. Structural case and the nature of vP in Zulu. *Proceedings of NELS42*. GLSA: Amherst, MA.

2012. Over-driven consequences of nasal place assimilation. In Philip Hoole, Lasse Bombien, Marianne Pouplier, Christine Mooshammer, Barbara Kuhnert, eds., *Consonant clusters and structural complexity*. Mouton de Gruyter.

2012. Zulu counterfactuals in and out of conditionals. *Selected Proceedings of ACAL 41*. Somerville, MA: Cascadilla Proceedings Project.

**Courses:**

LING 4201 Syntax I  
LING 4202 Syntax II

LING 8105 Field Methods I  
LING 8106 Field Methods II

**Research and Teaching Specialties:**

Syntax  
Morphology

Prosody  
Bantu languages

**Distinctions:**

Member, Linguistics Society of America, 2011-present

**Lisa Hilbink**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Political Science

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of California, San Diego, 1999  
M.A. University of California, San Diego, 1993  
B.A. University of Wisconsin, Madison, 1988

**Languages** Spanish(4), Quechua(4)

**Overseas Experience:** **Research:** Yes **Teaching:**

**Recent Publications**

"The Origins of 'Positive' Judicial Independence: Comparative Insights." Article manuscript under review at *World Politics*.  
Resubmitted after revision on January 18, 2012 (Blind refereed)

**Courses:**

POL 3479 Latin American Politics POL 8601 Introduction to Comparative Politics  
POL 4403W Comparative Constitutionalism POL 8660 Law and Courts in Emerging Democracies  
POL 4410/5410 Law and (In)Justice in Latin America LAS 4479 Latin American Politics

**Research and Teaching Specialties**

Civil law tradition Latin america Rule of law

**Dissertations and Theses Supervised: 1**

**Distinctions:**

Herbert Jacob Book Prize, Law and Society Association, 2008, for Judges beyond Politics in Democracy and Dictatorship

**John Himes**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** School of Public Health

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Texas, Austin  
M.P.H Harvard University  
B.S. Arizona State University

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

Arcan C, Hannan PJ, Himes JH, Fulkerson JA, Holy Rock B, Smyth M, Story M. American Indian parents' assessment of and concern about their kindergarten child's weight states, South Dakota 2005-2006. *Preventing Chronic Disease* 9:110215, 2012.

**Courses:**

PUBH 6906 Global Nutrition

**Research and Teaching Specialties**

Obesity: Child Global Health  
Child/Adolescent Health Nutrition/Diet

**Dissertations and Theses Supervised: 3**

**Distinctions:**

Member, Expert Advisory Panel on Nutrition, WHO, Geneva, 1994-2011

**Karen Ho**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Anthropology

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Princeton University, 2003  
M.A. Princeton University, 1996  
M.A. Stanford University, 1994  
B.A. Stanford University, 1993

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:**

**Recent Publications**

2012. "'Studying Up' Wall Street: Reflections on Theory and Methodology." In *Researching Amongst Elites: Challenges and Opportunities in Studying Up*. Aguiar, Luis, and Christopher Schneider, eds. London: Ashgate Press.

**Courses:**

ANTH 1003W Understanding Cultures  
ANTH 3003 Cultural Anthropology

ANTH 4025 Studies in Ethnographic Classics  
ANTH 8810 - Topics in Sociocultural Anthropology

**Research and Teaching Specialties**

Anthropology of finance

Work, corporations, postindustrialism

Whiteness

**Dissertations and Theses Supervised:** 1

**Distinctions**

**Sarah E Hobbie**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Ecology, Evolution, and Behavior

**Tenure Status:** Professor

**Educational History:** Post-doc, Stanford University, 1998  
Ph.D. University of California, Berkeley, 1995  
B.A. Carleton College, 1986

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

Deng, Y., Z. He, M. Xu, Y. Qin, J. Van Nostrand, L. Vu, B. Roe, G. Wiley, S. Hobbie, P. Reich, and J. Zhou. 2012. Elevated carbon dioxide alters the structure of soil microbial communities. *Applied and Environmental Microbiology* 78:2991-2995.

**Courses:**

EEB 5146 Science and Policy of Global Environmental Change

**Research and Teaching Specialties:**

The effects of urbanization and suburbanization on biogeochemical cycles

The influence of plant species on biogeochemical processes

**Dissertations and Theses Supervised:** 0

**Distinctions:**

Outstanding Advisor Award, Ecology, Evolution and Behavior Graduate Program, 2012

**Scott Homler**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Translation and Interpreting

**Tenure Status:** Professor

**Educational History:** Ph.D., French, University of Minnesota, 1997

**Languages:** French

**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications:**

**Courses:**

TRIN 3101 Introduction to Interpreting

**Research and Teaching Specialties:**

Health care interpreting

Education interpreting

Legal interpreting

Mental health interpreting

**Dissertations and Theses Supervised:** 0

**Distinctions:**

Director, Program in Translation and Interpreting, University of Minnesota

Associate Director, Program of Translation and Interpreting, University of Minnesota, August 2010 -December 2010

**Michael Houston**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Carlson School of Management

**Tenure Status:** Associate Dean, Ecolab-Pierson M. Grieve Chair in International Marketing  
Academic Director, Center for International Business Education and Research

**Educational History:** Ph.D. University of Illinois  
M.S. University of Illinois  
B.S. University of Illinois

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

Serves or has served on editorial boards of the Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research, Journal of Consumer Psychology, International Journal of Research in Marketing and the Asian Journal of Marketing. Ng, Sharon, Michael J. Houston, and Rohini Ahluwalia, "Culture and Branding," in Lee, A. and S. Ng, Handbook of Culture and Consumer Behavior.

**Courses:**

**Research and Teaching Specialties:**

Branding, Consumer Behavior, Cultural effects in marketing, Global marketing and branding

**Dissertations and Theses Supervised:** 10

**Distinctions:**

University of Minnesota Global Engagement Award 2012, Identified as One of Top Academic Market Researchers for Past 20 years

**Yelena Hydrie**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Carlson School of Management

**Tenure Status:** Lecturer

**Educational History:**

**Languages:**

**Overseas Experience:**                      **Research:** No                      **Teaching:**

**Recent Publications:**

**Courses:**

HRIR 6025 Leadership and Personal Development

MGMT 6035 Complex and Cross-Cultural Negotiations

**Research and Teaching Specialties:**

**Distinctions:**

**Allen F. Isaacman**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** History

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Wisconsin, 1970  
M.A. University of Wisconsin, 1966  
B.A. City College of New York, 1964

**Languages**

**Overseas Experience:**                      **Research:** Yes                      **Teaching:** Yes

**Recent Publications**

Digitization, History and the Making of a Post-Colonial Archive of Southern African Liberation Struggles: The Aluka Project,"  
*Africa Today* 52, 2 (2005) 55-78 (Co-authored with Premesh Laly and Tom Nygren)

**Courses:**

HIST 5931 Topics in Comparative Third World History

HIST 5932 African Historiography and Methodology

**Research and Teaching Specialties**

Agrarian change

Slavery and maroon communities

Central and Southern Africa

Social history of Mozambique

**Dissertations and Theses Supervised:** 9

**Distinctions**

Stanford Center for the Study of the Behavioral Sciences fellowship, 2008-09 and 2010-11



**Laura Jacobi**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Communication Studies

**Tenure Status:** Teaching Specialist

**Educational History:** Ph.D. University of Minnesota, 2004  
M.A. University of St. Thomas  
B.A. University of St. Thomas

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

*An examination of spirituality, social skills, and prosocial behavior:* Jacobi, Laura, Peter Lang Publishing, Inc., In T. A. Kinney, & M. Porhola (Eds.), *Anti and pro-social communication: Theories, methods, and applications*, in process.

**Courses:**

COMM 5451W Intercultural Communication Processes

**Research and Teaching Specialties:**

Organizational communication  
Interpersonal communication  
Spiritual communication

**Distinctions:**

**Alex Jassen**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Classical and Near Eastern Studies

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. New York University, 2006  
B.A. University of Washington, 2001

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:**

**Recent Publications**

Jassen, Alex P. *Mediating the Divine: Prophecy and Revelation in the Dead Sea Scrolls and Second Temple Judaism*. Brill Academic Publishers, 2007

**Courses:**

JWST 1034/3034 Intro to Jewish History and Civilization  
JWST 3115 Mishnah and Midrash in Translation  
JSWT 5115 Midrash  
RELS 1034/3034 Intro to Jewish History and Civilization

HEBR 1101/1102 Beginning Biblical Hebrew  
HEBR 3101/3102 Intermediate Biblical Hebrew  
HEBR 4101/4102 Basics of Biblical Hebrew  
HEBR 4106/4107 Intermediate Biblical Hebrew

**Research and Teaching Specialties**

Hebrew Bible and Biblical Interpretation  
Second Temple Judaism

Dead Sea scrolls  
Study of Judaism and Christianity in antiquity

**Distinctions**

McKnight Land Grant Professorship, 2010-2012

## Chandy John

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** Medical School

**Tenure Status:** Professor, with tenure

**Educational History:** M.S. Case Western Reserve University, Cleveland, OH, 2001  
M.D. University of Michigan Medical School, Ann Arbor, 1988  
B.S. University of Michigan Ann Arbor, 1986

### Languages

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications

Bangirana P, Opoka RO, Boivin MJ, Idro R, Hodges JS, Romero RA, Shapiro E, John CC. Severe malarial anemia is associated with long-term neurocognitive impairment. *Clin Infect Dis* 2014, in press.

Ondigo BN, Hodges JS, Ireland KF, Magak NG, Lanar DE, Dutta S, Narum DL, Park GS, Ofulla AV, John CC. Estimation of recent long-term malaria transmission in a population by antibody testing to multiple *Plasmodium falciparum* antigens. *J Infect Dis.* 2014 Apr 15.

### Courses:

### Research and Teaching Specialties

**Dissertations and Theses Supervised:** 1

### Distinctions

Bailey Ashford Medal, American Society of Tropical Medicine and Hygiene, 2011

## Kim K Johnson

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Design, Housing, and Apparel

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Wisconsin - Madison  
M.S. University of Wisconsin - Madison  
B.S. University of Wisconsin - Stevens Point

### Languages

**Overseas Experience:** **Research:** No **Teaching:** No

### Recent Publications

Kang, J-Y., Johnson, K.K.P., & Kim, J. (2013). Clothing functions and use of clothing to alter mood. *International Journal of Fashion Design, Technology and Education*, DOI: 10.1080/17543266.2012.762428

### Courses

DES 3196 Field Study: National or International

### Research and Teaching Specialties

Retail Merchandising

**Dissertations and Theses Supervised:** 6

### Distinctions

International Textiles and Apparel Association, Paper of Distinction-Social Psychology Track, 2012

**Timothy R Johnson**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Political Science**Tenure Status:** Professor**Educational History:** Ph.D. Washington University in St. Louis, 1998  
M.A. Washington University in St. Louis, 1995  
B.A. Gustavus Adolphus College, St. Peter, MN, 1993**Languages:****Overseas Experience:** **Research:** No **Teaching:** No**Recent Publications:**Black, Ryan C., Timothy R. Johnson, and Justin Wedeking. In production. *Oral Arguments and Coalition Formation on the U.S. Supreme Court: A Deliberate Dialogue*. Ann Arbor: University of Michigan Press.**Courses:**

POL 4561 Comparative Legal Systems

POL 8403 International Norms and Institutions

**Research and Teaching Specialties:**

Judicial Politics

Executive/Judiciary Relations

Supreme Court Oral Arguments

American politics

**Dissertations and Theses Supervised:** 1**Distinctions:** Pi Sigma Alpha Award for Best Paper Given at the 2008 Southern Political Science Association Meetings, 2009**Susan D Jones**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Ecology, Evolution and Behavior**Tenure Status:** Professor**Educational History:** Ph.D. University of Pennsylvania, 1997  
M.A. University of Pennsylvania, 1995  
D.V.M. University of Illinois, 1990  
B.S. University of Illinois, 1988  
A.B. Harvard University/Radcliffe College, 1986**Languages:****Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications:**Susan D. Jones, *Death in a Small Package: A Short History of Anthrax* (Baltimore: The Johns Hopkins University Press, 2010)**Courses:**

HSCI 1212-1214W Life on Earth

HSCI 8112 Historiography

HSCI 3244 History of Ecology and Environmentalism

HSCI 8421 Social and Cultural Studies of Science

HSCI 4455 Women, Gender, and Science

HSCI 8441 Women, Gender, and Science

HSCI 5244 History of Ecology and Environmentalism

HSCI 8920 Seminar

**Research and Teaching Specialties:****Dissertations and Theses Supervised:** 2**Distinctions:** National Science Foundation, Scholar's Award, 2011

## Nicholas Jordan

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Agronomy and Plant Genetics

**Tenure Status:** Professor with tenure

**Educational History:** Ph.D. Duke University, 1986  
A.B. Harvard College, 1979

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

Jordan, N.R., Aldrich-Wolfe, L., Juerd, S., Larson, D., Muehlbauer, G. 2012. Soil-Occupancy Effects of Invasive and Native Grassland Plant Species on Composition and Diversity of Mycorrhizal Associations. *Invasive Plant Science and Management* 5: 494-505.

**Courses:**

AGRO 5321 Ecology of Agricultural Systems

**Research and Teaching Specialties:**

Research and education

Application of plant population ecology to agricultural problems

**Dissertations and Theses Supervised:** 3

**Distinctions:**

## Amy K. Kaminsky

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Gender, Women, and Sexuality

**Tenure Status:** Professor

**Educational History:** Ph.D. Pennsylvania State University, 1975  
M.A. Rutgers University, 1967  
B.A. Queens College, 1965

**Languages:** Spanish(4), Swedish(3)

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications**

Argentina: Stories for a Nation. Kaminsky, Amy, University of Minnesota Press, Author, 2008.

**Courses:**

GWSS 4404 Gender, Nation, and Literature in Latin America

GWSS 1003W Women Write the World

GWSS 8490 Feminist Approaches to Iberian and Latin American Texts

**Research and Teaching Specialties**

Spanish and Latin American literature  
Latin American film

Jewish writing and film in Argentina

Gender, Jewishness, and Modernity in Argentina

**Dissertations and Theses Supervised:** 4

**Distinctions**

American Council of Learned Societies Fellowship, September 2004 - August 2005

## Mary Jo Kane

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Kinesiology

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Illinois, Champaign, 1985  
M.A. University of Illinois, Champaign, 1982  
B.A. Webster University, St. Louis, MO, 1973

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

Kane, M. J. (2013). The better sportswomen get, the more the media ignore them. *Communication & Sport*, 1-6.

**Courses:**

REC 5371 Sport and Society

**Research and Teaching Specialties:**

**Dissertations and Theses Supervised:** 3

**Distinctions:**

Director, Tucker Center

## Shipi Kankane

Teaching Time Spent on Subject Matter

50%

**Departmental Home:**

**Employment Status:** External Evaluator

**Educational History:** M.A. University of Minnesota, Educational Policy & Administration;  
Minors in Program Evaluation & Computer Science  
B.E, University of Pune, India

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**

**Courses:**

**Research and Teaching Specialties**

Evaluation Studies

**Distinctions**

<b>Daniel Karvonen</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** German, Scandinavian & Dutch

**Tenure Status:** Senior Lecturer

**Educational History:** PhD University of California of Santa Cruz, 2005  
MA Indiana University, 1995  
BA University of Minnesota, 1989

**Languages** Finnish (4), Icelandic (4), Russian (4), Estonian (4), Swedish (4), Spanish (4), Sami (4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications**  
Explaining Nonfinality: Evidence from Finnish: Karvonen, Daniel, Cascadilla Proceedings Project, Proceedings of the 26th West Coast Conference on Formal Linguistics, 306-314, 2008.

**Courses:**

FIN 1001/4001 Beginning Finnish I	FIN 1004/4004 Intermediate Finnish II
FIN 1002/4002 Beginning Finnish II	FIN 3011/4011 Advanced Finnish I
FIN 1003/4003 Intermediate Finnish I	FIN 3012/4012 Advance Finnish II

**Research and Teaching Specialties**

Phonology	Finno-Ugric languages
Finnish Language	General linguistics

**Distinctions**

<b>Patrick Kehoe</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Economics

**Tenure Status:** Professor

**Educational History:** Ph.D. Harvard University, 1986  
M.A. McGill University, 1979  
B.A. Providence College, 1978

**Languages**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**

**Recent Publications**  
"Sophisticated Monetary Policies," with Andrew Atkeson and V.V. Chari, *Quarterly Journal of Economics*, February 2010.

**Courses:**

ECON 8403 International Trade and Payments Theory	ECON 8404 International Trade and Payments Theory
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**Research and Teaching Specialties**

Fiscal growth	International finance	International trade
Fiscal policy	Open-economy macroeconomics	Macroeconomic theory

**Dissertations and Theses Supervised:** 2

**Distinctions:** Fellow of the Econometric Society

**Timothy J. Kehoe**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Economics**Tenure Status:** Professor**Educational History:** Ph.D. Yale University, 1979  
M.A. Yale University, 1977  
B.A. Providence College, 1975**Languages** Spanish(4)**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**"Catch-up Growth Followed by Stagnation: Mexico, 1950-2010," *Latin American Journal of Economics*, 48 (2011), 227-68, with Felipe Meza.**Courses:**ECON 4421 Economic Integration in the Americas  
ECON 8491 Workshop in Trade and DevelopmentECON 8401 International Trade and Payments Theory  
ECON 8402 International Trade and Payments Theory**Research and Teaching Specialties**Applied general equilibrium modeling  
Intertemporal general equilibrium theoryPublic finance  
Trade theory**Dissertations and Theses Supervised:** 19**Distinctions:**

Economic Theory Fellow, Society for Advancement of Economic Theory, 2011-present

**Daniel R. Kelliher**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Political Science**Tenure Status:** Associate Professor**Educational History:** Ph.D. Yale University, 1985  
B.A. Oberlin College, 1975**Languages** Chinese(4)**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**"The Chinese Debate Over Village Self-Government" 1997, *The China Journal*, No. 37: 64-86  
"The Logic of Privatization" 1995, *The Political Economy of East Asia: China, Korea, and Taiwan*, vol. II: 323-359**Courses:**POL 1902 Topics: Freshman Seminar  
POL 5410 Topics: Pol of Family, Sex & ChildrenPOL 5473 Chinese Politics  
POL 8602 Families, Children & the State**Research and Teaching Specialties**

Comparative politics

Rural China and peasant politics

**Dissertations and Theses Supervised:** 1**Distinctions**

Arthur "Red" Motley Exemplary Teaching Award, 2011

**Katherine Klink**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Geography**Tenure Status:** Associate Professor**Educational History:** Ph.D. University of Delaware, 1992  
M.S. University of Delaware, 1987  
B.S. University of Wisconsin-Milwaukee, 1982**Languages****Overseas Experience:** **Research:** No **Teaching:** No**Recent Publications**Malevich, S.B.\* and K. Klink (2011) Relationships between snow and the wintertime Minneapolis urban heat island. *Journal of Applied Meteorology and Climatology* 50:1884-1894**Courses:**GEOG 3401/5401 Geography of Environmental Systems and Global Change  
GEOG 8240 Medical Geography**Research and Teaching Specialties**Climate Dynamics Environmental Science  
Wind Climatology Quantitative Methods**Dissertations and Theses Supervised:** 1**Distinctions**

Chair, Association of American Geographers Nystrom Award Committee, 2010-present

**Jack Kramer**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Carlson School of Management, Accounting**Tenure Status:** Senior Lecturer**Educational History:****Languages:****Overseas Experience:** **Research:** Yes **Teaching:** No**Recent Publications:****Courses:**BLAW 3058 The Law of Contracts and Agency  
BLAW 6158 The Law of Contracts and Agency**Research and Teaching Specialties:****Distinctions:**

**Ronald Krebs**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Political Science

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Columbia University, 2003  
M.Phil. Columbia University, 2000  
M.A. Columbia University, 1998  
A.B. Princeton University, 1995

**Languages** Hebrew(4), French(4), German(4)

**Overseas Experience:** **Research:** Yes **Teaching:**

**Recent Publications**

"Striking the Right Balance: Of High Walls and Divisions of Labor." *Perspectives on Politics* 8:4 (December 2010): 1113-1116.

**Courses:**

POL 1025 Introduction to Global Politics POL 8402 International Security  
POL 8401 Theories of International Relations

**Research and Teaching Specialties**

The use of military force Consequences of war and military service  
Counterterrorism Rhetoric and foreign policy

**Dissertations and Theses Supervised:** 1

**Distinctions**

United States Institute of Peace, Annual Grant Competition, 2009-2012

**Robert Kudrle**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Hubert H. Humphrey School of Public Affairs

**Tenure Status:** Professor

**Educational History:** Ph.D. Harvard University, 1974  
M.Phil. University of Oxford, 1967  
A.M. Harvard University, 1969  
A.B. Harvard College, 1964

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:**

**Recent Publications**

"The OECD and The International Tax Regime: Persistence Pays Off," *Journal of Comparative Policy Analysis*, forthcoming.

**Courses:**

PA 5802 Global Economic Policy

**Research and Teaching Specialties**

Competition policy Policy problems of globalization  
Tax policy International economic policy cooperation

**Dissertations and Theses Supervised:** 1

**Distinctions**

**Jean M. Langford**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Anthropology**Tenure Status:** Associate Professor**Educational History:** Ph.D. University of Washington, 1998  
M.A. University of Washington, 1993  
B.A. University of Washington, 1990**Languages****Overseas Experience:** **Research:** Yes **Teaching:** No**Recent Publications**2009 Gifts Intercepted: Biopolitics and Spirit Debt *Cultural Anthropology* 24(4): 681-711.**Courses:**

ANTH 3306W Medical Anthropology

ANTH 4075 Cultural Histories of Healing

ANTH 5031W Ethnographies of Science

ANTH 8120 Problems in Culture Change and Applied Anthro

**Research and Teaching Specialties**Healing practices  
medicineSouth and Southeast Asia  
interspecies relationships**Dissertations and Theses Supervised:** 1**Distinctions**

Imagine Fund, University of Minnesota, 2009-2012

**Rachmi Diyah Larasati**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Theatre Arts and Dance**Tenure Status:** Associate Professor**Educational History:** Ph.D. University of California - Riverside, 2006  
M.A. University of California - Los Angeles, 2000**Languages****Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications****Courses:**

DNCE 3495 Dance &amp; Global Tourism

DNCE 3402 Dance History II

DNCE 3487W Ethnic Dance

DNCE 3401W Dance History

DNCE 1401 Intro to Dance

DNCE 5495 Dance and Global Tourism

**Research and Teaching Specialties**Memory of Violence & Creative Project in Post Conflict Zone  
Performing Arts in Global Politics & Culture  
Dancing Body, Tourism & Female CitizenshipGenocide/Massacres Cultural Reconstruction  
Politics of Human Rights and Creative Arts  
Dancing Body in Islam of Southeast Asia**Dissertations and Theses Supervised:** 0**Distinctions**

Institute for Advanced Studies: Abundance &amp; Scarcity University Symposium Award, January 2011 - June 2014

**Patrick T Lee**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Carlson School of Management  
**Tenure Status:** Adjunct Professor  
**Educational History:** MBT, Taxation, University of Minnesota, 1992  
BBA, Accounting and MIS, U. Wisconsin - Eau Claire

**Languages:**

**Overseas Experience:** Yes      **Teaching:** No

**Recent Publications:**

**Courses:**

MBT 5381 Tax Aspects of International Business II

**Research and Teaching Specialties:**

US-based multinational corporations  
Foreign Tax credits  
Planning strategies for the repatriation of non-US earnings

**Dissertations and Theses Supervised:** 0

**Distinctions:**

**Lisa Leslie**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Carlson School of Management  
**Tenure Status:** Assistant Professor  
**Educational History:** Ph.D. University of Maryland, College Park, 2007  
M.A. University of Maryland, College Park, 2004  
A.B. Princeton University, 2001

**Languages:**

**Overseas Experience:**      **Research:** No      **Teaching:** No

**Recent Publications:**

Gelfand, M. J., Raver, J. L., Nishii, L. H., Leslie, L. M. Lun, J., & colleagues (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332, 1100-1104.

**Courses:**

HRIR 8023 International Human Resource Management

**Research and Teaching Specialties:**

Diversity in Organizations  
Conflict Management  
Cross-Cultural Organizational Behavior

**Distinctions:**

Best Paper Award, Academy of Management Annual Meeting, Conflict Management Division, 2010

## Bernard M. Levinson

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** Classical and Near Eastern Studies

**Tenure Status:** Professor

**Educational History:** Ph.D. Brandeis University, 1991  
M.A. McMaster University, 1978

**Languages** Akkadian, Aramaic, Hebrew, Ugaritic, Arabic, German, Hebrew, French

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications

*A More Perfect Torah: At the Intersection of Philology and Hermeneutics and Deuteronomy and the Temple Scroll.* Critical Studies in the Hebrew Bible, vol. 1. Winona Lake, IN: Eisenbrauns, 2012.

### Courses:

JWST 5204 Dead Sea Scrolls RELS 3503 History and Development of Israelite Religion  
JWST 5513W Scripture and Interpretation RELS 5513W Scripture and Interpretation  
RELS 3204 Dead Sea Scrolls CNES 4051 Ancient Near East and Egypt  
RELS 3501 Ancient Israel

### Research and Teaching Specialties

**Dissertations and Theses Supervised:** 0

### Distinctions:

Scholar of the College Award, College of Liberal Arts, 2010

## Deborah Levison

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Humphrey Institute of Public Affairs

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Michigan, 1991  
M.A. University of Michigan, 1987

**Languages** French(4), Portuguese(4), Spanish(4), Mandarin(3)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications

*Rights and Wrongs of Children's Work;* with Michael Bourdillon, William Myers, and Ben White. Published in Nov. 2010 by Rutgers University Press as part of its series in Childhood Studies.

### Courses:

PA 5301 Population Methods and Issues for the US and Global South  
DSSC 8211 Doctoral Research Workshop in Development Studies and Social Change  
DSSC 8212 Doctoral Research Workshop in Development Studies and Social Change

### Research and Teaching Specialties:

Child labor and schooling in developing countries Population studies

**Dissertations and Theses Supervised:** 1

### Distinctions:

Distinguished Teaching Professor, University of Minnesota, 2009-present

**Seth Lewis**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Journalism & Mass Communication

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. University of Texas, Austin, 2010  
M.B.A. Barry University, Miami, FL, 2005  
B.A. Brigham Young University, Provo, UT, 2002

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications:**

Hermida, A., Lewis, S. C., & Zamith, R. (2013). Sourcing the Arab Spring: A Case Study of Andy Carvin's Sources During the Tunisian and Egyptian Revolutions. *Journal of Computer-Mediated Communication*.

**Courses:**

JOUR 3552 Internet and Global Society  
JOUR 8003 The Changing Media Environment

**Research and Teaching Specialties:**

Journalism Social media  
Media innovation Digital culture

**Distinctions:**

**Alan Lifson**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** School of Public Health

**Tenure Status:** Professor

**Educational History:** M.D. University of California, San Francisco, CA  
M.P.H. University of California, Berkeley, CA  
B.A. University of Michigan, Ann Arbor, MI

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

Lifson AR, Demissie W, Ketema K, et al. Failure to test for HIV in rural Ethiopia: Knowledge and belief correlates and implications for universal test and treat strategies. *J Int Assoc Physicians AIDS Care* 2013 Jun 6. [Epub ahead of print]  
Lifson AR, Demissie W, Tadesse A, et al. Barriers to retention in care as perceived by persons living with HIV in rural Ethiopia: Focus groups results and recommended strategies. *J Int Assoc Physicians AIDS Care* 2013;12:32-38.

**Courses:**

PUBH 6365 Epidemiology of Global Health

**Research and Teaching Specialties:**

HIV/AIDS International Health Infectious Diseases

**Dissertations and Theses Supervised:** 4

**Distinctions:**

**Kevin Linderman**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Carlson School of Management**Tenure Status:** Professor**Educational History:** Ph.D. Case Western Reserve University, 1998  
M.S. Case Western University, 1996  
M.S. Miami University, 1989  
B.A. Minnesota State University, 1987**Languages:****Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications:**

Capabilities for Ambidexterity in High Technology Organization," Chandrasekaran, A., Linderman, K., and Schroeder, R.G., Journal of Operations Management (2012)

**Courses:**

MBA 6220 Operations Management

**Research and Teaching Specialties:**

Innovation Management

Process improvement, six sigma, and lean

Knowledge management and technology

Quality management and control

**Dissertations and Theses Supervised:** 1**Distinctions:****Malinda Lindquist**

Teaching Time Spent on Subject Matter

**100%****Departmental Home:** History**Tenure Status:** Assistant Professor**Educational History:****Languages:****Overseas Experience:** **Research:** Yes **Teaching:** No**Recent Publications:***Women of Color Health Data Book: Adolescents to Seniors.* Lindquist, Malinda, Wilhelmina Leigh, Bethesda, MD: Office of Research on Women's Health, 1997.**Courses:**

AFRO 3865 African American History: 1865 to Present

**Research and Teaching Specialties:**

African-American history

Manhood in the Americas

U.S. history

Feminist theory

**Distinctions:**

Dissertation Fellow, Ford Foundation, 2003-2004

Fellowship of Woodrow Wilson Scholars, Princeton University, 2001-2003



**Alex Lubet**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** School of Music

**Tenure Status:** Professor

**Educational History:** B.M. Roosevelt University, Chicago, Illinois, 1975  
M.A. University of Iowa, 1977  
Ph.D. University of Iowa, 1979

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

*Music, Disability and Society*. 2010. Temple University Press.

Paralyzed on One Side(man): Jazz Meets Disability Studies through the Hands of Horace Parlan. *Critical Studies in Improvisation* 6:2 (2010).

**Courses:**

MUS 1013 Rock I: History of Rock Music to 1970  
MUS 1015 Music and Movies

MUS 4504 Intensive Theory and Analysis of 20th-Century Music

**Research and Teaching Specialties**

Jewish, American & Disability Studies

Performance

**Dissertations and Theses Supervised:** 5

**Distinctions**

Academy of Distinguished Teachers, University of Minnesota

**Svjetlana Madzar**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Carlson School of Management

**Tenure Status:** Senior Lecturer

**Educational History:**

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

**Courses:**

IBUS 6400 Carlson MBA Global Discovery  
MGMT 6040 International Strategy and Organization

**Research and Teaching Specialties:**

Managing across borders  
Competitive environments  
Complex strategy

**Distinctions:**

**Alfred A. Marcus**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Carlson School of Management

**Tenure Status:** Professor

**Educational History:** Ph.D. Harvard University, 1977  
M.A. University of Chicago, 1973  
B.A. University of Chicago, 1971

**Languages** Spanish (4)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

A. Marcus, P. Shrivastava, S. Sharma, & S. Pogutz (eds.), Cross-Sector Leadership for the Green Economy: Integrating Research and Practice on Sustainable Enterprise Palgrave MacMillan, 2011.

**Research and Teaching Specialties:**

Business strategy	Ethics
Competition and business performance	Business regulation and deregulation
Business and the natural environment	Organizational learning and competence acquisition

**Courses:**

IBUS 5110 Business and the Environment in Costa Rica MGMT 5019 Business, Natural Environment, and Global Economy

**Dissertations and Theses Supervised:** 2

**Distinctions**

Edson Spencer Chair in Strategy and Technological Leadership Carlson School

**Lisa Martin**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** School of Nursing

**Tenure Status:** Clinical Assistant Professor

**Educational History:** Ph.D. University of Minnesota  
M.S. University of Minnesota  
B.S. Augsburg College, Minneapolis, Minnesota

**Languages**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications**

**Courses:**

NURS 5040H Seeking Solutions to Global Health Issues

**Research and Teaching Specialties:**

Diabetes prevention in American Indian adolescents	Nursing education
American Indian health care and research	Phenomenology
Nursing workforce diversity	Qualitative research

**Distinctions:** Member, Lac Du Flambeau Band of Lake Superior Chippewa Indians

<b>Nabil Matar</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** History, English

**Tenure Status:** Professor

**Educational History:** Ph.D. Emmanuel College, University of Cambridge, 1976  
M.A. American University of Beirut, 1972  
B.A. American University of Beirut, 1971

**Languages:** Arabic (4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications:**  
Through the Eyes of the Beholder: the Holy Land in Early Modern Imagination, co-edited with Jduy Hayden (Brill, 2012).

**Courses:**

RELS 3542 The Age of Justinian and Muhammad	ENGL 3021 Captivity in Literature and Film
RELS 3712 Islam: Religion and Culture	HIST 1031W Europe and the World
REL 3718W Christ in Islamic Thought	HIST 3493 Islam: Religion and Culture

**Research and Teaching Specialties:**

English 17th-century religious literature	modern Arabic literature
travel writing	Arab-Islamic civilization

**Dissertations and Theses Supervised:** 0

**Distinctions:** Presidential Professor in the President’s Interdisciplinary Initiative on Arts and Humanities

<b>Elaine T May</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** American Studies

**Tenure Status:** Regents Professor

**Educational History:** Ph.D. University of California, 1975  
M.A. University of California, 1970  
B.A. University of California, 1969

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications:**  
Homeward Bound: American Families in the Cold War Era. May, Elaine, Basic Books, Author, 2008 edition.

**Courses:**  
AMST 8231 Cultural Fallout  
AMST 8232 Cultural Fallout

**Research and Teaching Specialties:**

20th century United States history	The Cold War era
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**Dissertations and Theses Supervised:** 1

**Distinctions:**

<b>Keith A Mayes</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** African American and African Studies

**Tenure Status:** Associate Professor, Director of Undergraduate Studies

**Educational History:** Ph.D. Princeton University, 2002

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications:**  
 Book Review, Richard Iton, *In Search of the Black Fantastic: Politics and Popular Culture in the Post-Civil Rights Era* (New York: Oxford University Press, 2008). *The Political Science Quarterly* (Spring 2010).  
*Kwanzaa: Black Power and the Making of the African American Holiday Tradition* (New York: Routledge, 2009).

**Courses:**  
 HIST 3452 African Conservation Histories                                              AFRO 3756 Social and Cultural History of Blacks in Sports  
 AFRO 3103 World History an dAfrica

**Research and Teaching Specialties:**  
 African-American History, 19th and 20th century                                      Black History and Educational Policy  
 Kwanzaa and Black holidays                                              African American Public History

**Dissertations and Theses Supervised:** 0

**Distinctions:**  
 Arthur "Red" Motley Exemplary Teaching Award, University of Minnesota, 2010.

<b>Mary Jo Maynes</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** History

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Michigan, 1977  
 B.A. University of Pennsylvania, 1971

**Languages:** German

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications**  
Family: A World History (New York: Oxford University Press, 2012) [with Ann Waltner].

**Courses:**  
 HIST 1411 W The Family of 10,00 BCE to the Present                                      HIST 5720 Society/Politics  
 HIST 3632 History of Germany                                              HIST 5740 Topics in Modern German History

**Research and Teaching Specialties:**  
 European social history                                              History of the family

**Dissertations and Theses Supervised:** 0

**Distinctions:**  
 Awarded Residential Fellowship, Humboldt University Berlin, Spring 2013, plus CLA plus Imagine fund support

**Silvia McCalip**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Translation and Interpreting  
**Tenure Status:** Instructor  
**Educational History:** M.A. Universidad Nacional de la Plata  
**Languages:** Spanish  
**Overseas Experience:** **Research:** Yes **Teaching:** No

**Recent Publications**

**Courses:**

TRIN 3102 Consecutive Interpreting

**Research and Teaching Specialties:**

**Distinctions:**

**Kieran P McNulty**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Anthropology  
**Tenure Status:** Associate Professor  
**Educational History:** Ph.D. City University of New York, 2003  
M.Phil. City University of New York, 2000  
M.A. Hunter College, 1998  
A.B. Dartmouth College, 1995  
**Languages:**  
**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

Sherwood, R.J., McNulty, K.P. Dissecting the Genetic Architecture of Craniofacial Shape. In (P.E. Lestrel, ed.) *Biological Shape Analysis: Proceedings of the 1st International Symposium*. Singapore: World Scientific. 2011. Pp. 145-171.

**Courses:**

ANTH 5422 Anthropologies of Citizenship and Nationalism

**Research and Teaching Specialties:**

Hominoid & human evolution Evolutionary theory  
Geometric morphometrics Antropoid evolution

**Dissertations and Theses Supervised: 1**

**Distinctions:**

National Science Foundation, General Research Grant, 2009-12





**Fred Morrison**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Law School

**Tenure Status:** Professor

**Educational History:** J.D. University of Chicago  
Ph.D. Princeton University  
M.A. Princeton University  
M.A. Oxford University  
B.A. Oxford University

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

The Importance of Generality in Law-Making International Agreements, in *Coexistence, Cooperation and Solidarity: Liber Amicorum Rudiger Wolfrum 1497* (Holger Hestermeyer et al., eds., Martinus Nijhoff, 2012).

**Research and Teaching Specialties:**

International law Comparative public law

**Courses:**

LAW 6400 International Environmental Law Law 6602 International Law

**Dissertations and Theses Supervised:** 0

**Distinctions:**

Counselor on International Law for the United States Department of State

**John A Murray**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Carlson School of Management

**Tenure Status:** Lecturer

**Educational History:** M.B.A. Harvard College  
B.A. Harvard College

**Languages:** Chinese (4)

**Overseas Experience:** **Research:** No **Teaching:** Yes

**Recent Publications:**

**Courses:**

MKTG 6072 International Marketing

**Research and Teaching Specialties:**

Cultural factors in buyer behavior  
Constructing and evaluating adjusted marketing strategies

**Distinctions:**

## Abigail Neely

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** Geography, Environment and Society

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. University of Wisconsin-Madison, 2011  
M.S. Oxford University  
A.B. Princeton University

### Languages

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**

### Recent Publications

### Research and Teaching Specialties:

#### Courses:

GEOG/AFRO 3141 Africa  
GEOG 3411W Geography of Health and Health Care  
GEOG 8101 Proseminar: Nature and Society  
GEOG 8240 Seminar in Medical Geography: Critical Approaches to Health

#### Distinctions:

## Ward Nefstead

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Applied Economics

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Minnesota, 1995

### Languages

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

### Recent Publications

Nefstead, Ward. Minnesota Chapter of the American Society of Farm Managers and Rural Appraisers, Inc., Annual Meeting proceedings, New Ulm, MN. January 22, 2014.

### Research and Teaching Specialties:

Agribusiness Management & Finance  
Crop Marketing  
Retail Management

#### Courses:

APEC 3611W Environmental and Natural Resources Economics

**Dissertations and Theses Supervised:** 0

#### Distinctions:



<b>Tade Okediji</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** African American and African Studies

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Oklahoma, 1996

**Languages**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications**

Social fragmentation and economic growth: evidence from developing countries. Okediji, Tade O. IN: Journal of Institutional Economics, v.7, no.1, 2011, pp.77-104. 2011.

The color of Brazil: law, ethnic fragmentation, and economic growth. Okediji, Tade O. IN: Chicago-Kent Law Review, v.83, no.1, 2008, pp.185-198, 2008.

**Courses:**

APEC 1101 Principles of Microeconomics	AFRO 3628 Literature of the Rebellion
AFRO 3433 Economic Development in Contemporary Africa	AFRO 3437 History of East Africa
AFRO 5478 Contemporary Politics in Africa & the Colonial Legacy	

**Research and Teaching Specialties**

**Dissertations and Theses Supervised:** 0

**Distinctions**

<b>Kent D Olson</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Applied Economics

**Tenure Status:** Professor

**Educational History:** PhD, Iowa State University, 1979

**Languages:**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications:**

Border treatment to reduce insecticide use in seed potato production: biological, economic and managerial analysis. Carroll, Matthew W.; Radcliffe, Edward B.; MacRae, Ian V.; Ragsdale, David W.; Olson, Kent D.; Badibanga, Thaddee. IN: American Journal of Potato Research, v.86, no.1, February 2009, pp.31-37, 2009

**Courses:**

APEC /AGRO 4103 World Food Problems

**Research and Teaching Specialties:**

Agribusiness management & finance	Farm management
Agricultural Policy	Human resource management
Crop production	Sustainable agriculture

**Dissertations and Theses Supervised:** 0

**Distinctions:**

## Yuichiro Onishi

Teaching Time Spent on Subject Matter

100%

**Departmental Home:** African American and African Studies

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. University of Minnesota, 2004  
M.A. University of Minnesota, 1999  
B.A. Macalester College, 1995

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

*Moving in a Racial Groove: How Afro-Asian Solidarity was Found in Black America, Japan, and Okinawa.* New York University Press, Winter 2013.

**Courses:**

AMST 3001 Contemporary Perspectives on Asian America  
AFRO 1012 Black Worlds in Global Perspective

AFRO 3006 Impact of African Migrations in the Atlantic World  
AFRO 4105 Ways of Knowing in Africa and the African Diaspora

**Research and Teaching Specialties:**

Black radicalism and internationalism  
African American history  
Asian American Studies

**Distinctions:**

Imagine Fund for the Arts, Design & Humanities, 2012-13

## Karen Painter

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** School of Music

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Columbia University, 1996  
B.A. Yale University, 1987

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

"Polyphony and Racial Identity: Schoenberg, Heinrich Berl, and Richard Eichenauer," *Music & Politics* 5, no. 2 (Summer 2011).

**Courses:**

MUS 3029 Music in the 20th Century  
MUS 5647 20th-Century European/American Music

**Research and Teaching Specialties:**

**Dissertations and Theses Supervised:** 0

**Distinctions:**

Maitre de conférences invitée, Centre de recherches sur les arts et le langage, école des Hautes Etudes en Sciences Sociales, Paris, short-term visitroship in 2010.

## Philip Pardey

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Applied Economics

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Minnesota, 1986  
M.Agr.Sc. University of Adelaide, 1979

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications:

Pardey, P.G. and J.M. Beddow. *Agricultural Innovation: The United States in a Changing Global Reality*. CCGA Report. Chicago: Chicago Council on Global Affairs, 2013, pp.v+52.

### Courses:

APEC 3007 Applied Macroeconomics  
APEC 5721 Economics of Science and Technology Policy  
APEC 8703 Microeconomic Analysis of Economic Development

### Research and Teaching Specialties:

Finance and conduct of research and development globally  
Methods for assessing the economic impact of research

**Dissertations and Theses Supervised:** 3

### Distinctions:

Siehl Prize for Excellence in Agriculture, May 2012

## Lisa Park

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Sociology

**Tenure Status:** Professor

**Education:** Ph.D. Northwestern University, 1998

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:**

### Recent Publications:

Entitled to Nothing: The Struggle for Immigrant Health Care in the Age of Welfare Reform. 2011. New York University Press.  
The Slums of Aspen: Immigrants vs. the Environment in America's Eden. 2011. Co-authored with D.N. Pellow. New York University Press.

### Courses:

AAS 3251W Sociological Perspectives on Race, Class, and Gender  
SOC 3451V/W Cities and Social Change  
SOC 3505 Transnational Migration

### Research and Teaching Specialties:

Immigration and Welfare Policy  
Immigrant Health Care

**Dissertations and Theses Supervised:** 1

**Distinctions:**

**Claudia Parliament**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Applied Economics

**Tenure Status:** Professor

**Educational History:** Ph.D. University of California, Berkeley, 1984

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**

**Recent Publications:**

University course syllabus: activity-based economics for teachers. Parliament, Claudia; Anderson, Curt L.; Dobis, Vernon J.; MacDonald, Richard A. New York, NY: National Council on Economic Education, 2004.

Celebrate and create with Minnesota artists. Sitrine, Carol; Parliament, Claudia. Gary, Kristi, producer; Hasse, Margaret, editor Minneapolis, MN: Star Tribune, Newspapers in Education Culture Inc. 2000.

**Courses:**

APEC 1101 Principles of Microeconomics  
APEC 1102 Principles of Macroeconomics

**Research and Teaching Specialties:**

Economic education  
Cooperative form of organization

**Dissertations and Theses Supervised:** 0**Distinctions:**

Director, Minnesota Council on Economic Education

**Glenn Pederson**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Applied Economics

**Tenure Status:** Professor

**Educational History:** Ph.D. Michigan State University, 1979  
M.S. University of Minnesota, 1976  
B.S. University of Minnesota, 1973

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**

**Recent Publications:****Courses:****Research and Teaching Specialties:**

Agribusiness Management & Finance	Farm Finance
Agricultural Development	Financial Institutions
Agricultural Policy	Capital Markets
Cooperatives	Risk Management

**Dissertations and Theses Supervised:** 3**Distinctions:**

<b>David Pellow</b>	Teaching Time Spent on Subject Matter
	<b>75%</b>

**Departmental Home:** Sociology

**Tenure Status:** Professor

**Educational History:** Ph.D. Northwestern University, 1998  
M.A. Northwestern University, 1994  
B.A. University of Tennessee, Knoxville, 1992

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications:**

"An Environmental Sociology for the 21st Century" with Hollie Nyseth Brehm. Forthcoming in Annual Review of Sociology, Vol 39.  
The Slums of Aspen: Immigrants vs. the Environment in America's Eden. with Park, Lisa Sun-Hee 2011. New York University Press.

**Courses:**

SOC 4461 Sociology of Ethnic and Racial Conflict                      GLOS 4311 Race, Class, and the Politics of Nature

**Research and Teaching Specialties:**

Environmental Justice Studies	Qualitative Research Methods
Racial and Ethnic Inequality	Labor Studies
Transnational Social Movements	Immigration

**Dissertations and Theses Supervised:** 1

**Distinctions:**

<b>Jim Perry</b>	Teaching Time Spent on Subject Matter
	<b>75%</b>

**Departmental Home:** Fisheries, Wildlife and Conservation Biology

**Tenure Status:** H.T. Morse Distinguished Professor

**Educational History:** Ph.D. Idaho State University, 1981  
M.A. Western State, 1973  
B.A. Colorado State University, 1968

**Languages:** Spanish

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications:**

Perry, J et al. (ed). *Ecosystem management: concept to local scale action*. A global training program with supportin gmaterials.  
United Nations Environment Programme, Nairobi.

**Courses:**

ESPM 4061W Water Quality and Natural Resources                      ESPM 5061 Water Quality and Natural Resources

**Research and Teaching Specialties:**

Climate change adaptation	Resource management
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**Dissertations and Theses Supervised:** 2

**Distinctions:**

H.T. Morse Distinguished Professor of Water Quality and Environmental Management

**Jennifer L. Pierce**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** American Studies**Tenure Status:** Professor**Educational History:** Ph.D. University of California, Berkeley, 1991  
M.A. University of California, Berkeley, 1984  
B.A. University of California, Berkeley, 1980**Languages:** French(3), Italian(1)**Overseas Experience:** **Research:** Yes **Teaching:****Recent Publications:**"Racing for Innocence": Whiteness, Gender, and the Backlash Against Affirmative Action, Stanford University Press, 2012.  
Queer Twin Cities, Minneapolis: University of Minnesota Press, 2010.**Courses:**

AMST 8288 Working in the Global Economy

**Research and Teaching Specialties:**Ethnographic Research Methods Race Relations Sociology of Emotions  
Personal Narrative Analysis Sexualities Work and Organizations**Dissertations and Theses Supervised:** 2**Distinctions:**

Sabbatical Supplement, College of Liberal Arts, University of Minnesota, 2012

**Michael Pitt**

Teaching Time Spent on Subject Matter

**75%****Departmental Home:** Medical School**Tenure Status:** Assistant Professor**Educational History:** Medical Doctorate, John Hopkins University, 2007  
B.A. University of Florida, 2002**Languages****Overseas Experience:** **Research:** Yes **Teaching:** No**Recent Publications***Stimulation Use for Global Away Rotations (SUGAR) - A Novel Use of Stimulation to Elicit Emotions*; Pitt M, Gladding S, Butteris S.  
Podium Presentation. University of Minnesota Best Practices in Medical Education Day; May 8, 2014; Minneapolis, MN.  
*Tricks of the Trade: The Intersection of Magic and Medicine*. Pitt M. Invited Keynote Address. Jack Kent Cooke Foundation Regional  
Scholar Dinner; April 26, 2014; Chicago, IL.**Courses:****Research and Teaching Specialties:****Distinctions**Medical Education Travel Award, UMN Medical Education, 2013  
High Quality Contribution to Education Mission Award, Lurie Children's, 2012

## Patrick John Plonski

Teaching Time Spent on Subject Matter

100%

**Departmental Home:** Applied Economics

**Tenure Status:** Instructor

**Educational History:** Ph.D. University of Minnesota  
M.A. University of Minnesota  
B.A. St. Johns University

### Languages

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications

#### Courses:

AFEE 3361 World Development Problems  
AFEE 5361 World Development Problems

#### Research and Teaching Specialties:

World development  
Study abroad tours to Africa

#### Distinctions

Executive Director of Books For Africa, 2003-present

## Helena Pohlandt-McCormick

Teaching Time Spent on Subject Matter

100%

**Departmental Home:** History

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Minnesota, 1999  
M.A. University of Michigan, Ann Arbor, 1986  
B.A. Ludwig Maximilians Universitat, Munich, Germany, 1984

### Languages:

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

#### Recent Publications:

Daniel Magaziner, *The Law and the Prophets*, *AHR*, December 2011.

#### Courses:

HIST 5436 Social History of African Women  
HIST 5439 Environment and Society in Africa  
HIST 5446 Problems in West African History

HIST 5935 Methods and Pedagogy in African History  
HIST 8434 Health and Healing in African History  
HIST 8920 Topics in African History

#### Research and Teaching Specialties:

African history  
African women's history

World History  
History and Memory

**Dissertations and Theses Supervised:** 4

#### Distinctions:

ICGC Fellowship Selection Committee



<b>Judy A Rayburn</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Carlson School of Management

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Iowa

**Languages:**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications:**  
 "Assessing the Impact of Export Taxes on Canadian Softwood Lumber," J. Rayburn, J. Begley, J. Hughes, and D. Runkle, Canadian Journal of Economics (1998).

**Courses:**  
 ACCT 5310 International Accounting

**Research and Teaching Specialties:**  
 Capital markets  
 Accounting accruals  
 Equity security valuation

**Dissertations and Theses Supervised:** 0

**Distinctions:**  
 Editorial board, Accounting Review

<b>Joe Ritter</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Applied Economics

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Michigan, 1987

**Languages:**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications:**  
 Ritter, Joseph A. Racial and ethnic differences in nonwage compensation. Industrial Relations, v. 52, no. 4., pp. 829-852. October 2013  
 Ritter, Joseph A. Racial Bias in Traffic Stops: Tests of a Unified Model of Stops and Searches. Minneapolis, MN: University of Minnesota, Minnesota Population Center, June 2013.

**Courses:**  
 APEC 1102H Honors: Principles of Macroeconomics                      APEC 5511 Labor Economics

**Research and Teaching Specialties:**  
 Public policy                      Agency problems in employment relationships  
 Economic data                      Discrimination

**Dissertations and Theses Supervised:** 0

**Distinctions:**

## Cheryl Lee Robertson

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** School of Nursing

**Tenure Status:** Associate Professor

**Educational History:** A.N.D. Yavapai College, Arizona, 1978  
B.A. University of Wisconsin, Madison, 1980  
M.P.H. University of Minnesota, 1988  
Ph.D. University of Minnesota, 2000

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

Halcon, L., Robertson, C., & Monsen, K. (2010). Evaluation of a health realization intervention for Somali and Oromo refugee women. *Journal of Loss and Trauma*, 15(5), 408-415

**Courses:**

CSPH 5321 Public Health Priorities in the Developing World

**Research and Teaching Specialties:**

War and Health Population-focused assessment  
Refugee experience One Health strategies

**Dissertations and Theses Supervised:** 0

**Distinctions:**

## Terry L Roe

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Applied Economics

**Tenure Status:** Professor

**Educational History:** Ph.D. Prudue University  
M.S. North Dakota State University  
B.S. North Dakota State University

**Languages:** French (3)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications:**

Shane, M., T. Roe, and A. Somwaru, (2008) Exchange Rates, Foreign Income, and U.S. Agricultural Exports, *Agricultural and Resource Economics Review*, 37/2, Oct.:1-16

**Courses:**

APEC 8701 International Economic Development, Growth, and Trade

**Research and Teaching Specialties:**

**Dissertations and Theses Supervised:** 6

**Distinctions:**

Member, Univ. Senate Committee on Finance & Planning, July 1997 - present

**Mary Rumsey**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Law School

**Tenure Status:** Librarian

**Educational History:** M.L.I.S. Dominican University, 1997  
J.D. University of Chicago, 1984  
B.A. University of Wisconsin-Madison, 1981

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:**

**Recent Publications:**

International and Foreign Legal Research: A Coursebook (Brill, 2d ed. 2012) (with Marci Hoffman)  
The Development of Human Rights Law (edited with David Wiessbrodt and Fionnuala Ni Aolain, Ashgate, 2013)

**Courses:**

LAW 6867 Foreign and International Legal Research Seminar

**Research and Teaching Specialties:**

Comparative & International Law

**Distinctions:**

Member, Foreign Law Guide Research Transition Team, 2012-present  
Chair, Nominations Committee, AALL Animal Law Caucus, 2012-present

**C. Ford Runge**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Applied Economics

**Tenure Status:** Distinguished McKnight Professor

**Educational History:** Ph.D. University of Wisconsin, 1981

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

"Investment in research is crucial in the quest to ensure food security," in *G20 - The Cannes Summit*, November 2011, pp. 198-199.  
Can Economic Growth Be Sustained? The Collected Papers of Vernon W. Ruttan and Yujiro Hayami. Edited by Keiji Otsuka and C. Ford Runge. Oxford University Press, Sept. 2011.

**Courses:**

APEC 5751 Global Trade and Policy

**Research and Teaching Specialties**

Agricultural policy

Air & water pollution

Biotechnology & genetic resources

Energy Resources

Environmental policy & regulation

International trade

**Dissertations and Theses Supervised:** 0

**Distinctions**

Fellow, Institute on the Environment, University of Minnesota, 2010-2013

**Simran Sahi**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Economics  
**Tenure Status:** Assistant Professor  
**Educational History:** Ph.D. University of Pittsburgh, 1992  
**Languages:** Hindi, Punjabi  
**Overseas Experience:** **Research:** Yes **Teaching:**

**Recent Publications**

**Courses:**

ECON 4431W International Trade  
ECON 3960 Globalization and Trade in London

**Research and Teaching Specialties**

International trade and finance

**Distinctions**

Director of Undergraduate Programs, Department of Economics, University of Minnesota  
Internationalizing the Curriculum Grant (Bush Foundation) 2002-2003

**Abdi Ismail Samatar**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** Geography  
**Tenure Status:** Professor  
**Educational History:** Ph.D. University of California, Berkeley, 1985  
M.C.R.P. Iowa State University, 1981  
B.A. University of Wisconsin, La Crosse, 1979  
**Languages:** Somali(4), Arabic(4)  
**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

The Dialectics of Piracy in Somalia: the Rich versus the Poor. *Third World Quarterly* 131 (8) 2010: 1377-1394. With Mark Lindberg and Basil Mahayni

**Courses:**

GEOG 3378 The Third World  
GEOG 3379 Environment and Development in the Third World  
GEOG 5385 Globalization and Development  
GEOG 8212 Africa

**Research and Teaching Specialties**

Development Theory and the State  
The State and Development Theory  
Globalization and Development  
Environment and Development

**Dissertations and Theses Supervised: 2**

**Distinctions**

Vice-President, African Studies Association, USA, 2008-2012

## Martin Sampson III

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** Political Science

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Indiana University  
M.A. Indiana University  
B.A. Cornell University

**Languages** French, Libyan Arabic (dormant), and Turkish (elementary)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

### Recent Publications

Turkey's Politics. (an optional module for Shively, Comparative Governance, 2009, an undergraduate comparative politics textbook)

### Courses:

POL 1026 We and They: U.S. Foreign Policy                      POL 4878W Israeli-Palestinian Situation  
POL 4477 Struggles and Issues in the Middle East                      POL 5477 Struggles and Issues in the Middle East  
POL 4867W United States Foreign Policy Toward the Middle East

### Research and Teaching Specialties

international relations                      Mideast politics                      U. S. foreign policy

### Dissertations and Theses Supervised: 0

### Distinctions

President's Award for Outstanding Service to the University of Minnesota, 2008.

## David Samuels

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Political Science

**Tenure Status:** Benjamin E. Lippincott Professor

**Educational History:** Ph.D. University of California at San Diego, 1998  
B.A. Swarthmore College, 1989

**Languages**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

### Recent Publications

*Comparative Politics*. New York: Pearson/Longman & Co. (2012).  
*Case Studies in Comparative Politics* (editor). New York: Pearson/Longman & Co. (2012).

### Courses:

POL 1054/H Politics of Countries Around the World  
POL 4494W US-Latin American Relations  
POL 8601 Introduction to Comparative Politics

### Research and Teaching Specialties

immigration                      NAFTA

### Dissertations and Theses Supervised: 4

### Distinctions

McKnight Land Grant Professorship

**Leon Satkowski**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Architecture**Tenure Status:** Professor**Educational History:** Ph.D. Harvard University  
M.A. Harvard University  
B.Arch. Cornell University**Languages** Italian, German, French, Latin**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**Review of W. Lotz, Architecture in Italy, 1500-1600 (Pelican History of Art), *Journal of the Society of Architectural Historians*, October 1996.**Courses:**

ARCH 5424 Renaissance Architecture

ARCH 4423 Gothic Architecture

ARCH 3411 Architectural History to 1750

ARCH 4424 Renaissance Architecture

ARCH 5425 Baroque Architecture

ARCH 4425 Baroque Architecture

**Research and Teaching Specialties**

History of Renaissance and Baroque architecture

**Dissertations and Theses Supervised: 1****Distinctions****Joachim Savelsberg**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Sociology**Tenure Status:** Professor**Educational History:** Doctorate, University of Trier, FRG, 1982  
Diplom, University of Cologne, FRG, 1978  
Zwischenprüfung, University of Cologne, FRG, 1975**Languages** German**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**"Criminology, History of," with L.A. Hughes, J. Kivivuori, J.F. Short, Jr., Maximo Sozzo, Richard Sparks. 2014. *International Encyclopedia of Social and Behavioral Sciences*.**Courses:**

SOC 4104 Crime and Human Rights

**Research and Teaching Specialties**

Knowledge

Human Rights

Law

Comparative

**Dissertations and Theses Supervised: 4****Distinctions**

Arsham and Charlotte Ohanessian Chair, College of Liberal Arts, University of Minnesota, 2014-17

<b>Naomi Scheman</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Philosophy

**Tenure Status:** Professor

**Educational History:** Ph.D. Harvard University, 1978  
M.A. Harvard University, 1971  
B.A. Barnard College, 1968

**Languages**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications**

“A Storied World: On Meeting and Being Met,” in Stanley Cavell and Literary Studies: Consequences of Skepticism, ed. Richard Eldridge and Bernie Rhie, Continuum Press, 2011.

**Courses:**

PHIL 3100 Classical Ancient Text	PHIL 4085 Wittgenstein
PHIL 3234 Knowledge and Society	PHIL 8133 Fenubust Theories of Knowledge

**Research and Teaching Specialties**

Politics of epistemology feminist theory	Trustworthiness and community engagement
Feminist theory	Responsibility in research

**Dissertations and Theses Supervised:** 0

**Distinctions**

<b>Ingrid Schneider</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Forest Resources

**Tenure Status:** Professor

**Educational History:** Ph.D. Clemson University, 1995  
M.S. University of Minnesota, 1992  
B.S. University of Minnesota, 1990

**Languages:**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications:**

Wilhelm, S. & Schneider, I.E. (2010). Park physical activity motivations, constraints and negotiation: Generational differences. Journal of Outdoor Recreation, Education and Leadership, 2(2), 74-92.

**Courses:**

RRM 3101 Nature and Heritage Based Tourism	RRM 5101 Nature and Heritage Based Tourism
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**Research and Teaching Specialties:**

Stress and coping framework  
Human-nature and inter-personal relationships

**Dissertations and Theses Supervised:** 2

**Distinctions:**

Director, Tourism Center, University of Minnesota

## Daniel J Schroeter

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** History

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Manchester, 1984  
M.A. University of Michigan, Ann Arbor, 1977  
B.A. University of Washington, Seattle, 1975

**Languages:** French (4), Arabic (4)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications:

Yahudi al-Sultan: al-Maghrib wa-'alam al-Yahud al-Sifard [Arabic edition of The Sultan's Jew], translated by Khalid Ben Srhir, Rabat: Mohammed V University-Agdal, Publications of Faculty of Letters and Human Sciences, 2011

### Courses:

RELS 3078 Jews of the Islamic Mediterranean & Christian Europe  
RELS 3079 Muslims and Jews

HIST 3511 Muslims and Jews  
HIST 3512 History of Modern Israel/Palestine

### Research and Teaching Specialties:

Jewish studies North Africa Middle East

**Dissertations and Theses Supervised:** 1

**Distinctions:**

## Rachel Schurman

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** Sociology

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Wisconsin Madison, 1993  
MA, Tufts University, 1983  
BA, University of Massachusetts, Amherst, 1979

**Languages:** Spanish (4)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications

*Fighting for the Future of Food: Activists Versus Agribusiness in the Struggle over Biotechnology* (University of Minnesota Press) (with William Munro) 2010.

### Courses:

GLOS 3900 - Topics in Global Studies  
SOC 4966W - Major Projects Seminar  
GLOS 3305 - Life For Sale  
GLOS 4910 - Pineapples to Peace Coffee  
SOC 8890 - Advanced Research Methods

SOC 3801W - Sociological Research Methods  
HSEM 3090 - Honors Seminar  
SOC 3613 - Food, Culture and Society  
GLOS 3981W Major Project Seminar  
SOC 8090 - Topics in Sociology

**Dissertations and Theses Supervised:** 1

### Distinctions

Member, American Sociological Association

**Eric Schwartz**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Humphrey School of Public Affairs

**Tenure Status:** Professor, Dean

**Educational History:** J.D. New York University, 1985  
M.A. Princeton University, 1985  
B.A. Binghamton University, 1979

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:**

**Recent Publications:**

Building Human Rights into the Government Infrastructure. Chapter in The Future of Human Rights: US Policy for a New Era, University of Pennsylvania Press, 2008.  
"U.S. Policy Toward Peace Operations." Chapter in Peace Operations After 11 September 2001. Thierry Tardy, editor. Frank Cass, London and New York, 2004

**Courses:**

**Research and Teaching Specialties:**

International humanitarian affairs and human rights

U.S. foreign policy

**Dissertations and Theses Supervised:** 0

**Distinctions:**

**Philip H. Sellew**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Classical & Near Eastern Studies

**Tenure Status:** Associate Professor

**Educational History:** Th.D. Harvard University Divinity School, 1986  
M.Div. Harvard University Divinity School, 1978  
B.A. Macalester College, 1975

**Languages**

**Overseas Experience:** **Research:** No **Teaching:**

**Recent Publications**

"The Gospel of Mark." Major component of The Complete Gospels Parallels (ed. Arthur J. Dewey & Robert J. Miller; Salem: Polebridge Press, 2012).

**Courses**

CNES 3/5071 Greek and Hellenistic Religions

GRK 5100 Advanced Reading

RELS 1082 Jesus in History

RELS 3073 Roman Religion and Early Christianity

GRK 8100 Readings in Greek Prose

GRK 8200 Readings in Greek Verse

RELS 3071 Greek and Hellenistic Religions

RELS 3074 Ages of Constantine the Great

**Research and Teaching Specialties**

Early Christian literature

Greek and Roman religion and culture

**Dissertations and Theses Supervised:** 1

**Distinctions**

## Benjamin Senauer

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Applied Economics

**Tenure Status:** Professor

**Educational History:** Ph.D. Stanford University, 1975  
B.A. University of California at Santa Barbara

### Languages

**Overseas Experience:**                      **Research:** No                      **Teaching:** No

### Recent Publications

#### Courses:

APEC 307I Agriculture and Economic Growth in Developing Countries  
APEC 4451W/5451 Food Marketing Economics

#### Research and Teaching Specialties

Consumer behavior and preferences  
Food marketing  
Household economics  
Food and nutrition policy

**Dissertations and Theses Supervised:** 0

### Distinctions

## Gregory Shaffer

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Law

**Tenure Status:** Melvin C. Steen Professor

**Educational History:** J.D. Stanford Law School  
B.A. Dartmouth College

### Languages:

**Overseas Experience:**                      **Research:** Yes                      **Teaching:**

### Recent Publications:

Transnational Legal Ordering and State Change (Cambridge University Press, 2013) (editor)  
When Cooperation Fails: The International Law and Politics of Genetically Modified Foods (Oxford University Press, 2009) (with Mark A. Pollack)

#### Courses:

LAW 6619 International Trade

#### Research and Teaching Specialties:

**Dissertations and Theses Supervised:** 0

### Distinctions:

## Craig Sheaffer

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Agronomy and Plant Genetics

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Maryland, 1977  
M.S. University of Maryland, 1974  
B.S. Delaware Valley College, 1971

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

**Recent Publications:**

Sindelar, A.J., J.A. Lamb, C. C. Sheaffer, H.G. Jung, and C. J. Rosen. 2012. Response of corn grain, cellulosic biomass, and ethanol yields to nitrogen fertilization. *Agron. J.* 104:363-370.

**Courses:**

AGRO 4888 Issues in Sustainable Agriculture

**Research and Teaching Specialties:**

perennial native and introduced legumes  
grasses, and woody species

legume management  
cover cropping

**Dissertations and Theses Supervised:** 2

**Distinctions:**

ASA-CSSA-SSSA Education Materials Award, computer software development, 2007

## Itai Sher

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Economics

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. Northwestern University, 2007  
M.A. University of Texas, Austin, 2001  
B.A. Reed College, 1997

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:**

**Recent Publications:**

"Persuasion and Dynamic Communication," *Theoretical Economics* 9 (2014), pp. 99-136

"Optimal Shill Bidding in the VCG Mechanism," *Economic Theory* 50 (2012), pp. 341-387.

"Credibility and Determinism in a Game of Persuasion," *Games and Economic Behavior* 71 (2011), pp. 409-419.

**Courses:**

ECON 4109H Honors Course: Game Theory and Applications

**Research and Teaching Specialties:**

**Distinctions:**

Member, Econometric Society, American Economic Association



**Kathryn A. Sikkink**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Political Science

**Tenure Status:** Regents Professor

**Educational History:** Ph.D. Columbia University, 1988  
M.A. Columbia University, 1983  
B.A. University of Minnesota, 1980

**Languages** Spanish(4), Portuguese and French

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

**Recent Publications**

From Commitment to Compliance: The Persistent Power of Human Rights. Co-edited with Thomas Risse and Stephen Ropp  
(Cambridge: Cambridge University Press, forthcoming 2012).

**Courses**

POL 4/5485 Human Rights and Democracy in the World.  
POL 8460 Topics in International Relations

**Research and Teaching Specialties:**

International norms and institutions Transnational advocacy networks

**Dissertations and Theses Supervised:** 6

**Distinctions:**

McKnight Presidential Chair in Political Science, University of Minnesota, 2008.

**Robert Silberman**

Teaching Time Spent on Subject Matter

**75%**

**Departmental Home:** Art History

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Columbia University, 1982

**Languages**

**Overseas Experience:** **Research:** Yes **Teaching:**

**Recent Publications**

“Between Heaven and Earth: The Impact Photographs of Stan Gaz” in Stan Gaz, *Sites of Impact: Meteorite Craters Around the World*  
(New York: Princeton Architectural Press, 2009), 18-29.

**Courses:**

ARTH 1921 Introduction to Film Study ARTH 3/5940 The Cinema of Alfred Hitchcock  
ARTH 3921 Art of the Film ARTH 3930 Contemporary American Cinema  
ARTH 3/5940 Film Noir ARTH 5925 The History of Photograph

**Research and Teaching Specialties**

Contemporary art History of photography Film studies

**Dissertations and Theses Supervised:** 0

**Distinctions**

David and Reva Logan Competition, First Place Award

**Ajay Skaria**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** History**Tenure Status:** Associate Professor**Educational History:** Ph.D. Gonville and Caius College, Cambridge, UK, 1992  
MA, Maharaja Sayajirao University, Baroda, 1988  
BA, Maharaja Sayajirao Univeristy, Baroda, 1986**Languages:** Gujarati (4), Hindi(4), Malayalam(4), Dangi(4)**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications**2013: 'Daya Otherwise: the notness of ahimsa,' Special Issue of *Journal of History of Ideas*, edited by Aishwary Kumar and Parna Sengupta.**Courses:**GLOS 1112 Globalization and Social Justice  
HIST 3489 20th Century India

GLOS 3969 20th Century India

**Research and Teaching Specialities**

20th Century India

Colonialism and Modernity

**Dissertations and Theses Supervised:** 1**Distinctions**

Visiting Professor, Winter School, University of the Western Cape, July, 2012

**Chery Smith**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Food Science and Nutrition**Tenure Status:** Associate Professor**Educational History:****Overseas Experience:** **Research:** No **Teaching:** No**Languages:****Recent Publications:**Smith C, Richards R. Dietary intake, overweight status, and perceptions of food insecurity among homeless Minnesotan youth. *Am J Hum Bio.* 2008, 20;550-563.Wiig K, Smith C. Factors affecting low-income women's food choices and the perceived impact of dietary intake and socioeconomic status on their health and weight. *J Nutr Edu Behav.* 2008.**Courses:**

FSCN 3615 Socio-Cultural Aspects of Food, Nutrition, and Health

**Research and Teaching Specialities:****Dissertations and Theses Supervised:** 2**Distinctions:**

New Career Excellence Award, College of Human Ecology, University of Minnesota, 2003

## Rodney B Smith

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Applied Economics

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Maryland College Park, 1992  
M.S. University of Maryland College Park, 1986  
B.A. University of Alabama Birmingham, 1979

**Languages:**

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications:

Smith, R.B.W., M. Gemma, K. Palanisami. "Profit Based Efficiency Measures with an Application to Rice Production in Southern India." *Journal of Agricultural Economics*, 62(2011):340-356.

### Courses:

APEC 3006 Applied Macroeconomics  
APEC 5731 Economic Growth and International Development

### Research and Teaching Specialties:

Agricultural policy Regional economics  
Macroeconomics, growth, & development Water resources management

**Dissertations and Theses Supervised:** 1

### Distinctions:

Sao Paulo Research Foundation Research Fellowship, "Global Warming and Brazilian Agriculture." Summer, 2013.

## Katherine Solomonson

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Architecture

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Stanford University

**Languages:**

**Overseas Experience:** **Research:** No **Teaching:** No

### Recent Publications:

The Chicago Tribune Tower Competition: Skyscraper Design and Cultural Change in the 1920s. New York: Cambridge University Press, 2001.

### Courses:

ARCH 3412 Architectural History Since 1750  
ARCH 3412H Honors: Architectural History Since 1750  
ARCH 4432 Modern Architecture

### Research and Teaching Specialties:

History of American and European architecture, ca. 1700-present

**Dissertations and Theses Supervised:** 1

**Distinctions:**

## Hoon Song

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Anthropology

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Chicago, 2000

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications:**

Sexual Difference Between Psychoanalysis and Vitalism. Song, Hoon, Arun Saldanha, Routledge, Co-Editor, 2013.  
Hoon Song; Pigeon Trouble: Bestiary Biopolitics in a Deindustrialized America, 2010, University of Pennsylvania Press

**Courses:**

ANTH 4049 Religion and Culture  
ANTH 4071 Race, Culture and Vision  
ANTH 5029 Philosophical Anthropology

**Research and Teaching Specialties:**

Ontology of power, materiality of sovereignty                      Animality  
Psychoanalysis                      US/North Korea

**Dissertations and Theses Supervised:** 0

**Distinctions:**

Imagine Fund, 2012

## Thomas Steven Spruth

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** Carlson School of Management

**Tenure Status:** Senior Lecturer

**Educational History:** M.P.P.M. Yale School of Management, 1984  
B.A. Brown University, 1979

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications:**

**Courses:**

IBUS 3010 Introduction to Global Entrepreneurship in China  
IBUS 4080 Health Care Industry Dynamics in Africa

**Research and Teaching Specialties:**

new business start-ups  
corporate venturing  
Legal structures for new business formation  
Aspects of business law/ethics

**Distinctions:**

## Catherine Squires

Teaching Time Spent on Subject Matter

75%

**Departmental Home:** Journalism and Mass Communication

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Northwestern University, 1999  
M.A. Northwestern University, 1996  
B.A. Occidental College, 1994

**Languages:**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications:**

*Reducing Race: News Themes in the 2008 Primaries:* Squires, Catherine, Sarah J. Jackson, International Journal of Press/Politics, 15, 2010

*The Obama Effect.* Squires, Catherine, Heather Harris, Kimberly Moffitt, SUNY Press, Co=Editor.

**Courses:**

COMM 4235 Electronic Media and Ethnic Minorities - A World View

**Research and Teaching Specialties:**

Media, race and politics

Gender and media studies

**Dissertations and Theses Supervised:** 6

**Distinctions:**

## Susan Staats

Teaching Time Spent on Subject Matter

25%

**Departmental Home:** Post Secondary Teaching and Learning

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Indiana University, 2003  
M.A. Indiana University, 1996  
M.S. Ohio State University, 1987  
B.S. Ohio State University, 1985

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**

**Recent Publications:**

Staats, S. & Johnson, J. (accepted) Designing interdisciplinary curriculum for college algebra. To be published in the proceedings of the *International Commission on Mathematical Instruction Working Group Study 22: Task Design*, London, July 2013.

**Courses:**

PSTL 1904 Freshman Seminar

PSTL 1909W Freshman Seminar

**Research and Teaching Specialties:**

Mathematics

**Dissertations and Theses Supervised:** 0

**Distinctions:**

<b>Charles Sugnet</b>	Teaching Time Spent on Subject Matter
	<b>25%</b>

**Departmental Home:** English

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Virginia, 1970  
M.A. University of Virginia, 1967  
B.A. Boston College, 1966

**Languages:** French

**Overseas Experience:**      **Research:** Yes      **Teaching:** No

**Recent Publications**

"*African Film.*" : Sugnet, Charles J, Greenwood Press, Encyclopedia of World Popular Culture: Sub-Saharan Africa, 2007.  
 "Real-time Africa: A traveling exhibit gives the lie to "'primitive' Africa." : Sugnet, Charles, Review of largest ever exhibition of African contemporary art at Hayward in London, Pompidou in France, etc. Utne Reader, March/April 2006.

**Courses**

ENGL 3011 Diaspora Poetics      ENGL 3400H Honors: Post-Colonial Literatures

**Research and Teaching Specialties**

Postcolonial literature      The contemporary novel  
 Fiction and film of the African diaspora      Multi-cultural instruction in the high schools

**Dissertations and Theses Supervised:** 0

**Distinctions**

<b>Elaine Tarone</b>	Teaching Time Spent on Subject Matter
	<b>50%</b>

**Departmental Home:** Curriculum & Instruction  
Center for Advanced Research on Language Acquisition

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Washington, Seattle, 1972

**Languages:** Spanish (4)

**Overseas Experience:**      **Research:** Yes      **Teaching:** No

**Recent Publications**

Tarone, Elaine, Martha Bigelow and Kit Hansen (2009). *Literacy and Second Language Oracy*. Oxford: Oxford University Press.

**Courses**

LING 5505 Introduction to Second Language Acquisition

**Research and Teaching Specialties**

Applied linguistics

**Dissertations and Theses Supervised:** 1

**Distinctions**

Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education, University of Minnesota, 2000



<b>Diane Tedick</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Curriculum and Instruction

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Ohio State University, 1988  
M.A. Ohio State University, 1982  
B.A. Kent State University, 1978

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications:**  
Tedick, D.J. (2013). Embracing proficiency and program standards and rising to the challenge: A response to Burke. *Modern Language Journal*. 97(2), 535-538.

**Courses:**

**Research and Teaching Specialties:**

**Dissertations and Theses Supervised:** 3

**Distinctions:**  
ACTFL-MIJ Paul Pimsleur Award for Research in Foreign Language Education, University of Alberta, 2013

<b>Gloria Roach Thomas</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Mortuary Science

**Tenure Status:** Adjunct Teaching Specialist

**Educational History:** Master of Divinity, United Theological Seminary of the Twin Cities, 1998  
M.E. Winthrop University, 1976  
B.S. Winthrop University, 1973

**Languages**

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications**

**Courses:**  
MORT 3370 Death and Dying Across Cultures and Religions

**Research and Teaching Specialties**

African American Religion and Theology	Cross-Cultural Pastoral Care
American Religious Thought	Cultural Differences Around Death and Dying
Care for Individuals and Families in Crisis	Liturgy and Worship
Christian Theology and Ethics	Living in a Multi-Cultural World
Christian Theology and Modern Culture	Matters of Violence and Justice

**Distinctions**  
Board of Trustees for Hamline University, July 2003 - present

**Tricia Todd**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** Health Careers Center

**Tenure Status:** Assistant Program Director

**Educational History:** M.P.H.

**Languages:**

**Overseas Experience:**                      **Research:** No                      **Teaching:**

**Recent Publications:**

**Courses:**

AHC 1600 The Future Physician I

AHC 1601 The Future Physician II

AHC 2707 Global Health Challenges for Future Health Professionals

AHC 2707H Global Health Challenges for Future Health Professionals

**Research and Teaching Specialties:**

Public health infrastructure development

**Dissertations and Theses Supervised:** 0

**Distinctions:**

Former president of the Minnesota Public Health Association

**William Toscano**

Teaching Time Spent on Subject Matter

**50%**

**Departmental Home:** School of Public Health

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Illinois, Urbana-Champaign

**Languages:**

**Overseas Experience:**                      **Research:** Yes                      **Teaching:** No

**Recent Publications:**

Toscano, W.A., Oedhlke, K.P., Kafoury, R.M. [2010] An Environmental Systems Biology Approach to the Study of Asthmas, in Pawnkar, R., Holgate, S., and Rosenwasser, L.J. eds. Allergy Frontiers: Future Perspectives, 6: 239-252, Springer.

**Courses:**

PUBH 6134 Sustainable Developmetn and Global Public Health

**Research and Teaching Specialties:**

Diabetes

Risk Assessment

Environmental Health

Toxicology

Genetics

Women's Health

**Dissertations and Theses Supervised:** 1

**Distinctions:**

<b>Frances Vavrus</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** College of Education and Human Development

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of Wisconsin-Madison, 1998  
M.A. University of Illinois at Urbana-Champaign, 1991  
B.A. Purdue University, 1987

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications:**  
Dejaeghere, J., & Vavrus, F. Educational Formations: Gendered Experiences of Schooling in Local Contexts. Guest Editors for special issue of *Feminist Formations* (Fall 2011).  
Vavrus, F., and Bartlett, L. (Eds.) (2009). *Critical Approaches to Comparative Education: Vertical Case Studies from Africa, Europe, The Middle East, and the Americas*. New York: Palgrave Macmillan.

**Courses:**

**Research and Teaching Specialties:**  
Comparative and international education                      International development policy and practice  
Education and population change                                      Secondary and teacher education in Sub-Saharan Africa

**Dissertations and Theses Supervised:** 8

**Distinctions:**  
Robert Black Faculty Teaching Award, College of Education and Human Development, University of Minnesota, 2011

<b>William Viestenz</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** Sociology

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. Stanford University, 2011  
B.A. Carleton College, 2004

**Languages:** Spanish(4)                      Portuguese (4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications**  
By the Grace of God: Francoist Spain and the Sacred Roots of Political Imagination. Viestenz, William, Forthcoming. University of Toronto Press, Author, 2014

**Courses:**  
SPAN 3105 Introduction to the Study of Hispanic Cultures                      SPAN 3212 Discourses of Modern and Contemporary Spain  
SPAN 3501 Roots of Modern Spain and Latin America                      GLOS 3144 Knowledge, Power, and the Politics of Representation

**Research and Teaching Specialties**  
Contemporary Iberian Literature and Culture                      Neo-Ruralism  
Post-Secularism and the Sacred                                      Violence and Cultural Memory

**Distinctions**

<b>John Robert Warren</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** Sociology

**Tenure Status:** Professor

**Educational History:** Ph.D. University of Wisconsin, Madison, 1998  
M.S. University of Wisconsin, Madison, 1993  
B.A. Carleton College, Northfield, MN, 1991

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications:**

Andrew Halpern-Manners, John Robert Warm, & Florencia Torche. Forthcoming. "Panel Condition in a Longitudinal Study of Illicit Behaviors." *Public Opinion Quarterly*.

John Robert Warren. 2013. "What Shapes the "Collective Mind?": A Response to Brint." *Sociology of Education* 86:280-281

**Courses:**

**Research and Teaching Specialties:**

Social Inequality	Education
Health Disparities	Demography

**Dissertations and Theses Supervised:** 0

**Distinctions:**

Chair, Faculty Recruitment Committee, Minnesota Population Center, 2012-2014

Program Director Recruitment Committee, Minnesota Population Center, 2012

<b>David Weissbrodt</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** Law School

**Tenure Status:** Regents, Fredrikson & Byron Professor

**Educational History:** J.D. University of California, Berkeley, 1969

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications:**

Weissbrodt, Roles and Responsibilities of Non-State Actors, Encyclopedia of Human Rights (Dinah Shelton, ed., ch. 30 Oxford Univ. Press 2013)

**Courses:**

LAW 6872 Immigration Law

**Research and Teaching Specialties:**

International human rights law	Administrative law	Immigration law
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**Dissertations and Theses Supervised:** 0

**Distinctions:**

Established the University of Minnesota Human Rights Center

<b>Peter Wells</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** Anthropology

**Tenure Status:** Professor

**Educational History:** Ph.D. Harvard University, 1976

**Languages:**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**

**Recent Publications:**  
 "The Iron Age." In S. Milisauskas, ed., *European Prehistory: A Survey*, 2nd edition, pp. 405-460. New York: Springer. 2011.  
 "The Ancient Germans." In L. Bonfante, ed., *The Barbarians of Ancient Europe: Realities and Interactions*, pp. 211-232. Cambridge: Cambridge University Press.

**Courses:**  
 ANTH 3009 Rise of Civilization  
 ANTH 5442 Archaeology of the British Isles  
 ANTH 5449 Archaeology of Representation as Communication

**Research and Teaching Specialties:**

Identity	Modern uses of images of the past
Material culture and expression	Frontiers and borderlands
Representation	Cross-cultural interaction

**Dissertations and Theses Supervised:** 6

**Distinctions:**  
 Dean's Medal, College of Liberal Arts, University of Minnesota, February 2011

<b>Yolanda Williams</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** African American and African Studies

**Tenure Status:** Instructor

**Educational History:** M.A. University of Minnesota, Twin Cities

**Languages:**

**Overseas Experience:**                      **Research:**                      **Teaching:**    No

**Recent Publications:**  
 "The Crossroads in Myth and Folklore": Williams, Yolanda Y, Greenwood Publishing Group, African American Folklore Encyclopedia.  
 "Fasola Singing in the Black Community": Williams, Yolanda Y, Greenwood Publishing Group, African American Folklore Encyclopedia, 2004

**Courses:**  
 AFRO 3301 The Music of Black Americans                      AFRO 3634 The History of Blues and Rhythm and Blues  
 AFRO 3108 The History of Jazz

**Research and Teaching Specialties:**  
 African American music cultures                      gospel

**Distinctions:**  
 P&A Board: Member, Fall, 2008

**Michael Wilson**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** Anthropology**Tenure Status:** Associate Professor**Educational History:** Ph.D. Harvard University, 2001  
A.B. University of Chicago, 1992**Languages:****Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications:**

Wilson, M.L. (2013). Chimpanzees, warfare and the invention of peace. In: D.P. Fry (Ed.), War, Peacem and Human Nature. Oxford: Oxford University Press. 361-388.

**Courses:**

ANTH 8213 Ecological Anthropology

**Research and Teaching Specialties:**

Primate behavior and ecology

Warfare and human evolution

**Dissertations and Theses Supervised:** 1**Distinctions:**

Visiting Scholar, University of Montpellier-2, Montpellier, France., 2013-2014

**Thomas C. Wolfe**

Teaching Time Spent on Subject Matter

**50%****Departmental Home:** History, European Consortium**Tenure Status:** Associate Professor & Director**Educational History:** PhD University of Michigan, 1997  
MA Columbia University  
BA University of Pennsylvania**Languages:** German(3), French(4), Russian(4)**Overseas Experience:** **Research:** Yes **Teaching:** Yes**Recent Publications***Social justice, social science, and the complexities of post-socialism:* Wolfe, Thomas, John Pickles, Social Science Research Council, Social Justice and Hegemony in Eastern Europe, 2013.**Courses**HIST 8015 - Scope and Methods of Historical Studies  
HIST 3722 -- Europe since 1945  
HIST 3705 -- From Printing Press to Internet  
HIST 3010 - Perfect WorldsHIST 3719 - The Making of Contemporary Europe  
HIST 5251 - Seminar in Socialism/Post-socialism  
GLOS 3143 - Living in the Global  
GLOS 3900 - Exploring Activism**Research and Teaching Specialties**

History of media and communications

Post-communist Russia

**Dissertations and Theses Supervised:** 1**Distinctions**

**John Samuel Wright**

Teaching Time Spent on Subject Matter

**100%****Departmental Home:** African American and African Studies**Tenure Status:** Professor**Educational History:** Ph.D. University of Minnesota, 1977  
M.A. University of Minnesota, 1971  
B.E.E. University of Minnesota, 1968**Languages:****Overseas Experience:** **Research:** No **Teaching:** No**Recent Publications:***Shadowing Ralph Ellison.* Wright, John Samuel, University Press of Mississippi, Author, 2006.Alain Locke 1995, *The Encyclopedia of African American Culture and History*, v. 3, Macmillan Publishing Co., pp. 1341-43**Courses:**

AFRO/ENGL 3597/8W introduction to African American Literature and Culture

AFRO 4557 History of the Field

AFRO 4622 Caribbean Writers

AFRO 5932 The Production of Knowledge

HIST 3456 Social and Intellectual Movments in the African Diaspora

**Research and Teaching Specialties:**

American and Afro-American literature

Feminist criticism

Langston Hughes

Harlem Renaissance

**Dissertations and Theses Supervised:** 0**Distinctions:**

Morse-Amoco Distinguished Teaching Professor of African American &amp; African Studies and English, 1999-present

**Merra Lee Young**

Teaching Time Spent on Subject Matter

**25%****Departmental Home:** Center for Spirituality and Healing**Tenure Status:** Lecturer**Educational History:** MSW, Social Work  
BA, Social Work**Languages:****Overseas Experience:** **Research:** No **Teaching:****Recent Publications:****Courses:**

CSPH 5311 Intrdocution to Traditional Chinese Medicine

CSPH 5541 Emotional Healing and Happiness

**Research and Teaching Specialties:**

Integrative Psychotherapy: east/west, mindbody approaches

Compassion, emotional healing, positive emotions &amp; spirituality

**Distinctions:**

<b>Hakim Abderrezak</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** French & Italian

**Tenure Status:** Associate Professor

**Educational History:** Ph.D., Northwestern University, 2006  
MA, Université de Rouen  
BA, Université de Rouen

**Languages:** French (4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications:**  
 Abderrezak, Hakim. "Pieds-blancs de Houada Rouane ou la Blédophilie en free style des descendants d'immigés." Qu'en est-il de la littérature "beur" au féminin? (2012): 311-312.  
 Abderrezak, Hakim. "Turning Integration Inside Out: How Johnny the Frenchman Became Abdel Bachir the Arab Grocer in Il était une fois dans l'oued (2005)." Screening Immigration and Integration in Comtempory France (2012).

**Courses:**

FREN 8420 Itinerant Narratives	FREN 3451 North African Cinema
FREN 8270 Algerian Literature and Postcolonial Theory	FREN 3350 Displacing Displacement
FREN 5470 Consumptions in Beur and Maghrebi Literature	FREN 5350 Marginal Mediterraneans
FREN 3350 Fifty Years of Post Independence Literature	FREN 3650 Depatures and Arrivals in Maghrebi Film

**Research and Teaching Specialties:**  
 Mahgrebi and Beur Literature, Cinema and Music  
 Representations of Clandestine Migrations in Arabic, French and Spanish  
 Francophone Studies

**Dissertations and Theses Supervised:** 1

**Distinctions**

<b>Said Ahmed</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** African American & African Studies

**Tenure Status:** Teaching Specialist

**Educational History:** M.A., Bilingual Education, Hamline University, 2004  
B.sc., Biology, Somali National University, 1972

**Languages:** Somali (4)

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications:**

**Courses:**            SMLI 1221 and 1222, Beginning Somali  
                          SMLI 1225 and 1226, Accelerated Beginning Somali I and II  
                          SMLI 3227 and 3228, Intermediate Somali I and II

**Research and Teaching Specialties:**  
 African languages (Somali)

**Distinctions:**    Binger McKnight Award for Human services, 2005

<b>Sophia Beal</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** Spanish and Portuguese

**Tenure Status:** Assistant Professor

**Educational History:** Ph.D. Brown University, 2010  
B.A. Columbia University, 2004

**Languages**

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications**

*Brazil under Construction: Fiction and Public Works.* New York: Palgrave Macmillan, 2013. Print. 198 pages.  
"The Substance of Light: Literature and Public Space in Belle Epoque Rio de Janeiro (1894-1914)" *Luso-Brazilian Review* 49.2 (2012): 5-27.

**Courses:**

PORT 1904 Brazil: Short Stories from the Country of the Future  
PORT 3003 Portuguese Conversation and Composition  
PORT 3501W Global Portuguese 1300-1900  
PORT 3502W Global Portuguese 1900-Present  
PORT 3503W Literatures and Cultures of Lusophone Africa

**Research and Teaching Specialties**

Brazilian Literature and Cultural Studies  
Lusophone-African Literature and Cultural Studies  
Urban Studies  
Postcolonial Studies

**Distinctions**

<b>Saloua Ben Zahra</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** Asian Languages & Literatures

**Tenure Status:** Lecturer

**Educational History:** Ph.D., University of Minnesota, 2002  
M.A. University of Minnesota, 1995

**Languages:** Arabic (4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications:**

**Courses:**

ARAB 1101 Beginning Arabic  
ARAB 1102 Beginning Arabic  
ARAB 4101 Beginning Arabic  
ARAB 4102 Beginning Arabic

**Research and Teaching Specialties:**

Arabic culture and literature

**Distinctions:**

## Maria M. Brewer

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** French & Italian

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Yale University  
MA SUNY Buffalo  
Diplome d'Etude Theatrales, Universite de Paris  
Diplome d'Etude Francaises Universite de Montpellier  
B.A. University of Witwatersrand, Johannesburg

**Languages** French (4)

**Overseas Experience:** **Research:** Yes **Teaching:** Yes

### Recent Publications

*Claude Simon: Narrativities Without Narrative.* (Lincoln: University of Nebraska Press, 1995).

### Courses:

FREN 3260 Dramas of Culture FREN 8220 Staging Modernity  
FREN 3550 Narrative, History, Memory FREN 8270 Literature out of Bounds

### Research and Teaching Specialties

20th-century French literature and culture The invention of childhood  
Interculturalism and performance in France Narrative and cultural memory

### Dissertations and Theses Supervised: 1

### Distinctions

Faculty Grant, International Studies and Programs, 2003

## Dora Dias

Teaching Time Spent on Subject Matter

50%

**Departmental Home:** Spanish and Portuguese

**Tenure Status:** Teaching Specialist

**Educational History:** M.A. University of Minnesota, 2009  
B.A. Rutgers, The State University of New Jersey, 2005

**Languages**

**Overseas Experience:** **Research:** No **Teaching:** No

### Recent Publications

### Courses:

PORT 1101 Beginning Portuguese PORT 1104 Intermediate Portuguese  
PORT 1102 Beginning Portuguese PORT 3001 Portuguese for Spanish Speakers  
PORT 1103 Intermediate Portuguese PORT 3002 Business Portuguese for Spanish Speakers

### Research and Teaching Specialties

### Distinctions



<b>Michelle Hamilton</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** Spanish & Portuguese Studies

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. UC Berkeley, 2001  
M.A. University of California, Davis, 1995  
B.A. University of Texas, Austin, 1991

**Languages:** Spanish(4), Arabic(4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications**  
 Spanish Language and Literature” : Hamilton, Michelle, Springer, Encyclopedia of Science and Religion, 2013.  
 “Text and Context: A Judeo-Spanish Version of the “Danza de la muerte”“ : Hamilton, Michelle, Eds. Amy Aaronson-Freedman and Gregory Kaplan., Brill, Converso Voices, 161-181., 2012.

**Courses:**  
SPAN 3603 Jews and Muslims in Medieval Iberia

**Research and Teaching Specialties**  
 Cultural Contact in Medieval Iberia  
 Literary Theory and Cultural Studies  
 Hebrew and Arabic cultures of Europe  
 The Medieval Mediterranean and its Legacy

**Dissertations and Theses Supervised:** 0

**Distinctions**  
Maurice Amado Foundation Grant, 2010-2010

<b>Abdelkader Hamouchi</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** Asian Languages & Literatures

**Tenure Status:** Teaching Specialist

**Educational History:** M.A., University of London  
B.A., My Ismail University

**Languages:** Arabic(4)

**Overseas Experience:**                      **Research:**    No                      **Teaching:**    No

**Recent Publications:**

**Courses:**        ARAB 1101, Beginning Arabic  
ARAB 4101, Beginning Arabic

**Research and Teaching Specialties:**  
Second language acquisition

**Distinctions:**

<b>Hisham A. Khalek</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** Asian Languages and Literatures

**Tenure Status:** Teaching Specialist

**Educational History:** Ph.D., University of Minnesota  
M.A., University of Minnesota  
B.A., University of Minnesota

**Languages:** Arabic (4)

**Overseas Experience:**      **Research:** Yes      **Teaching:** No

**Recent Publications**  
Marhabtayn an Arabic Language Textbook for Intermediate Level. Khalek, Hisham, MTL Publishing, Author, 2011.

**Courses:**  
ARAB 1101: Beginning Arabic      ARAB 3102: Intermediate Arabic  
ARAB 1102: Beginning Arabic      ARAB 5101: Advanced Arabic  
ARAB 3101: Intermediate Arabic      ARAB 5102: Advanced Arabic

**Research and Teaching Specialties**  
Politics, Government, and Society of the Arab World      Comparative and International Development in Education

**Dissertations and Theses Supervised:** 0

**Distinctions**

<b>Raul A Marrero-Fente</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** Spanish & Portuguese

**Tenure Status:** Associate Professor

**Educational History:** Ph.D.: Hispanic Literatures, University of Massachusetts, Amherst, 1997.  
M.A.: Hispanic Literatures, University of Massachusetts, Amherst, 1995.  
J.D.: Law, University of Camaguey, Cuba, 1985.

**Languages:** Spanish (4)

**Overseas Experience:**      **Research:** Yes      **Teaching:** Yes

**Recent Publications:**  
*Trayectorias globales: estudios coloniales en el mundo hispánico.* Marrero-Fente, Raul, Iberoamericana/Vervuert, Author, 2013

**Courses:**  
GLOS 3970 Topics in African Area Studies  
SPAN 3221 Latin American Colonial Discourses  
SPAN 3222 Discourses of Nation Building and Modernization in Latin America  
SPAN 5526 Colonial Discourse in Spanish American Writing

**Research and Teaching Specialties:**  
Trans-Atlantic Studies      Africa      Cultural Studies

**Dissertations and Theses Supervised:** 0

**Distinctions:**

**Marilena Mattos**

Teaching Time Spent on Subject Matter

**25%**

**Departmental Home:** Spanish & Portuguese

**Tenure Status:** Senior Teaching Specialist

**Educational History:** M.A. University of Minnesota, 1995  
B.A. Universidad Federal Fluminense, Niteroi, RJ, Brazil 1982

**Languages:** Portuguese (4), Spanish (4)

**Overseas Experience:** **Research:** Yes      **Teaching:** Yes

**Recent Publications****Courses:**

PORT 1103 Intermediate Portuguese  
 PORT 1104 Intermediate Portuguese  
 PORT 4103 Intermediate Portuguese  
 PORT 4104 Intermediate Portuguese

**Research and Teaching Specialties****Distinctions**

Member of the American Association of Teacher of Spanish and Portuguese (AATSP)  
 Member of APSA (American Portuguese Studies Association)

**Sidow Mohammed**

Teaching Time Spent on Subject Matter

**100%**

**Departmental Home:** Asian Languages and Literatures

**Tenure Status:** Adjunct Professor

**Educational History:** Ph.D. Um Durman Islamic University, 1994  
MA Khartoum Institute for Arabic Language, 1990  
BA Somali National University, 1986

**Languages:** Arabic(4), Somali(4)

**Recent Publications:**

**Overseas Experience:** **Research:** Yes      **Teaching:** Yes

**Courses:**  
 ARAB 3101 Intermediate Arabic  
 ARAB 3102 Intermediate Arabic  
 ARAB 4121 Intermediate Arabic  
 ARAB 4122 Intermediate Arabic

**Research and Teaching Specialties:**  
 Arabic language  
 Linguistics  
 Pedagogy  
 Islamic Civilization & African Diaspora  
 Middle Eastern culture  
 North America culture

**Dissertations and Theses Supervised:** 0

**Distinctions:**  
 Member, Somalia Teacher's Association, 1997 - present

<b>Angaluki Muaka</b>	Teaching Time Spent on Subject Matter <b>100%</b>
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**Departmental Home:** African American and African Studies

**Tenure Status:** Teaching Specialist

**Educational History:** M.A.: Near Eastern Languages and Culture, University of California, Los Angeles

**Languages:** Swahili (4)

**Overseas Experience:**                      **Research:** No                      **Teaching:** No

**Recent Publications:**

**Courses:**

SWAH 1221 Beginning Swahili, Semester I	SWAH 4222 Beginning Swahili II
SWAH 1222 Beginning Swahili II	SWAH 4225 Intermediate Swahili
SWAH 3225 Intermediate Swahili	SWAH 4226 Intermediate Swahili II
SWAH 3226 Fourth Semester Swahili	SWAH 5226 Advanced Swahili II
SWAH 4221 Beginning Swahili I	

**Research and Teaching Specialties:**  
 African languages (Swahili)  
 African diasporic studies

**Distinctions**

<b>Susan Noakes</b>	Teaching Time Spent on Subject Matter <b>25%</b>
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**Departmental Home:** French and Italian & Religious Studies

**Tenure Status:** Professor

**Educational History:** Ph.D. Yale University  
 M.Phil. Yale University  
 Cornell University  
 A.B. University of Chicago

**Languages:** Italian (4), French (4)

**Overseas Experience:**                      **Research:** Yes                      **Teaching:** No

**Recent Publications**  
 Medieval Texts and National Identities: Dante in Red, White, Green--then Black: Noakes, Susan, Journal of the Midwest Modern Language Association, 2007.

**Courses**

FREN 3111 Medieval Stories	ITAL 5401 Mondo di Dante
FREN 3750 Topics in French.Francophone Literature and Culture	ITAL 5609 World of Dante
FRIT 3803 New Wave Cinemas	ITAL 4307 Novellistica
FRIT 3804 Cinema and Culture	

**Specialties:**  
 French and Italian literature and poetry                      Banking and economics in medieval literature  
 Women's studies                      The Global Middle Ages

**Dissertations and Theses Supervised:** 0

**Distinctions:**

<b>J.E. Preckshot</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** French and Italian

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. University of California  
M.A. University of California  
B.A. University of Michigan

**Languages:** French (4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    No

**Recent Publications**  
Anne-Marie Christin, "La Pensee Visuelle et Narration: Les Revues-Images de Phippe Clerc," translated in Laurie Edson, ed., *Conjunctions: Literature. Visual Arts, Theory* (San Diego State University Press, 1996).

**Research and Teaching Specialties:**  
20th century France                      Francophone literature                      Surrealism

**Courses:**  
FREN 3471 Topics in Francophone African Literature & Cultures                      FREN 8270 Critical Issues: Prose  
FREN 5470 Post/Colonial Francophone Literatures                      FREN 8420 Critical Issues: Francophone Literature

**Dissertations and Theses Supervised:** 0

**Distinctions:** Bush Foundation Sabbatical Fellowship

<b>Eileen B. Sivert</b>	Teaching Time Spent on Subject Matter <b>50%</b>
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**Departmental Home:** French and Italian

**Tenure Status:** Tenure (Professor)

**Educational History:** Ph.D. University of California  
M.A. Purdue University  
B.A. University of California

**Languages:** French (4)

**Overseas Experience:**                      **Research:**    Yes                      **Teaching:**    Yes

**Recent Publications**  
"Integrating Gender into the International Relations Curriculum," with Mary M. Lay, Caesar Farah, Lisette, Josephides, Angelita Reyes, Connie Sullivan and Margaret, *Encompassing Gender*, ed. Mary M. Lay, Janice Monk, and Deborah S. Rosenfelt (The Feminist Press, 2002): 153.61

**Courses**  
FREN 3101W Introduction to French Literary Texts: Poetry                      FREN 3606 Quebec: Literature and Film in Translation  
FREN 3310 Literature of Revolution and Upheaval                      FREN 3410 Quebecois Literature

**Research and Teaching Specialties**  
19th-century French studies                      Quebec literature and culture

**Dissertations and Theses Supervised:** 2

**Distinctions**

# Appendix III: Performance Measure Forms

African Studies NRC and FLAS  
University of Minnesota

**Objective 1: Enhance and grow the instruction of LCTLs, with emphasis on Priority LCTLs during the grant cycle as compared with the baseline (budget 1.b.1-7).**

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p><b>A)</b> Increase number of certificate, minor, or major degree programs in the priority and/or LCTLs, during years 2-4 of the 4-year grant period <i>(GRPA 4)</i></p>	<p><b>A1)</b> Development of new subplan in Arabic Studies (I.c.). -survey existing courses -develop new CBI in Arabic courses (I.b.6) -develop subplan -approval of subplan -recruit students to subplan</p> <p><b>A2)</b> Develop certificate in Translation &amp; Interpretation (I.c.) -survey existing courses -develop new Somali courses (I.b.4) -develop certificate -approval of certificate -recruit students to certificate</p>								
<p><b>B)</b> Increase the number of LCTL intermediate or advanced level courses during the grant cycle as compared to the previous grant cycle. <i>(GRPA 3)</i></p>	<p><b>B1)</b> 2 CBI Arabic Courses (I.b.6) -collect new content -develop course -approval of course -offer course -monitor enrollments -assess student proficiency</p> <p><b>B2)</b> Articulation of 3<sup>rd</sup> to 4<sup>th</sup> year Arabic (I.b.5) -review student progress -identify challenge -develop new content/pedagogies -offer courses with new</p>								

	<p>content/pedagogies</p> <p>-assess student proficiency</p> <p><b>B2) Offer summer intensive LCTL (Somali, Swahili, Arabic, Portuguese (1.b.1)</b></p> <p>-identify instructors</p> <p>-recruit students nation-wide</p> <p>-student progress assessed</p> <p><b>B3) Develop Somali articulation with heritage/non heritage speakers (1.b.3)</b></p> <p>-review student progress</p> <p>-identify challenge</p> <p>-develop new content/pedagogies</p> <p>-offer courses with new content/pedagogies</p> <p>-assess student proficiency</p>								
<p><b>C) Increase number of teaching materials in 3 LCTLs during the course of the 4 year grant cycle.</b></p>	<p><b>C1) Develop LCTL teaching materials Somali all levels</b></p> <p><b>C2) Develop LCTL teaching materials Swahili advanced</b></p> <p><b>C3) Develop LCTL teaching materials Arabic advanced (1.b.7)</b></p> <p><i>For each</i></p> <p>-identify need</p> <p>-instructor develops material</p> <p>-material incorporated into course</p> <p>- assess student progress</p> <p><b>C4) African Language Materials Archive with sister NRCS (V.d)</b></p> <p>-identify need</p> <p>-materials purchased</p> <p>-materials made available through collaboration</p>								

<p><b>D)</b> Enhance foreign language in the health care curriculum each year of the grant cycle as compared to the previous grant cycle.</p>	<p><b>D1)</b> Somali for Health care professionals (1.b.4)</p> <ul style="list-style-type: none"> <li>-collect new content</li> <li>-develop course</li> <li>-approval of course</li> <li>-offer course</li> <li>-monitor enrollments</li> <li>-assess student proficiency</li> </ul>							
<p><b>E)</b> Increase post graduate placement in areas of national need by 10% of students with degrees in LCTLs and languages at the end of the grant period as compared to the baseline.</p>	<p><b>E1)</b> Continue coordinating advising with Career Services programs</p> <ul style="list-style-type: none"> <li>-develop information on placement opportunities specific to African studies</li> </ul> <p><b>E2)</b> In order to effectively track placements, collaborate with tracking efforts of Alumni center and CLA</p>							

Objective 2: Increase faculty & educator expertise in African studies during the grant period as compared to the baseline (budget VIII.a.1-4).									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A)Expand faculty research and scholarship in African Studies each year during the grant cycle	A1) Yearly interdisciplinary workshops in following themes: * Pluralizing and Deconstructing Africa (VIII.a.1) * Geographies of Disparity (VIII.a.2) * Food and the Green Revolution (VIII.a.3) * Reframing Mass Violence: Social Memory and Social Justice( VIII.a.4) <i>For each</i> -faculty lead creates working group -guest speakers invited -interdisciplinary groups convene -symposia planned -symposia advertised -symposia held								
B)Increase dissemination of Global Studies research and scholarship through new publications	A2) Increase library holdings on African Studies (V.a) -new areas of need identified -materials purchased -materials made available to UMN and through LL  B1) Publications related to project themes -faculty develop new research -faculty leverage new research funding -publication								

and increased presence in community during each year in grant cycle..	<b>B2)</b> Knowledge disseminated to a broader audience -faculty provide interviews to news media -faculty engage in community								
<b>C)</b> Increase MSI and community college faculty knowledge of African Studies research and scholarship through at least 2 activities a year during grant cycle.	<b>C1) Educator Dialogues for Community College Faculty</b> during capstone symposia (VIII.a.1,2,3,4) -include educators in planning dialogues -recruit/invite educators to symposia -hold Educator Dialogue -CC faculty incorporate material								

Objective 3: Improve and expand curricula with African studies content by end of the grant period as compared to the baseline (budget l.c.1-14).									
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 14 the number of courses/modules with new African studies content	A1) Develop 11 courses that match thematic foci of project (l.c.1-5,8,9,11-14) -collect new content -develop course -approval of course -offer course -monitor enrollments -assess student proficiency on SLOs -review course evaluations  A2) New interdisciplinary courses with African studies content in Medical School (l.c.6) -develop new module -offer new module -assess impact on student  A3) 2 new faculty-student seminars (l.c.7,10) -faculty lead invites participants -develop content -offer seminar -assess impact								
B) Increase by 5% number of students in African studies courses by year 4 of the grant cycle.	A1)New courses for African studies (l.c.1-5, 8-9,11-14) (see A) -monitor enrollments								

<p>C) Increase post graduate preparedness through at least one career placement workshops each year during grant cycle as compared to the baseline.</p>	<p>C1) Encourage study abroad for majors in African studies fields          -work with LAC to advertise          -work with LAC to advise          -assist students in identifying funding opportunities</p> <p>C2) In order to effectively track placements, collaborate with tracking efforts of Alumni center and CLA</p>								
<p>C) Increase by 1 certificate, and 1 minor, programs in African studies during the course of the 4-year grant period  <i>(GRPA 4)</i></p>	<p>C1) Develop Undergraduate Certificate in African Studies (I.c.)          -survey existing courses          -develop new courses (see above)          -develop certificate          -approval of certificate          -recruit students to certificate</p> <p>C2) Enhance Graduate Minor in African Studies (I.c.)          -survey existing courses          -develop new courses (see above)          -recruit students to certificate</p>								

**Objective 4: Increase African studies knowledge of educators, community, and media by the end of the grant period as compared to the baseline (budget I.d.1-4).**

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
<p><b>A)</b> Increase number of educators receiving professional development in LCTL, priority language and African studies by 5% by project years 2 and another 5% by year 4 as compared to the previous grant cycle.</p>	<p><b>A1)</b> Offer 2 summer professional development on African content each year as it relates to yearly themes (I.d.1-4)                      -recruit instructor                      -develop content                      -recruit participants                      -offer institute                      -new content developed (K-16)                      -new content offered (K-16)</p> <p><b>A2)</b> Partner with CEHD to provide pre service educators with trainings in African studies  <i>Economic Imbalances and Health Care Access and Regional Conflicts and Diasporas</i> (I.c.15-16)                      -recruit instructor                      -develop content                      -recruit participants                      -offer institute                      -new content developed (K-16)                      -new content offered (K-16)</p> <p><b>A3)</b> Attend conferences and other networking activities (III.b. 2)                      -determine educator needs                      -establish new collaborations                      -recruit participants</p>									
<p><b>B)</b> Increase the numbers of</p>	<p><b>B1)</b> Provide professional development in international</p>									

<p>educators who attend ASI professional development, and who serve a diverse student population by 5 % per year during the grant period.</p>	<p>topics for K-16 educators who work with diverse populations (I.d.1-4)</p> <ul style="list-style-type: none"> <li>-hold conversations to determine needs</li> <li>-develop content</li> <li>-recruit participants</li> <li>-offer workshop</li> <li>-new content developed (K-16)</li> <li>-new content offered (K-16)</li> </ul>						
	<p><b>B2)</b>With CEHD and MNN Dept of Ed, offer 21<sup>st</sup> Century Schools Collaborative, <i>Migration in Africa: Politics, Economy and Culture</i> (I.d.1)</p> <ul style="list-style-type: none"> <li>-hold conversations to determine needs</li> <li>-develop content</li> <li>-recruit participants</li> <li>-offer workshop</li> <li>-new content developed (K-16)</li> <li>-new content offered (K-16)</li> </ul>						
<p><b>C)</b> Improve access by increasing the number by 5% per year educators attending professional development activities from non-metro during the grant period.</p>	<p><b>C1)</b>Hold professional development on African content in rural areas</p> <ul style="list-style-type: none"> <li>-hold conversations to determine needs</li> <li>-develop content</li> <li>-recruit participants</li> <li>-offer workshop</li> <li>-new content developed</li> <li>-new content offered</li> </ul> <p><b>C2)</b>Offer travel stipends to educators to attend institutes (VIII.b.1)</p> <ul style="list-style-type: none"> <li>-recruit participants</li> <li>-assess expanded access</li> </ul>						

	<p><b>C3)</b> Offer educator stipends for LTCL professional development workshops and educator institutes by CARLA (VIII.b.2)</p> <ul style="list-style-type: none"> <li>-recruit participants</li> <li>-assess expanded access</li> </ul> <p><b>C4)</b> Production of web-based teaching resources (VIII.b.3)</p> <ul style="list-style-type: none"> <li>-offer workshop</li> <li>-capture content</li> <li>-edit content</li> <li>-disseminate content</li> </ul>								
<p><b>D)</b> Increase the number by 5% per year of educators from community colleges attending capstone symposia and conferences during the grant period.</p> <p><i>Competitive priority</i></p>	<p><b>D1)</b> Yearly capstone symposia with <i>Educator Dialogues</i> in following themes:</p> <ul style="list-style-type: none"> <li>* Pluralizing and Deconstructing Africa (VIII.a.1)</li> <li>* Geographies of Disparity (VIII.a.2)</li> <li>* Food and the Green Revolution (VIII.a.3)</li> <li>* Reframing Mass Violence: Social Memory and Social Justice (VIII.a.4)</li> </ul> <p><i>See above, Objective 2 PM C</i></p> <p><b>D2)</b> Provide travel/lodging stipend for community college educators coming to UMN workshops and <i>Educator Dialogues</i> during above listed symposia.(VIII.b.1)</p> <ul style="list-style-type: none"> <li>-recruit participants</li> <li>-assess expanded access</li> </ul>								

	<p><b>D3) Offer professional development on African topics for community college instructors with CIBER <i>Economies of Food in Africa</i> 1.d.3)</b></p> <ul style="list-style-type: none"> <li>-hold conversations to determine needs</li> <li>-develop content</li> <li>-recruit participants</li> <li>-offer workshop</li> <li>-new content developed</li> <li>-new content offered</li> </ul>								
<p><b>E) Increase by 50 people a year number of people not affiliated with UMN at events and symposia during the grant cycle</b></p>	<p><b>E1) Streamline tracking practices in ASI events</b></p> <ul style="list-style-type: none"> <li>-develop new tracking mechanism</li> <li>-pilot new mechanism</li> <li>-adjust new mechanism</li> <li>-implement new mechanism</li> </ul> <p><b>E2) Advertise open events in community publications</b></p> <ul style="list-style-type: none"> <li>-develop materials</li> <li>-assess attendance</li> </ul>								
<p><b>F) Increased coordination of tracking of faculty receiving title VI funding who contribute to media sources during the grant cycle.</b></p>	<p><b>F1) Track faculty engagement</b></p> <ul style="list-style-type: none"> <li>-survey ASI faculty annually</li> <li>-create data base to track media appearances</li> <li>-community appearances.</li> </ul>								

**Objective 5: FLAS Improve cadre of advanced level speakers in critical LCTL and experts in African Studies.**

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p><b>A)</b> Increase number by 5% of low income students applying for FLAS by project year 4 as compared to baseline established in year 2015.</p>	<p><b>A1)</b> Establish competitive priority for low income FLAS applicants                      -additional recruiting through Student Financial Office                      -additional recruiting through Office of Minority Services                      -provide instruction to selection committee                      -administer FLAS tracking surveys</p>								
<p><b>B)</b> Increase percentage of AY and SU FLAS awarded in LCTL priority languages to total 90% by the end of the grant cycle as compared to the previous grant cycle.</p>	<p><b>B1)</b> Establish competitive priority for applicants in priority languages                      -recruit applicants through LCTL instructors                      -provide instruction to selection committee                      -report awards</p>								
<p><b>C)</b> Increase number of FLAS awardees who continue on to advanced levels of language during grant cycle.</p>	<p><b>C1)</b> Establish competitive priority for applicants at advanced level in priority languages                      -recruit applicants through LCTL instructors                      -provide instruction to selection committee                      -report awards</p>								